Instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities

BY

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DECLARATION OF ORIGINALITY

I Bernard Bongani Lushozi, student number 28623003, declare that the thesis entitled Instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities", which I hereby submit for the degree of Philosophiae, at the University of Pretoria, is my work and has not previously been submitted by me for a degree at this or any other tertiary institution. The sources used or quoted have been indicated and acknowledged by means of complete reference.

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DEDICATION

I dedicate my thesis to all the people who have supported, inspired, and motivated me to love education. A special feeling of gratitude to my loving grandmother, Elizabeth Mmaphiri Hlabi, who has instilled in me the art of caregiving for people facing disabilities. My loving parents, John and Paulina Lushozi, who despite their non-academic background, made a point that their children are educated. All my siblings who walked/travelled with me the educational journey until I reached this level.

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ABSTRACT

This qualitative, interpretive study is founded on the problem that the South African special schools authority has been grappling with customising the curriculum and issues of "what" and "how" to teach learners who are facing severe to profound intellectual disabilities. This is exacerbated by a lack of consistent standard of service delivery that is supposed to be formalised through policy. It is, therefore against this background, that the purpose of this study was to explore and explain the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in special schools, in Soweto. This study also aimed to find out as to the different ways in which instructional approaches are implemented and how they address the educational support needs of learners in special schools.

The multiple realities from the participants were collected using focus group discussions, individual interviews, document analysis and classroom lesson observations. Throughout, all methods of data collection field notes were taken. The thematic data analysis revealed that the nature of instructional approaches is a function of (1) the combination of instructional models, strategies, methods and skills used by (2) agents that are involved in the provision of education for learners with severe to profound disabilities to teach (3) learners with different types educational support needs through a (4) curriculum informed by a legislative framework. Given the four themes identified, this study has the potential to provide a framework for provisioning of needed educational support services for learners who are facing severe to profound intellectual disabilities.

Keywords

Inclusive education, Special pedagogy, Severe to profound intellectual disabilities, Learners who are facing severe to profound intellectual disabilities (LSPID), Teaching LSPID, Instructional approach, Instruction, Curriculum differentiation, Individualised Education Plans, Individualised Support Plans and adaptive behaviour.

List of abbreviations

Terminology	Description
AAIDD	American Association on Intellectual and Developmental Disabilities
APA	American Psychiatric Association
CAPS	Curriculum and Assessment Policy Statement
CA	Chronological Age
CNS	Central Nervous System
CRPD	Convention on the Rights of Persons with Disability
CSPID	Children with Severe to Profound Intellectual Disabilities
DBE	Department of Basic Education
DoE	Department of Education
DSM-V	Diagnostic Statistical Manual of Mental Disorders,
EPSEN	Effective Provision for Special Educational Needs
EWP	Education for Working Professionals
GETC, S&V	General Education and Training Certificate, Skills and Vocational
HoD	Head of the Department
ICF	International Classification of Functioning
ID	Intellectual Disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualised Education Plan/Program
ISEC	International Special Education Congress
ISP	Individuals Support Plans
IQ	Intelligence Quotient
LSPID	Learners who are facing severe to profound intellectual disabilities
MA	Mental Age
MGT	Multi-grade teaching
MLT	Multi-levels teaching

OT	Occupational therapist
PL1	Post Level one
RNCS	Revised National Curriculum Statement
SEN	Special Education Needs
SES	Senior Education Specialists
SIAS	Screening, Identification, Assessment and Support
SIS	Support Intensity Scale
SMT	School Management Team
ST	Speech therapist
S & V	Skills and Vocational
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
UNICEF	United Nations Children's Emergency Fund,
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
WHO	World Health Organisation

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CHAPTER 1: GENERAL ORIENTATION OF THE STUDY

Graphic presentation of Chapter 1

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1.1 INTRODUCTION AND CONTEXTUAL BACKGROUND OF THE STUDY

In the past few decades, there has been a growing consensus regarding the learning capabilities of learners who are facing severe to profound intellectual disabilities around the world. Most practitioners in the field of inclusion and special education needs agree on the view that all children who are facing severe to profound intellectual disabilities are capable of learning both academic and non-academic skills when they are provided with quality education support (Bobzien, 2014; Browder & Cooper-Duffy, 2003; Browder & Spooner, 2011; Downing, 2008; Logan & Malone, 1998; Snell & Brown, 2006; Turnbull, Turnbull, Erwin & Soodak, 2006; Westling & Fox, 2009). The American Association on Intellectual and Developmental Disabilities (AAIDD, n. d.) reiterates, "every child with intellectual disability is able to learn, develop, and grow. With help, all children with intellectual disability can live a satisfying life" (AAIDD, n. d., p. 2).

Furthermore, the current view regarding the capabilities of learners who are facing severe to profound intellectual disabilities has changed from a perspective of caregiving and caring to an expectation of educational and functional development beyond disabilities (Dale, 2005; Falkenstine et al., 2009; Lewis, & Norwich, 2005; Taylor, 2011). This view culminated in a shift from an emphasis on "where" a learner should be educated to the value of "what and how" a learner should be taught (Browder, Spooner, Wakeman, Trela, & Baker 2006; Turnbull, Turnbull, & Wehmeyer, 2007; Wehmeyer, 2006). This shift, according to Marishane et al. (2015) has moved the spotlight towards the direction of teachers' capacity to differentiate the curriculum, and thus, needs teachers who know what to teach and how to teach (Downing & MacFarland, 2010).

For the proponents of this view, quality educational support is located within the intersection of teacher's knowledge of the curriculum (i.e. what is worth learning, what a learner is required to encounter, and what should be taught) and the capacity to use instructional approaches and pedagogical strategies that promote meeting the educational support needs of LSPID in special schools. This view comprises of teachers' capacity for curriculum differentiation, adaptation, and the ability to work within a collaborative, multi-disciplinary environment of collective purpose in enhancing curriculum accessibility for all learners (Bolam, McMahon, Stoll, Thomas &

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Wallace, 2005; Kelly, Wessel, Dummer, & Sampson, 2010; Lawrence-Brown 2004; Marishane, Marishane & Mahlo 2015).

Quality educational support for LSPID, according to Vaillant (2011, p. 254), "includes equipping teachers with the knowledge of curriculum differentiation, skills for planning lessons and organising classroom activities guided by such knowledge." Browder, Mims, Spooner, Ahlgrim-Delzell, Downing, (2008) and Downing and MacFarland (2010) add that quality education support for LSPID, includes opportunities to practise real-life skills, exercise meaningful occupation, and the provision of communication skills development through a systematic instructional approach, by highly trained qualified teachers (Browder & Spooner, 2006; Westling & Fox, 2009).

Borders & Bauer (2012); Falkenstine, Collins, Schuster, and Kleinert (2009) and Browder et al. (2008) further maintain that this quality educational support can only be attained if the expectations for learning capabilities of these learners is raised and the fallacy of perceived incompetence towards such learners is obliterated and replaced by teaching them explicitly using systematic instructional approaches that are responsive to the individual learning styles.

This idea of shifting the spotlight towards the direction of teachers' capacity to differentiate the curriculum and teachers as the primary education support system for individuals who are facing intellectual disabilities is acknowledged. However, in this study, I view the task of offering quality education support to this population of learners as intensive, complex, multi-dimensional, and embedded within interactional relationships and roles of other various agencies (i.e. therapists & psychologists, and district subject facilitators or Senior Education Specialists [SES]) involved in educational support of these learners. Thus, I extend the focus beyond teachers only as a locus of capacity (i.e. an area where capacity for quality support is needed), but also highlights the need to extend the focus to the direction of other secondary education support systems (i.e. other agencies within a multi-disciplinary system) who are also involved in offering educational support to this specific population (Hassal, Rose & McDonald, 2005). Blok, Peetsma and Roede (2007, p. 3–5) add that "educating children with special education needs places extra demands on schools, for example, a high level of expertise is required, as are often special resources such as individual resources, individual supervision and modified learning materials".

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The spotlight on teachers only as a locus of capacity could effectively limit the holistic process in which the provision of quality education support for LSPID takes place (Becvar & Becvar, 2000). For Plumwood (2002), to focus on teachers only as the ones needing the capacity to provide quality education support is not just hubris: it is scientific arrogance and is dangerous. Hoffman and Nead (1983, p. 507-559) refer to this focus as "to chop up the ecology" meaning that one focuses on one part of the system and ignores the environment from which the provision of education support takes place. Focusing only on teachers as the only ones needing capacity does not consider the roles played by other professionals who are involved. It is, therefore, based on this context that this study aimed to explore the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities.

Today, special schools around the globe are becoming more cognisant of the value of implementing instructional approaches that are responsive to the diverse needs of learners who are facing severe to profound intellectual disabilities in their respective classes (Dale, 2005; Mahlo, 2017; Rose, 2007; United Nations Educational Scientific and Cultural Organisation [UNESCO], 2005; United Nations [UN], 2005). Hence, in this day and age as opposed to the past, children who are facing severe to profound intellectual disabilities are now included in the inclusive educational systems, based on their confirmed ability to learn (Downing & MacFarland, 2010; Browder et al. 2008). The majority of such learners spend most of their school day in specialised education classrooms (Cho, 2008; Williamson, McLeskey, Hoppey & Rentz, 2006; Peetsma, Vergeer, Roeleveld & Karsten, 2001). Through this inclusion, the educational restructuring and expansion of similar education policies, curriculum, human rights, and child-centred educational programmes such as individualised educational programmes (IEPs) are observed in many parts of the world (Downing, 2008; Snell & Janney, 2005; Turnbull et al., 2006). This inclusion has been endorsed by the United Nations policies and is located within a world social justice agenda that calls on all states to ensure and foster full inclusion and participation of learners who are facing severe to profound intellectual disabilities in their communities and to develop and maintain appropriate support services for these individuals (UN, 1994). This action is to ensure that such learners are not discriminated against based on their cognitive functionality, but are encouraged to reach their full potential, and receive quality

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instruction and support that accept and recognise a range of human differences, and abilities. Support for this viewpoint has been forthcoming from the Universal Declaration of Human Rights in 1948 (United Nations [UN], 1948); the Salamanca Statement and Framework for Action on Special Needs Education (Centre for Studies on Inclusive Education [CSIE], 2018), United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities, (UN, 1994) and the UN Convention on the rights of persons with Disabilities (UN, n. d. 2006).

In response to the call on all states to foster quality educational support through educational approaches that accommodate diversity of learners' abilities, many developed and some developing countries (Ncube, 2006; Prinsloo, 2001; Sharma, 2012; Turnbull & Turnbull 2001), made efforts towards provisioning of educational approaches that are responsive to the heterogeneous, unique individual educational support needs presented by this population of such learners (Agran, Snow & Swanner, 1999; Bogdan, & Taylor 1989; Reay, 2011).

In South Africa, the legislative and policy frameworks (Department of Basic Education [DBE], 2014; Education White Paper 6 [EWP6], (DBE, 2014; DoE, 2001) undoubtedly provide for the requirements for educational approaches that are responsive to the needs of learners who are facing disabilities and agree that for learners who are unable to access the learning content, teachers are expected to either design the content down or up and overlap the learning experience (DBE, 2014; DoE, 2001). In cases of learners who are facing severe to profound intellectual disabilities, there has been uncertainty regarding "what" and "how" to teach such a population. However, recently there has been an attempt to address this gap in South Africa. The DBE is currently piloting the draft of newly developed skills curricula for learners who are facing moderate and severe intellectual disabilities (Autism South Africa, 2018). Instructional approaches recommended, suggest, "teachers will have to do multi-grade teaching (MTG) and multi-level teaching to ensure a high standard of learning and teaching" (Autism South Africa 2017, p. 6). However, the role of professionals (i.e. therapists), including the roles of class assistants in supporting teachers in determining the appropriate instructional approaches for each learner is overlooked. Hence, this study sought to explore the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in special schools.

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1.2   STATEMENT OF THE PROBLEM

Post-1994, the South African educational authority has been grappling with the complexity of education for post-conflict societies including the certainty of relevant policies, especially matters about the education of learners who are facing severe to profound intellectual disabilities the [LSPID] (Esakov, 2009; Gill & Niens, 2014; Taruvinga & Cross, 2012). Jansen (1999) reiterates that those policies were superficially intended or aimed at just "cleansing of apartheid curriculum" through cutting out offensive and outdated aspects of apartheid curriculum regardless of their pedagogical soundness (Jansen, 1999, pp. 7-15).

This complexity within the field of special education needs schools has been echoed by several authors as such Cole and Barsalou (2006); Brown (2009); Howell, Chalken & Alberts (2003). For example, according to Howell et al. (2003, pp. 46-47) "this complexity has been compounded by the fact that the LSPID in South Africa have been struggling on a number of levels. The experience of disability for the majority of black disabled people were strongly influenced by the inequalities and oppressive apartheid system" (Howell et al., 2006).

Khumalo and Fish Hodgson (2015, p. 4) add that "for children with disabilities, racial apartheid in the education system was compounded by a second 'disability apartheid,' which isolated children with disabilities to poorly funded special schools—that often treated them as incapable of being educated. It is therefore against this background that special education needs schools in South Africa have been grappling with issues of instructional approaches used in teaching this population. For example, Education White Paper 6, (2001, p:49) provides that "district support teams and institutional-level support teams are required to provide curriculum, assessment and instructional support in the form of illustrative learning programmes, learner support materials and equipment, assessment instruments and professional support for educators at special schools/resource centres and full-service and other educational institutions." However, this policy does not effectively provide clear guidelines on the instructional approaches to be used and type of curriculum offered for learners who are facing severe to profound intellectual disabilities. This weighs significantly on what and how to teach such a population and the quality of training provided to those who are supposed to teach this population. Given the scenario mentioned above, I was motivated to explore

and explain the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in three special education needs schools in Soweto, South Africa.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to explore and explain the nature the instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in three special education needs schools in Soweto, South Africa. In conducting this study, I aimed to explore and explain the different ways in which instructional approaches are implemented and how these instructional approaches address the educational support needs of LSPID in three special education needs schools in Soweto. Information pertaining to the existence of a functional framework for the implementation of such instructional approaches could be gained. Lastly, insight could be gained from challenges experienced by the three special education needs schools that cater for learners who are facing severe to profound intellectual disabilities and how these schools respond to those challenges.

The possible contribution of this study is located in its potential to provide a framework for the provisioning of needed educational support services for learners who are facing severe to profound intellectual disabilities. Such services could offer guidelines for instructional approaches and programmes that should be provided for such learners. From a policy point of view, such a framework could potentially ratify prioritisation, in the strengthening and developing of legislation and enforcement mechanisms across all educational sectors to align the developed policies with the obligations contained in the Convention on the Rights of Persons with Disabilities (UN, n.d, 2006).

1.4 RATIONALE FOR UNDERTAKING THE STUDY

Since working as a school principal for the past thirteen years in a special school that caters for learners who are facing severe to profound intellectual disabilities, I have been consistently intrigued by the way, in which teachers struggle to teach such learners. I have noticed with concern that, even those teachers who have a qualification in inclusive education, keep reverting to traditional dominant teaching strategies, and they eventually experienced very little success in using such approaches. Having said this, I have foreseen that teaching learners who are facing

severe to profound intellectual disabilities remains one of the most critical problems in the field of special education needs in Gauteng, South Africa.

Until recently with the current pilot of the draft of differentiated curriculum and assessment statement for learners who are facing moderate and severe intellectual disabilities (Autism South Africa, 2017), there has been no standardised curriculum and guidelines for curriculum delivery for learners who are facing severe to profound intellectual disabilities in South Africa. The Draft policy (DBE, 2016) recommends that the ECD curriculum is used for LSPID. This has been evident in the way in which the Senior Education Specialists (SES) officials from the districts monitored and offered support in special education needs schools. The SES officials tended to expect special education needs schools to offer curriculum as it is practised in the mainstream schools and, as a result, these officials monitored, assessed, and gave support based on the mainstream standardised tools. This has caused confusion regarding how and what must be taught in special schools within the district.

As alluded to in Par. 1.1 that the DBE is currently piloting the draft of newly developed skills curricula for learners who are facing moderate and severe intellectual disabilities (Autism South Africa, 2017). On the subject of instructional approaches, it is recommended that "teachers will have to do multi-level teaching (MLT) or multi-grade teaching (MGT); scaffolded teaching, tiering and cooperative teaching" (DBE, 2017, p. 16) to accommodate different learning styles, levels of functionality and learners' abilities (DBE, 2017).

However, a study conducted by Brown (2009) revealed that there is an enormous deficiency of MGT skills among teachers in South Africa (Brown, 2009). According to Brown (2009, p. 61) "in service education programmes, such as the B. Ed programme, which are supposed to address practicing teachers' professional training needs, do not have modules or topics on multi-grade teaching". This lack of training in MGT is regarded as one of the most significant instructional approaches that may open access to education and improve quality of education provision in the diverse special school classroom (Brown, 2007, 2009; DoE, 2008a). This lack of training added to many other catalysts that stirred me into exploring and explaining the nature of instructional

approaches used in teaching learners who are facing severe to profound intellectual disabilities in the three special education needs schools in Soweto, South Africa.

The Department of Education's White Paper 6 on Special Needs Education (2001), the National Strategy on Screening, Identification, Assessment and Support [SIAS] (DBE, 2014) and the Guidelines to ensure Quality Education and Support on Special Schools as resource centres (DoE, 2007) proposed to provide the educational support services required by learners who are facing intellectual disabilities. They recommended classroom strategies and guidelines on responding to learner diversity in the classroom through National Curriculum Statements (NCS) and Curriculum and Assessments Policy Statements CAPS (DBE, 2011). They emphasise curriculum differentiation and adaptation towards treating each learner as an individual with different support needs that require teaching methods that create opportunities for full participation in classrooms (DoE, 2005, 2007; DBE, 2014). To realise this, they emphasise on the drawing and implementation of Individual Support Plans (ISP) for learners who need more support.

The SIAS policy (DBE, 2014, p. 8) defines ISP as "a plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the School-Based Support Team". This view of ISP does not provide clearly articulated objectives and guidelines for developing ISPS for learners who are facing severe to profound intellectual disabilities. For example, internationally, ISP is perceptualised as a long-term care plan designed for people with disabilities whereby a collaboration of parents, professionals and other legal representatives determine what, where, when and by whom support will be delivered to the person with disability (Herps, Buntinx & Curfs, 2013*).*

The advocates of special education needs (Reynolds, Zupanick & Dombeck, 2011) warn that an Individualised Support Plan (ISP) is not the same as individualised education plan/program (IEP). Both programmes are used in THE United Sates of America and the Netherlands and they are guided by two different laws. According to Reynolds et al. (2011) the ISP and IEP could be related, specifically for children, attending school, however, the ISP focuses on supportive rehabilitation whereas, the IEP's focuses on age-appropriate functional skills. Herps, Buntinx, Schalock, Van

Breukelen and Curfs (2016, p. 2), reiterate that "ISPs are used for different reasons in the Netherlands such as a guiding instrument for support staff in their daily work, a tool for people with Intellectual Disabilities to have more rights and control over their lives and support processes and a tool for quality management in service provider organisations."

In South Africa, like in many other international communities (i.e. Ireland, Kenya, and Nigeria), where despite the nonexistence of a legal requirement to provide individual education programmes (Irish National Council for Special Education [NCSE], 2006), they have traditionally included the use of an Individualised Education Programme (IEP) in addressing the educational support needs of learners who are facing intellectual disabilities (CSIE, 2018; Government of Scotland, 2017; Weeks, 2013). This new view of ISP by educators and other professionals involved in the education of learners who are facing severe to profound ID has as a result that they may find themselves in an indeterminate state regarding instructional approaches used in teaching this population. Having this context and impression in mind, I warranted it necessary to conduct research investigating the nature of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities in the three special education needs schools, in Soweto.

This study is important to gain insight into how instructional activities could be planned and implemented. It may clarify the concept of ISP and provide guidelines on how teachers could draw ISPs and determine instructional mediations appropriate for the individual learner. Educators' knowledge on what and how to teach this population could be enhanced to enable them to differentiate, adapt and deliver a curriculum using approaches that are responsive to the needs of learners who are facing severe to profound intellectual disabilities. This study results could furthermore offer procedures on how to work in a multidisciplinary environment, thus, inform a framework upon which instructional approaches and educational programmes for teaching learners who are facing severe to profound intellectual disabilities are drawn. The developed framework could thus, inform drawing from relevant policies and legislation that are understood and implemented by teachers of learners who are facing severe to profound intellectual disabilities special education needs schools.

1.5   RESEARCH QUESTIONS

Given the contextual background and the statement of the problem presented in the previous section, this study was guided by the primary research question:

What is the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities?

In support of the primary research question, the following secondary research questions were posed:

- What instructional approaches do teachers use in their classrooms?
- What factors do influence teachers' ability to use IA in teaching LSPID?
- How are the relevant educational policies and legislations understood and implemented by educators who teach learners who are facing severe to profound intellectual disabilities?

1.6   CLARIFICATION OF KEY CONCEPTS

The following list of definitions of key concepts are provided to ensure uniformity and understanding of concepts that have importance in this study. I also found it critical to explain and clarify the distinctions and overlap that exist between these concepts.

1.6.1   Intellectual disability

Intellectual disability (ID) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains (DBE, 2016:9). In this study, ID resonates within the World Health Organisation (WHO) International Classification of Functioning (ICF) model (a biopsychosocial or person-environment fit model of disability (WHO, n. d.) in which intellectual disability is conceptualised as a state of functioning in which impairments to the Central Nervous System (NCS) (e.g., body functions and structure) result in limitations to intellectual functioning and adaptive behaviour (Wehmeyer, 2013; Schalock et al., 2010).

1.6.2   Learners who are facing severe to profound intellectual disability

According to DBE (2016, p:13) learners who are facing severe to profound intellectual disabilities refers to "children who are at the lower end of functioning within the severe

category and also those with a level of functioning as described in the profound category. From this perspective, both severe and profound intellectual disabilities are classification assigned to those learners who presents a significant functional limitation in the conceptual, social and physical domains and such individuals may require higher level of support as they may not be able function independently.

In this study, I preferred to use the term: learners who are facing severe to profound intellectual disabilities as it represents people-first language. To this end, I was cautious by preferring labels and naming from the point of view of services and support systems that enable needed support to be deployed (Twain, 2006).

1.6.3 Severe to Profound intellectual disabilities

In this study, I used both severe and profound sub-types of intellectual disabilities simultaneously to indicate the range of disability severity (American Psychiatric Association [APA], 2013). From the diagnostic and statistical manual (APA, 2013, p. 36) the learners who fall within severe to profound levels seem to require "close supervision and help with self-care and may not live independently. Furthermore, a person who is facing severe to profound intellectual disability may experience difficulty with communication and language, difficulty in learning and concentrating; display behaviour that would appear to be inappropriate; be unable to read or write and experience difficulty to participate in-social settings" (APA, 2013). Jahnukainen and Korhonen, (2003, p. 170) reiterate, "for both groups, the most important aim of schooling are the development of daily living skills, communication, and physical abilities." For Gluck (2016), both groups present with similar levels of support needs and they may experience more difficulty in schools, at home, and in the community and therefore such learners may need more intensive support for their entire life.

From this perspective, severe to profound levels indicate the amount of support needed to improve the functionality of the afflicted. Throughout this study, the term severe to profound intellectual disability was used simultaneously to refer to intellectual disabilities, which because of their severity cannot be provided for within the regular educational curriculum and instruction. But may require that afflicted

individuals be provided with specialised services in specialised education classrooms (Cho, 2008; Peetsma et al., 2001; Williamson et al., 2006).

1.6.4 Teaching learners who are facing severe to profound Intellectual disabilities

In general, teaching is an activity that takes place in our daily lives at home, in the communities and at school. There are a number of actions that may refer to the concept of teaching. Everyone teaches someone sometimes to do certain actions or behave in certain way (Akdeniz 2016; Smith, 2018, Smith & Ragan 1999). Hence for many scholars teaching is conceptualised as a broader and an all-encompassing term referring to any activity in which one person intended to facilitate the learning of the other person (Akdeniz 2016; Smith 2018; Smith & Ragan, 1999; Vermunt & Verloop, 1999). However, in the context of the educational profession, teaching is located within the intersection of didactics, pedagogy, and curriculum knowledge competencies. At this level, teaching is associated with knowledge of how to teach, and the ability to communicate knowledge, including acquired expertise to decide appropriate methods of teaching (Alexander, 2004; Norwich & Lewis, 2007; Smith, 2018). In this study, I adopt Norwich and Lewis' (2007, p. 146) concept of teaching in which teaching is conceptualised as the interaction of teachers' knowledge, curriculum and pedagogic strategies." At this level of conceptualisation, the emphasis is on teachers' knowledge of curriculum and pedagogic strategies. Pedagogic strategies involve knowledge and understanding of learners' characteristics and relevant instructional approaches. In this study, the characteristics of learners are severe to profound intellectual disabilities (Alexander, 2004; Norwich & Lewis, 2007).

From this perspective, it is assumed that teachers possess key systematised knowledge of didactics (teaching methods) and pedagogics strategies (knowledge and teaching skills through explaining and interpreting the meaning and making sense and coherence of facts), curriculum, (learning contents) and learners to be taught (diversity of learner support needs), (Alexander, 2004; Norwich & Lewis, 2007). These prerequisites make teachers suitable professional persons to teach and offer educational support to the learners.

1.6.5   Instruction

According to Akdeniz (2016, p.57), "instruction is a product of teaching and learning and thus, could be defined as the whole process applied for learning to occur and for the development of the target behaviour that learners are expected to have." For Smith and Ragan (1999, in Akdeniz, 2016, p.59), instruction is the development and delivery of information and activities that are created to facilitate the attainment of intended, specific learning goals. They emphasise that "instruction includes all learning experiences in which the instructional support is conveyed by teaching and other mediation. Macdonald, (as cited in Eisner, 1964, p. 118), reiterates, "instruction is the total stimulus setting within which systematic stimuli and desired responses occur." The common thread in the three definitions is the emphasis on the wholeness, completeness, totality, and entire activities and processes within the instructional environment. Akdeniz (2016) maintains that instruction is to be considered as a product or a whole process (sum of teaching and learning process). It is therefore against this background that instruction in this study, is conceptualised as a necessary condition for teaching (i.e. those curriculum-related, professionally informed decisions) and that teachers purposefully enact to enhance learning opportunities for students' (Saskatchewan Education, 1991:2).

1.6.6   Instructional Approach

Many scholars perceive Instructional Approach as an umbrella term that refers to all best practice based instructional environments necessary for teaching (Reiser & Dempsey 2007; Merrill, Drake, Lacy & Pratt 1996). For Boat et al. (2010); Saskatchewan Education (1991) and Reiser and Dempsey, (2007). The instructional approach involves the systematic instructional strategies, models, methods and skills that facilitate the acquisition of knowledge and skills more efficiently and effectively. This is achieved by creating a well laid out plan of instructional practice that considerers, the diverse learning styles and support needs of LSPID (Merrill et al., 1996; Reiser & Dempsey, 2007). In this study, I blend Boat et al.'s (2010) and Saskatchewan's (1991) definitions of instructional approach *as* a definition that guides this study. The instructional approach is therefore conceptualised as the overall basis from which instructional practice is found (Boat et al., 2010; Saskatchewan Education 1991). In specifically a broader perspective, this implies that the instructional approach

refers to the combination of instructional models, strategies, instructional methods and skills that are necessary for teaching (Saskatchewan Education 1991). For Boat et al. (2010) and Saskatchewan Education (1991), the process of instruction is not constrained in one best approach but falls along a continuum of instructional approaches from which selected. What informs the decision of selecting or using a particular instructional approach, is central to knowing what to teach learners, the learning process and their learning support needs (Boat et al., 2010; Marishane et al., 2015; Norwich & Lewis, 2007; Saskatchewan Education, 1991).

1.6.7 Curriculum differentiation

The policy on SIAS (DBE, 2014, p. 7) refers to curriculum differentiation as "a key strategy for responding to the needs of learners with diverse learning styles and needs. It involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum. It takes into account learners' level of functioning, interests, background and learning styles. Curriculum differentiation can be done at the level of content, teaching methodologies, assessment and learning environment". This policy aims to ensure that the National Curriculum and Assessment Policy Statement (CAPS) and teaching is mediated to be responsive to learner's support needs, learning styles and circumvent learners' intrinsic barriers.

Marishane et al. (2015) reiterate that, in essence, curriculum differentiating refers to one of the instructional activities in which teachers as instructional decision-makers identify learner's diversity, interest, unique needs, prior knowledge and abilities. After that, teachers use their pedagogical content knowledge to adjust and adapt the core curriculum content to respond to learner diversity and instructional objectives (Conti, 2004; McNergney & McNergney, 2009; Morrison et al., 2001). In this study, curriculum differentiation is conceptualised as the act of modifying or making adjustments in core curriculum, teaching and learning methods to accommodate and help all learners to achieve objectives and maximise their personal growth.

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1.6.8 Adaptive behaviour

Most scholars in the field of intellectual disabilities (Luckasson & Schalock, 2012; Nihira, 2012; Santos, 2014) concur that adaptive behaviour can be conceptualised as the quality of cultural and age-appropriate behaviour between individuals and environmental demands. For Bathelt, de Haan and Dale (2018, p. 154) adaptive behaviours "are vital skills that allow individuals to function independently and are potentially amenable to behavioural interventions." In this study, adaptive behaviour is conceived as a combination of skills necessary to enable individuals to function independently and appropriately within the communities. This involves the ability to take care of themselves especially self-hygiene and cleanliness, safe food handling, dressing, school rules, money management, making friends and other social skills to facilitate full integration into the society (Bornstein, Giusti, Leach, & Venuti, 2005).

1.6.9 Individualised Education Plans

Individualised Education Programme or Plan (IEP) is defined by many practitioners as a written document that is designed to help the individual student with special education needs to fulfil their own potential. It is a system of identifying where the student is, where he/she is going, how he/she will get there, and how to tell if the journey is successful (Kamens, 2004; Katsiyannis & Maag, 2001; Patterson, 2005; Nugent, 2005; Vaughn, Bos & Schum, 2000). In this study, an individualised education plan refers to a type of instructional approach in which an intentional collaboration of teachers, therapists, parents and other professionals is used for offering educational support needed by the individual learner.

1.6.10 Individual Support Plans

The policy on SIAS (DBE, 2014, p. 8) refers to Individual Support Plan (ISP) as "a plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the School-Based Support Team." Herps et al. (2016, p. 253) refer to the ISP as a "long term care plan designed for people with disabilities whereby a collaboration of parents, professionals and other legal representatives determine what, where, when and by whom support will be delivered to the person with a disability." In essence, the ISP can be viewed as a way of systematically documenting and planning support interventions to meet the desires

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and needs of persons with disabilities in all aspects of their lives including receiving care and living in a care facility (Herps et al., 2016).

For Reynolds et al., (2011) the ISP and IEP may be similar, particularly for school-age children; however, the ISP focuses on supportive rehabilitation whereas the IEP is on educational support (Herps et al., 2016). In this study, I adopt the SIAS version of ISP to investigate the South African context (DBE, 2014, p. 8).

1.6.11 Inclusive education

According to Guidelines of UNESCO (UNESCO, 2005a, p. 13), inclusive education refers to the "process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education." It involves changes, adaptations, and modification of content, approaches, structures and strategies to reach out to all learners irrespective of their challenges. Engelbrecht and Green (1999, p. 6) define inclusive education as; "A shared value which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive, changing, and diverse society". In this study, inclusive education refers to an educational system that is responsive to the needs of everyone irrespective of their conditions, and where it is conducted.

1.6.12 Special pedagogy

The history of special need education shows that there has been a significant debate over the need to have special pedagogy (Norwich & Lewis, 2007; Rieser, Stubbs, Myers, Lewis & Kumar, 2013). However, proponents of special pedagogy such as Moberg, Muta, Korenga, Kuorelahti and Savolainen (2019, p. 100, 114), Tafuri, Torreggiani and di Palma (2017, p. 69) and Norwich and Lewis (2007, p. 129) agree that special pedagogy is the educational intervention provided through the interdisciplinary system (that included philosophy, psychology, sociology and medicine) to provide educational support that meets a variety of functional limitations caused by intellect disabilities. From this perspective, the educational intervention provided considers unique individual learning styles. In this study, special pedagogy refers to the education of learners who are facing a variety of intellectual disabilities.

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Its aim is to circumvent different types of the functional limitations presented by unique individual learning styles and education support needs.

1.7 BRIEF OVERVIEW OF METHODOLOGY AND DESIGN

Since the focus of this study has been the subjective accounts of multiple realities from the participants regarding instructional approaches, they use for teaching learners who are facing severe to profound intellectual disabilities, I adopted a qualitative research methodology (Mertens, 2007; Scotland, 2012; Yunos & Ahmad, 2014). Operating from a qualitative method of investigation was instrumental in aligning the aims of the study to gain insight and understanding, as opposed to proving truths, predict consequences or present universal facts (Cohen, Manion & Morrison, 2005; Corbin & Strauss 2008; Creswell, 2008, 2009; Sargeant 2012).

The design of this study is explorative as it aimed to discover processes, ideas and perceptions involved in the implementation of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities (Mertens, 2007; Scotland, 2012; Yunos & Ahmad, 2014).

A qualitative research methodology was contributory in eliciting the manner in which the participants knowingly interacted with one another in the social milieu in response to the topic under study. This has also afforded me with the opportunity to explore and describe the participants personal understandings of the phenomena under study within a context they knew well (Cohen et al., 2005; Mertens, 2007; Scotland, 2012)

1.7.1 Paradigmatic approaches to the study

In this study, I have sought to explore and describe instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. I had to make sense of the information that was brought by teachers, HoDs, principals, and therapists who worked at special education needs schools, for instance, I followed the interpretivism paradigm to interpret views and perspectives constructed from the participants' multiple lived experiences (Cohen et al., 2011). Cohen et al. (2005) view interpretivism as a paradigm that endeavours to understand and interpret the world in terms of its actors. Crofts, Hungria, Monfries & Wood, (2011) add that interpretivism is

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a qualitative research paradigm that could be useful for research projects where exploration and insight into subjective experiences are valued. Having entered the research field with some prior insight of the research context, I chose to follow the interpretivism paradigm as this paradigm allowed me to declare my ontological and epistemological assumptions about the phenomenon under study (Bryman, 2001).

1.7.1.1 *Ontological stance*

After choosing to work from an interpretive, qualitative paradigm, my interpretive framework chosen was based on the view that reality is a function of the human mind and social construction; and that no reality exists independently of this (Ormston, Spencer, Barnard & Snape, 2014). My preconceived idea about the phenomena of interest, which is instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities, is that quality education support for this population is still uncertain. Our special schools are still struggling with issues of what and how to teach learners who are facing severe to profound intellectual disabilities (Ormston et al., 2014).

The educational reform that has taken place since 1994 has not yet fulfilled the needs of this population in terms of providing the appropriate disability-specific educational support for learners who are facing severe to profound ID. This could imply that the predicament of educational development for this population in South Africa still lacks distinctive teaching approaches, proper teacher education and training. To this end, a study on the instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities is imminent (Cohen et al., 2011; Mertens, 2005; 1989).

1.7.1.2 **Epistemological stance**

My epistemological assumptions about acquiring knowledge about the instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities are supported by the data collection strategies I selected for this study (Cohen et al., 2007). The chosen data collection strategies I used, indicated how the phenomenon under study could be known and understood from the personal experiences of those who were involved in teaching such a population of learners

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(Cohen et al., 2007; Hesse-Biber & Leavy, 2011). My epistemological position, which is aligned to the perspective of Interpretivist paradigm and qualitative methodology, influenced how the research was conducted and the selection of an appropriate research design for this study, which is discussed in the next section (Berry & Otley, 2004; Saunders, Lewis & Thornhill 2009; Yin, 2003; 2012).

1.8   RESEARCH DESIGN

In this study, I have selected a multiple case study design to guide my choice of what is to be studied (Stake, 2005; Thomas, 2011). Since I was studying more than one case, I viewed the multiple case study design as appropriate for this study, as It allowed me to investigate a contemporary phenomenon within a real-life context and gather in-depth data using comprehensive multiple data collection strategies and sources (Anderson, Leahy, DelValle, Sherman & Tansey 2014). Having chosen to use a multiple case study design has helped me to elicit information from a variety of different viewpoints from those who are involved in the education of learners who are facing severe to profound intellectual disabilities (Stake, 2005, Yin, 2014).

I preferred to use a multiple case study design. The rationale behind this choice is that case study designs are viewed by many researchers as compatible with qualitative research, and thus well-suited to interpretive approaches (Anderson et al, 2014; Stake, 2005). According to Yazan (2015), the characteristics of qualitative research are valid and effective for case studies, because they are holistic, interpretive, empirical, constructivist, and contextual which is compatible with the interpretive approaches. Case studies are closely linked to qualitative methods and are placed within the qualitative field and viewed as a qualitative research type (Carcary, 2009; Yazan, 2015).

1.8.1   Data sources

The data was collected through multiple sources (seven sources) of information, namely: Post Level one (PL1) teachers, the School Management team consisting of HoDs, Deputy Principals and Principals (Denzin & Lincoln, 2005; Stake, 2005; Vohra, 2014). In addition, information was drawn from the Senior Education Specialist officials from the Inclusion and Special Schools Unit from the relevant districts. Information

was also gained through lesson presentation observations and document analysis (Anderson et al., 2014; Stake 2005).

1.8.2   Selection of participants

Since I conducted the study using a multiple case study design, I probed in to a 'bounded system' of special education needs schools in which instructional approaches take place (Creswell, 2009). I purposively selected teachers, principals and districts' Senior Education Specialists (SES) officials, specifically targeting a homogeneous sample of participants and stakeholders involved in the education of learners who are facing severe to profound intellectual disabilities as a common thread for issues for discussion (Babbie, 2004; Yin, 2009).

I selected nine Post Level one (PL1) teachers from three identified special education needs schools; nine School Management Team members (SMTs) consisting of one deputy principal and two HODs from each school. In addition, I selected six special education needs school-based therapists consisting of one occupational therapist and one speech therapist from each school plus another therapist from the head office. Finally, I selected three principals from each participating school and two Senior Education Specialists (SES from the two district offices under whose jurisdiction these schools are. The selected participants sample size provided this study with a depth of data, which resulted in an opportunity to reach data saturation. According to O'Reilly and Parker (2012), data saturation is reached when there is enough information to replicate the study.

1.8.3   Methods of data collection

After I have purposefully identified and selected the relevant site and participants, multiple data collection techniques of focus group discussion sessions, individualised interviews, observation, field notes and document analysis were employed to draw out rich (quality) and thick (depth) data (Bernard, 2012; Burmeister and Aitken, 2012; Denzin, 2012; Dibley, 2011; Fusch, 2013; O'Reilly & Parker, 2012). To this end, I conducted three sets of focus group interviews. The first focus group consisted of nine Post Level one (PL1) teachers from three identified schools. The second focus group session had nine SMT members consisting of one deputy principal and two HODs

from each school. Thirdly, a focus group discussion was conducted with the schools' therapists consisting of one occupational therapist, and speech therapist from each school plus one therapist from the head office.

I conducted three sets of individual semi-structured interviews with the three principals from each school. Another, two sets of individual interviews were conducted with two SES officials from the Inclusion and Special Schools Unit, from two district offices under whose jurisdiction these schools fell. During the data collection activities, I was taking field notes and using video and audio-recordings to supplement the field notes, or as a backup if there was a need to clarify notes. However, I sought permission for the use of visual-audio technology from the participants before the study commenced.

1.8.4   Data Analysis

Subsequent to data collection, I conducted a thematic data analysis in which I familiarised myself with data during both the data collection process and the transcription. This was followed by the identification of a thematic framework, indexing, charting, mapping and interpretation (Ritchie & Spencer, 1994). Following the application of the five key stages of thematic data analysis, I identified themes, sub-themes and categories to put together a collection of meanings to systematically bring about interpretation (Cohen. et al., 2005; Krueger, 1994; Ritchie & Spencer, 1994). In Chapter 3, I elaborate on the data collection, documentation, analysis and interpretation procedures I implemented.

As a researcher, I was conscious of my responsibility to highlight the advantages and disadvantages associated with using the methodology and design I selected for this study (Bonner & Tolhurst, 2002; Breen, 2007). I was, therefore, aware of my responsibility to indicate how I overcame those challenges (Ratner; 2002; Thomas, 2011). However, in Chapter 3, I further explain the methods of participant selection, data collection, documentation, analysis, and interpretation procedures I employed in this study.

1.9 TRUSTWORTHINESS OF THE STUDY

In an attempt to ensure the trustworthiness, rigour and quality of this inquiry, I heeded a suggestion by several social science researchers that the quality strategies of qualitative research could be measured under the criteria of *credibility, dependability, transferability, conformability and authenticity* (Leung, 2015; Polit & Beck, 2014; Lincoln & Guba, 1985; 1994; 2007; Streubert & Carpenter, 1999). This approach is backed by Yilmaz (2013, p. 319) who said: "it is believed that because ontological, epistemological and theoretical assumptions of qualitative research are so different from those of quantitative research, it should be judged on its own terms." Hence, I selected the set of criteria mentioned above for ensuring the trustworthiness in this study (Leung, 2015; Polit & Beck, 2014; Schwandt, Lincoln, & Guba, 2007Yilmaz 2013;). According to Granehein and Lundman (2004, as cited in Anney, 2014, p. 276) "credibility establishes whether or not the researcher findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views." In striving towards the credibility of this study, I relied on Anney's (2014, p. 276), proposal to adopt the following key credibility strategies "prolonged and varied field experiences, time sampling, reflexivity, triangulation and member checking."

For dependability, enhancement and ensuring "stability of findings over time", I conducted an audit trail of the data collection by undertaking the following dependability strategies:

- Written field notes to keep track of what was observed, heard and noticed.
- I also kept track of my thoughts and feelings as I interact with data to reveal my intentions and dispositions (reflective notes, predictions and motivations).
- I have collated methodological notes to capture how I used the techniques I have chosen to enhance the trustworthiness of my study, thereby allowing other researchers who might need to conduct further research using my data (Bowen, 2009a; Cohen et al., 2011). Such data can be accessed under the storage of data determined by and compliant to the ethical research rules applicable within the University of Pretoria.

To ensure transferability or the degree to which the results of this study could be transferred to other context, I implemented Bitsch's (2005, p. 85) assertion as reiterated by Anney (2014, p. 278) that "the researcher facilitates transferability

judgement by providing thick description and purposeful sampling." As such, in this study, I attempted to provide rich, deep and comprehensive descriptions of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities (Cohen et al., 2005; Li, 2004; Patton, 2002). In this way, the reader can decide the extent to which the results can be aligned to similar contexts. Confirmability or the degree to which the results of the study could be confirmed or corroborated in this study was gained through an audit trail that comprises of raw data; field notes; reflexive journal and analysis notes (Bowen, 2009a; Tobin & Begley, 2004; Patton, 1990). As such, in this study I strived to demonstrate the neutrality of my research interpretations.by providing evidence of all events via reflexive journals and declaration of my ontological, epistemological and theoretical stance (Koch, 2006; Krefling, 1991).

Finally, authenticity in this study was safeguarded through adherence to the epistemological and ontological principles governing qualitative research (Bryman, 2001; Willis, 2007). In my attempt to accurately reflect the reality and ideas of the participants' experiences, I used Bryman's (2008) criteria for measuring authenticity, which were: Ontological authenticity, educative authenticity, catalytic and tactical authenticity (Koul, 2008). These quality standards for the trustworthiness of qualitative inquiry, and others mentioned before, are explained extensively in Chapter 3.

1.10 ETHICAL CONSIDERATIONS

My axiological assumptions regarding "what ought to be" in this research were based on the three principles that underlie ethical considerations in research, namely: respect, beneficence and justice (Tomar, 2015). During this study, I endeavoured to respect cultural norms of interaction within school communities and across educational authorities by seeking permission to conduct research from the Department of Basic Education and the University of Pretoria's ethical committee. Since this study involved collecting data from human beings, I carefully considered procedures affecting the rights of individual participation (Leedy & Omrod, 2001; Mertens, 2007). These rights included obtaining informed consent of all participants before conducting research. This was carried out by providing each participant with a letter explaining the purpose of the research, ensuring their confidentiality and anonymity (Leedy & Omrod, 2001).

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Participants were informed in advance that, if they wanted to withdraw from participating in this study, they could freely do so at any stage. Although there were no identifiable risks for participants in this study, I made sure that I minimised and protected them from any potential harm or discomfort that might negatively affect them physically or psychologically during their participation in the study (Jackson, 2003). This was followed by the establishment of trust between myself and the participants. For this, I relied on Algeo (2013) who advises that to obtain trust, researchers must "nurture trust by being honest and respectful, documenting participants' informed consent and ensuring confidentiality and anonymity".

With regard to principle beneficence, the participants were given pseudonyms during data collection and writing of reports. As such, the participant will be informed when the research reports are published and will have access to the research report on applying the principle of justice. I ensured that all participants were treated fairly and equally. The rights of minority and vulnerable participants were protected, and I ensured that their views were viewed as equally important. (Orb, Eisenhauer & Wynaden, 2001).

1.11 OUTLINE OF THE CHAPTERS

In Chapter 1, I provided an overview of the contextual background of the problem underlying the study with specific reference to the problem statement, the purpose of the study and the research questions, before clarifying key concepts in the study. Thereafter, I declared my choice of methodological strategies and paradigmatic approaches that guided this study. Lastly, I discussed how I attempted to ensure trustworthiness or truth-value of the study, including my observation of ethical procedures.

Chapter 2 offers a literature review by providing a synopsis of the historical outlooks, and milestones covered in the field of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. The literature review specifically focused on international trends in instructional approaches, its past provision in South Africa as well as the status of South African Special schools regarding the implementation of such instructional approaches. Lastly, a conclusion

was drawn from the literature, in terms of how it addresses the research questions. Following knowledge and conceptual building blocks generated from the literature review, I described the framework that guided me in undertaking this study.

In Chapter 3, I discussed in detail the methodological strategies, paradigmatic approaches, the research design, data collection, and analysis strategies I selected. I justified the rationale behind using the selected methods in terms of the philosophical underpinning of the chosen research design, purpose and focus. Lastly, I explained how I ensured quality criteria by providing credentials and the ethical considerations such as ethical clearance certificate, permission form the Department of Education and consent forms from participants I followed in this study.

Chapter 4 presents the results of the study, founded on the data collected through multiple methods of data collection, including, focus group discussions, individual semi-structured interviews, lesson observation, and document analysis. I discuss the results in terms of the themes and subthemes that I identified during qualitative data analysis. I support my discussion by including direct quotations and excerpts from the raw data.

In Chapter 5, I present the findings with specific reference to the main themes that I have identified. I highlight and relate the results of the findings with existing literature, specifically emphasising the contradictions, silences as well as new insights that emanate from the study. These findings are also explained in terms of their correlations to the aims and objectives of the study.

In Chapter 6, I provide a summary of the previous chapters of the research report by looking back to the research questions that guided this enquiry. This is followed by a discussion on the limitations identified in the study. Lastly, I conclude by submitting recommendations for further research and subsequent recommendations to the Department of Basic Education and Training.

1.12 CONCLUSION

In this chapter, I have discussed the contextual background of the study by outlining the conceptual setting of the problem underlying instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in special schools. I presented the problem statement, justified the study through the rationale of the study, followed by related research questions and clarification of key terms. I offered a brief overview of the selected methodology, design and paradigmatic approaches. Going forward, I concluded by discussing the standards by which trustworthiness of this study was maintained. Lastly, I illustrated how the chapters have been outlined in this study.

CHAPTER2: LITERATURE REVIEW AND THEORETICAL PERSPECTIVE

Graphic presentation of Chapter 2

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                          │ Introduction │
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        │  Conceptual  │                    │   Intellectual   │
        │  framework   │                    │ disabilities: an │
        └──────────────┘                    │    historical    │
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  │ The status of south│                    │    Historical    │
  │  african special   │                    │ perspectives on  │
  │  schools regarding │                    │ the special      │
  │    Instructional   │                    │    education     │
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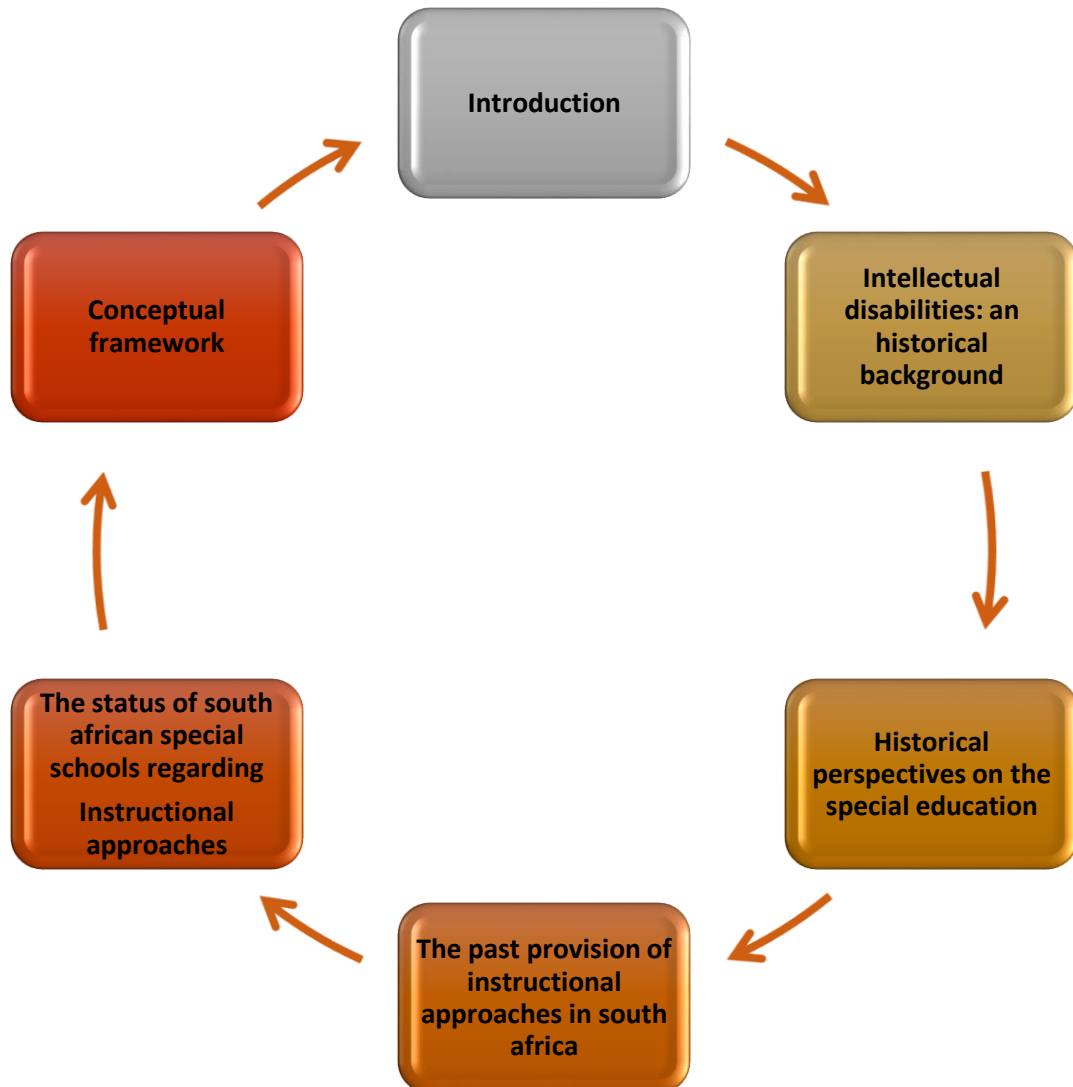
2.1. INTRODUCTION

In Chapter 2, I present a literature review on the previous and current research milestones covered in the field of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in special education needs schools. Firstly, I discuss learners who are facing severe to profound intellectual disabilities by focusing on how the historical conceptualisation of intellectual disabilities, terminology used, definitions; diagnosis, identification and support; and bio-psychosocial model of ID. Secondly, I discuss the education for LSPID international and national by looking at policies and pedagogies (i.e. inclusive and special education). Thirdly, I offer an overview of instructional approaches used in teaching LSPID by explaining the nature of instructional approaches in terms of the strategies, methods, models and skills. Fourthly, I unpack how these instructional approaches have been used internationally and national. Lastly, a conclusion is drawn from the reviewed literature, in terms of how it addresses the research questions and thus generate the theoretical framework (Loebenstein, 2005; Webster & Watson, 2002).

2.2. LEARNERS WHO ARE FACING SEVERE TO PROFOUND INTELLECTUAL DISABILITIES

2.2.1. Historical conceptualisation of intellectual disabilities

Since the inception of the American Association on Intellectual and Developmental Disabilities (AAIDD) in 1876, followed by the World Health Organisation (WHO) in 1948, there have been significant transitions in the way in which intellectual disabilities have been conceptualised. The ever-changing names and terminology had implications in the way in which the condition previously known as mental retardation was defined, diagnosed, identified, and classified including how the needed support was offered to those who were afflicted (Ford, Acosta, & Sutcliffe, 2013; Schalock et al., 2010; Tassé, Luckasson & Nygren, 2013). Subsequent to the ever-changing names and terminology, the Western NGOs and other interest groups succeeded in suppressing the words *handicap* and *retardation* to the *intellectual and developmental disability which is based on the* current WHO classification of functioning (WHO, n. d.). From this type of conceptualisation, Intellectual Disability does no longer uses IQ measurements to classify its severity, but it is measured in terms of the level of functionality and intensity of support needed (Simeonsson, 2009 & WHO, 2007)

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2.2.2. Naming and Terminology

Naming is generally viewed by many scholars as a practice of attaching a specific term to something or someone (Luckasson & Reeve, 2001). In the field of disability, naming Melrose, Dusome, Simpson, Crocker and Athens (2015, p. 9) refer to naming as a "construct and regarded as a product of a systematic process of investigation known as diagnosis." For Luckasson and Reeve (2001), assigning a name, term or label to an individual who faces a disability is a powerful statement that can potentially convey important messages about how that individual is perceived and valued, and how other humans will interact with the person assigned with the label. Ford et al. (2013, p. 108), reiterate, "terminology plays a crucial role in how people with intellectual disability are perceived and treated in society."

It is, therefore, against this background that the scientific community (Schalock, Luckasson & Shogren, 2007, p. 117) in the field of intellectual disability emphasises that "the name/term should refer to a single entity, permit differentiation from other entities, and improve communication." For the scientific community, the name should adequately represent current knowledge and be robust enough in its operationalisation to permit its use for multiple purposes (e.g. defining, diagnosing, classifying" (Luckasson & Reeve, 2001).

History indicates that various names and clinical terms that were used to identify and describe individuals who were facing intellectual disabilities were sooner or later abolished and changed, because of the stigma, insults and negative perceptions they have attained (Tassé & Grover, 2013). These changes include that of the term mental retardation and were supported by the scientific community and advocates of intellectual disabilities who reiterated that the previous terminology, naming and labelling of intellectual disability were pejorative, derogatory, uncomplimentary and unhelpful to people who are facing disabilities (Thomas, 1999; Twain, 2006). Schalock et al. (2007, p. 118) add that "many individuals asserted that the term mental retardation does not communicate dignity or respect, in fact, frequently results in the devaluation of such persons." Efforts have been made to avoid using the negative connotations and stereotypes associated with terms like idiot, feeble mindedness, moron, imbecile and mental handicap and mental retardation (Schalock et al., 2007; Schalock et al., 2010). Consequently, according to Salvador-Carulla and Bertelli

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(2008, p. 12) "as it is the will of many family organisations to erase any word related to *disability* as stigma labelling."

Literature also shows that terminology and names that were used to identify and describe individuals who were facing intellectual disabilities did not only acquire stigma, negative connotations and stereotypes but, also affected how intellectual disability was defined and perceived (Finlay & Lyons, 2005; Hayden & Nelis, 2002; Rapley, 2004).

2.2.3. Definition

Given the negative perception created by previous naming, and terminology of intellectual disability, there was an ongoing need to develop a definition that would best explain the nature of intellectual disability and the individuals who were afflicted. In this way, the complexities of conceptualisation of Intellectual Disability formerly known as mental retardation were exposed (Brown, 2007). Hence, an explanation and interpretation of intellectual disability have historically changed from those based on condemnation to those rooted in defectology (Schalock et al, 2007).

Since time immemorial, the history of disability shows that the scientific community, has been struggling to understand and explain the phenomena of low intelligence, including documenting how people who are facing intellectual disability came to be understood, assessed and classified (Parmenter, 2011). This era was characterised by the belief that intellectual ability can be objectively measured, by use of the ratio method that entailed dividing mental age (MA) by chronological age (CA) and multiplying the results by 100. For example, if a learner of 13 had a MA of 10, he/she would have an IQ of 77 ($10/13 = 0.769 \times 100 = 77$) (Parmenter, 2011).

The view that intellectual ability can be accurately measured, led to an over-dependence on the use of intelligent tests (intelligent quotient IQ) to define and classify intellectual disability. The IQ based classification system which was advocated by the American Association of Mental Retardation (AAMR) used the terms; moron (I.Q. 75 – 50); imbecile, (I.Q. 50 – 25); and idiot for I.Q. of less than 25 (Parmenter, 2011; Salvador-Carulla &Bertelli, 2008). However, these terms in the classification system

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were later replaced with the classification which viewed the degree of severity of intellectual disability as ranging from mild, moderate and severe to profound (APA 2000; Luckasson et al., 2002).

Though intelligent tests (intelligent quotient IQ) are still used today, many important organisations and practitioners in the field of intellectual disabilities (Schalock et al., 2010) have warned us against the over reliance on the use of IQ tests as the only mode for defining and classifying intellectual disability. Salvador-Carulla and Bertelli (2008, p. 15) reiterate "the present concept based on IQ and age limit is imprecise and hampers research, needs assessment, planning and provision of services for persons with intellectual disabilities." The Diagnostic and Statistical Manual (DSM) of mental disorders in the 5th edition (APA, 2013, p. 33-36) emphasises that "exclusive reliance on standardised tests is inadequate, and further explains that the various levels of severity are defined on the basis of adaptive functionality rather than IQ scores, because it is adaptive functioning that determines the level of support required." To this end, the American Association on Intellectual and Developmental Disabilities have called for the cessation of categories for children based solely on IQ, and thus, proposed a multidimensional system of ranges for classification as they considered IQ ranges insufficient to be the sole determinant of cognitive functioning and clinical severity levels (Shalock, et al., 2010).

However, it is from the mid-twentieth century onwards that many important milestones were covered in the definition and classification of intellectual disabilities (Loebenstein, 2005; Parmenter, 2011). According to Parmenter, (2011, p. 306) "since 1921, the AAIDD has published definitions of intellectual disability. However, it is during this era that we saw the inclusion of the impairments in adaptive behaviour in addition to 'sub-average general intellectual functioning' which was the main factor in earlier editions". For Parmenter (2011, p. 306), "this new definition was based on the optimism of new pedagogical techniques, supported by the proposition that the effects of intellectual disability could be reversed or ameliorated." From this perspective, hopefulness regarding the availability of interventions and strategies to support or circumvent the limiting effects of intellectual disabilities was raised, thus, enthusiasm for special education development emerged. This, in essence, marked the beginning of the next level regarding the definition of intellectual disability which led to the fourth edition of

the APA DSM defining mental retardation) and Parmenter (2011, p. 306) referring to "subaverage intellectual functioning which originates in the developmental period and is associated with the impairment in one or more of the following (1) maturation; (2) learning and (3) social adjustment." According to Schalock et al. (2007, p. 117), "the current construct of disability is focussed on the expression of limitations in individual functioning within a social context and represents a substantial disadvantage to the individual." As a result, the concept of intellectual disability has evolved from person-centred trait and characteristic (often referred to as deficit) to consider all aspects of human functioning (Schalock et al., 2007).

The new pedagogical view of intellectual disability proposes that intellectual disability could no longer be considered entirely as an absolute invariant trait of a person (Devlieger, Rusch & Pfeiffer, 2003). For Parmenter, (2011, p. 308) "Research has shown that intellectual disability is not a unitary, but a multi-faceted phenomenon." People with intellectual disabilities have what are described in the literature as co-morbidities. That is, they frequently experience multiple impairments, which often include complex health problems (Beange, Lennox, & Parmenter 1999). For Buntinx and Schalock (2010), intellectual disability has come to be seen as not just a significant limitation in intelligence and adaptive skills; rather, it is viewed as a problem of the whole person in his or her life situation that impacts health community participation, and the roles that a person plays in society. Information about intelligence and adaptive behaviour offers only minimal understanding of the person's functioning and should be complemented by the assessment of other elements and human functioning, for instance, health, participation and context. Therefore, understanding and examining intellectual disability requires a "multiple perspective or multidimensional approach" (Buntinx & Schalock, 2010, p. 284).

Berganza, Mezzich and Poucey (2005, p.166, 168) added that since "mental processes certainly have biological underpinnings and since biology does not directly translate into overt behaviour, normal or otherwise; therefore, there is 'no definition of mental disorder that may strictly embrace every condition of concern', the definition of intellectual disability cannot stand alone." To this end, they suggested that "some flexible definitional guidelines within a biopsychosocial framework may be helpful for

advancing psychiatric nosology as such a definition of ID may require other levels of conceptualisation." For Salvador-Carulla and Bertelli (2008, p. 15),

> *"Intellectual disability may be regarded neither as a disease nor as a disability but as a syndrome grouping (metasyndrome) similar to the construct of dementia. It includes a heterogeneous group of clinical conditions ranging from genes (i.e. fragile X syndrome) to nutritional (e.g. iodine deficiency), infectious (e.g. intra-uterine rubella) metabolic (e.g. phenylketonuria) or neurotoxic conditions (e.g. fetal alcohol syndrome and heavy metal intoxications)"* (Salvador-Carulla & Bertelli, 2008)

Given the above-mentioned literature, it, therefore, shows that intellectual disability is indeed characterised by a combination of deficits that require a multi-perspectival enquiry.

For Schalock et al. (2007, p. 117), the authoritative definition of intellectual disability/mental retardation is that of the AAIDD (previously the AAMR) which states "intellectual disability is characterised by significant limitations in both intellectual functioning and adaptive behaviour as expressed in conceptual, social and practical adaptive skills." This disability originates before the age of 18. At this time and for the foreseeable future, the definition and assumptions of intellectual disability/mental retardation remain those promulgated by AAMR in 2002, the term, however, was changed to "intellectual disability" (Schalock et al., 2007, p. 120; Schalock et al., 2010, p. 1). The Diagnostic and Statistical Manual of Mental Disorders in the 5th edition (DSM-5) defined intellectual disability (intellectual developmental disorder) as a "disorder with onset during the developmental period that includes both intellectual and adaptive behaviour deficits in conceptual, social and practical domains" (APA, 2013, p. 33). To this end, definitions have always had implications on the way in which intellectual disabilities were diagnosed, identified and how inflicted individuals should be supported.

2.2.4. Diagnosis, identification and support

The scientific thinking in the field of intellectual disabilities shows that changes in terminology and definitions used to identify and describe intellectual disabilities have also affected the way in which intellectual disability was diagnosed, identified and the way in which support needs are offered. However, on this subject, Schalock et al.

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(2007) has observed and identified a significant trend that has been taking place in the evolution of intellectual disability definition. The author has noticed that despite the ever-changing name and definition of ID some important elements for diagnosis and identification remained the same over the past five decades. For this observation, Schalock et al. (2011, p. 226) asserted "the identification and diagnosis of ID is based on three criteria: significant limitations in intellectual functioning, significant limitations in adaptive behaviour as expressed in cognitive, social and practical adaptive skills and age-onset prior to age 18."

For diagnostic and identification purposes, the specification of an IQ score is not definitive for the diagnosis of SPID as: IQ test scores are approximations of conceptual functioning but may be insufficient to assess reasoning in real-life situations and mastery of practical tasks (DSM-5, 2013). Within this definition, "levels of severity are, therefore, not determined by IQ scores, but by levels of functioning" (DBE, 2016, p 51).

For purposes of diagnosis Tassé, Luckasson & Schalock (2016) agree that adaptive behaviour is the collection of conceptual, social and practical skills that have been learned and are performed by people in their everyday lives. Measurement of adaptive behaviour uses individually administered instruments, as well as other sources of relevant clinical information, and focuses on whether the person has significant limitations in one or more of the three adaptive skill areas (conceptual, social, or practical). Similarly, according to Tassé et al. (2016), assessment of both intellectual functioning and adaptive behaviour is based on significant limitation in intellectual functioning and significant limitation in adaptive functioning as criterion for diagnoses.

For Tassé et al. (2016), an effective diagnosis of intellectual disability should require a clinician to combine or integrate assessment of intellectual functioning and adaptive behaviour. In addition, Tassé et al. (2016, p. 8) assert, "once a question of whether a person has ID is raised the diagnostic process begins with the assessment of adaptive behaviour or intellectual functioning, both must be considered jointly and weighed equally." However, under the Diagnostic and Statistical Manual of Mental Disorder fifth edition (APA, 2013) diagnostic criteria for intellectual disability include a change to the definition of adaptive impairment. The new criteria, according to Papazoglou,

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Jacobson and McCabe (2014), require impairment in one adaptive domain rather than two or more skill areas.

From identification point of view, learners with SPID function at the lowest levels of development. They exhibit significant developmental delays and although they are able to learn daily routines and aspects of self-care, they will always need a great deal of care and supervision (Department of Paediatrics, 2013). These children frequently experience multiple impairments, including profound or severe motor disabilities, sensory disabilities, seizure disorders, chronic pulmonary infections, and skeletal deformations (DBE, 2016).

Most practitioners in the field of education support needs recommends that a prerequisite for rendering support is clear understanding the valid definition, terminology, diagnosis and the level of support needed. This implies effective support and intervention in ID weighs more on the rationality from which the definition, terminology and classification are accurately interpreted. On the relevancy of support needs rendered to people with ID, Papazoglou et al. (2014, p. 165) also caution, "a diagnosis of ID has a number of important implications, including eligibility for supports such as academic services, residential placement, vocational support, and social security, disability as well as ineligibility capital punishment." This means that the diagnosis of ID is very important, it involves implications for social justice (stand trial of not, human rights implication), and determines accurate supports needs.

This is also supported by Luckasson and Reeve (2001) and Stowe, Turbul and Sublet (2006m as cited in Schalock et al., 2007, p. 118) who said:

> "a definition can make someone (a) eligible or ineligible for services; (b) subjected to something or not subjected to it (e.g. involuntary commitment); (c) exempted from something and not exempted (e.g. from the death penalty); (d) included or not included (as to protection against discrimination and equal opportunity); (e) entitled or not entitled (e.g. as to social security benefits" (Schalock et al., 2007, p. 118)

Ford et al. (2013, p. 108) further emphasise that "in the public policy realm, even minor changes in terminology or criteria can mean important differences in eligibility for support programmes." Today, many states around the globe are more and more

becoming cautious by preferring labels and naming from the point of view of services and support systems that enable needed support to be deployed.

For learners with SPID, their impairment is a chronic, lifelong condition, requiring high levels of support if they are to engage meaningfully socially or educationally. High support needs refer to the support that learners with SPID need in order to function optimally. High support is described in SIAS as "Highly specialised support resources, personnel, programmes and facilities for a group of learners with high support needs requiring access to the same support programme or resources on a high frequency basis, can be provided at site level such as in special schools or specialised settings attached to ordinary schools" (DBE, 2016, p19). Thus, it is very likely that learners who are facing severe and profound intellectual disability will fall into this category given their multiple and complex disabilities.

It is therefore against this background that most practitioners in the field of intellectual disability, advocate for a holistic approach in diagnosing, identifying and supporting those afflicted with SPID (Engel 1977, Wehmeyer, 2013; Schalock et al., 2010 & WHO, n. d). From this conceptualisation, the diagnosis, identification and support offered to LSPID, is a function a multifactoral approach that considers all components human functioning (i.e. the physiological, psychological and social) which is called biopsychosocial model of ID (Engel 1977, Wehmeyer, 2013; Schalock et al., 2010 & WHO, n. d).

2.2.4. Bio-psychosocial model of ID

Literature confirms that the terrain in which the education of LSPID exists has changed as a result of the ever-evolving conceptualisation of ID from a medical (linear, cause effect thinking) to biopsychosocial model (Smith, 2002; Engel 1977; Beange, Lennox, & Parmenter 1999). From this perspective, intellectual disability is viewed from a biopsychosocial model that interconnects and considers the effects of biology, psychology, and socio-environmental factors to human functioning. For Smith (2002, p:309) this model "specifically examines how these aspects play a role in topics ranging from health and disease models to human development." This has a significant bearing on the education of LSPID which is discussed in the subsequent session.

2.3. EDUCATION FOR LSPID

History on the evolution of education for LSPID, reveals that throughout the world, the education of this population, proceeded from superstitions and traditional beliefs characterised by neglect and belief that such a population was uneducable (Ferguson, 2008; Molteno, 2006; Ogletree, Bruce, Finch, Fahey & McLean, 2011). As a result of this belief, individuals in the 20th century with severe to profound intellectual disabilities did not have a right to education. Instead, they were demoted to isolated lives that lessened their opportunity to learn, work and live with other "normal" people. In essence, such individuals were systematically dispersed to institutions for care, not for learning (Ferguson, 2008; Glazzard, Netherwood, Stokoe, Hughes, & Neve, 2019; Westling & Fox, 2008). For instance, according to Kliewer and Landis (1999, p. 87) "at one-time notions of severe disability often meant a medicalised life sentence to a state institution for those labelled."

However, during that period, people advocating special education needs and families of people with disabilities began questioning the institutionalisation of learners who were facing severe to profound intellectual disabilities, calling for their rights and inclusion in the public mainstream schools (Kliewer & Landis, 1999; Ogletree et al., 2011) which resulted in the reformulation of policies and pedagogies governing education of LSPID.

2.3.1. Policies and legislation governing the education of LSPID

In considering the demand for the rights of LSPID to be included in the any educational institution, where their educational support needs could be met, we have noticed both international and national countries progressing towards the rights to inclusive education by introducing policies governing the education of LSPID (du Plessis, 2013; DoE, 2001; University of Manchester, 2000 & UN, 1994). The right to education of every individual was enshrined in the 1948 Universal Declaration of Human Rights, followed by the section of the Salamanca Statement and Framework for Action on Special Needs Education in 1994 (CSIE, 2018), and the International Special Education Congress held in Manchester in July 2000 (University of Manchester, 2000; Dale, 2005; UNESCO, 2006 & UN, n. d.).

In American education system for LSPID, four key policy documents have been promulgated. These policies are the Education for All Handicapped Children Act (EHA) of 1975 stipulates that all federal funded public schools must provide equal access to education for children with physical or mental disabilities; the Individuals with Disabilities Education Act (IDEA) of 1990 provides that public schools should circumvent the effects of all disabilities by drawing Individualised Education Programme (IEP) so that no learner is left out; The Assistive Technology Act (2004) provides educational support needs in the form of technology assistive devices so that learners may not be prohibited by their learning barriers and disabilities; and the Handicapped Children's Protection Act, of 1986 provides guidelines for accessing legal cost relief available for parents who prevail in lawsuits based on the violation of EHA provisions.

In England both Equality Act of 2010 and Children and Family act of 2014, provide guidelines to ensure that the education support needs for LSPID are provided through auxiliary aids and services. The Equality Act of 2010 is also applicable under the jurisdiction of United Kingdom. These policies also emphasised the non-discrimination, equality, and access to education system in the country.

In South Africa, the education for LSPID, is guided by the following legislative frameworks: the Constitution of the Republic of South of 1996, provides that all learners irrespective of race, disabilities and religion have the right to education, including adult education; the South African School Act (SASA) of 1996 make a provision for all schools to adopt the status of full-service schools so that all schools irrespective of the their status should be equipped to meet all education support needs that may be presented by diverse learner abilities. In compliance to the 1990 World Conference on Education for All held in Thailand, and the 1994 Salamanca Statement regarding the equalisation and access opportunities without any form of discrimination, the South Africa government has introduced the following policy frameworks to ensure access to quality education and support for all LSPID: The White paper on Education and Training in a Democratic South Africa, South African Schools Act, White Paper on an Integrated National Disability Strategy, The National Commission on Special Educational Needs and Training and the National Committee on Education Support

Services, White Paper 6: Building an Inclusive Education and Training System and Guidelines for Full-service/Inclusive Schools.

Furthermore, a National Policy on Screening, Identification, Assessment and Support (SIAS, 2014) was endorsed to provide guidelines identifying the nature of intellectual disability and determine the level of support needed by learners with special education needs. Although all relevant policies have been provided, most practitioners who investigated special education needs and inclusive education in South Africa, have found that there has been a systematic challenge in the education of LSPID. problem of implementation. (Adewuni and Mosito, 2019, p:15, Du Plessis, 2013). These challenges are located within the implementation of policies, teachers' capacity and support systems. At the level of implementation, Adewuni and Mosito, (2019, p:15) found that "the experiences of teachers in implementing inclusion of learners with special education needs revealed that systemic barriers were experienced in the implementation of inclusive education. These included inadequate support from the district as there was scant personnel." In relation to support services available for teachers, though the "Education White Paper 6 of 2001, has committed to establish strong education support services using district-based support system, literature reveals that this system lacks quality support because of lack of adequate knowledge and training by district officials as the result of lack of proper training which is discussed below.

Regarding, the quality of teacher training, Brown (2009) asserted that the education and training programmes that are supposed to capacitate teacher's ability do not have multigrade approach as a module. This problem is located within the pedagogies that could improve teaching strategies required.

2.3.2. Pedagogies

Literature shows that there has always been the learning challenges presented by different types of intellectual disabilities and learning styles. Throughout the passage of time, there was a need of teaching methods that could effectively respond to limitations born out of intellectual disabilities. This necessitated evolution of the art of teaching that would lead all children to knowledge and self-determination, and this was called pedagogy. Most practitioners and theorists in the field of educational science

and instructional literature, asserted that, the term pedagogy is the concept that has always been associated with the development and advancement of knowledge; and has been defined in different ways (Gudjonsdottlr and Oskarsdottlr 2016 & Pedagogy (n.d.)).

Pedagogy (n.d.) in Wikipedia, is conceptualised as a science or an art of teaching and "refers to the study of teaching approaches and how they affect learners. A carefully considered pedagogy is essential in enabling students to learn more effectively and can help them develop high order thinking skills. There are four common forms of pedagogy: social (education as supporting social development), critical (deconstructing normative perspectives), culturally responsive (encouraging the sharing of diverse backgrounds and experiences) and Socratic (developing intellectual and social skills to live in a democratic society)." For Vellas (2002, p:67) pedagogy is "a slow elaboration of an educational action theory that can be regarded as a science of the means of reaching an educational goal, which, rather than, dictating the means, requires inventiveness and creation." According to (Alexander, 2013) cited in Gudjonsdottlr and Oskarsdottlr (2016, p:4) pedagogy "is composed of the act of teaching and the ideas, values and beliefs informing, sustaining and justifying that act. The term pedagogy appears in the educational literature to explain the disparate and complex issues of the teaching profession. Three consistent uses of the term 'pedagogy' can be found in the literature; (a) to cover teaching methods, instructional programs and curricula; (b) as an all-embracing term for education in poststructuralist thought; and (c) to express and address moral education and discourse about teaching and learning" (Bruner, 1996; Freire, 2005; Van Manen, 1991, 1999**).** Pedagogy "means the broad cluster of decisions and strategies taken in classroom settings that aim to promote school learning (encompassing pedagogic strategies and, more narrowly, teaching actions). It focussed on the multifactorial nature of pedagogy (organization, discourse and values) and the interactions between pedagogical and learning processes (Alexander 2000, Bennett 1999). Norwich and Lewis (2007, p:132-133). Given the above definitions and conceptualisation of pedagogy, it is clear that a common thread amongst these definitions, is that pedagogy is based on the principle of multi-potentialities where everyone is educable, can be taught and learn to their maximum potential provided that the teaching methods used is characterised or based on advancement of human development and self-determination. In essence, the

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principles of pedagogy are based on the beliefs that all children needed knowledge in culture, values and norms for their development into adulthood.

Although pedagogy was an instructional intervention for culturally responsive teaching and learning that took place at home, literature is silent on whether such pedagogues reached and accommodated children who had disabilities (Vellas, 2002; Eskelson, 2020). However, as civilisation (from classic to postmodern realities) was taken place 5000 years ago, we saw the development of formal education institutions which are called schools. It is during this era that the people who were facing disabilities were left behind at home as they could not participate in the activities of schooling (Renfrew, 2007 & Eskelson, 2020). This situation was contested against by anti-discriminatory organisations and other activists forcing and lobbying for states globally to accommodate learners who are facing disabilities in the ordinary public schools. This resulted in the evolution of inclusive education and special education needs schools (Downing & MacFarland, 2010; Browder et al. 2008; Gudjonsdottlr & Oskarsdottlr, 2016).

2.3.2.1. Inclusive education

Inclusive education was found on the United Nations principles of social justice which are access, equity, participation and human rights. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) requires that "Government shall ensure that children with disabilities can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live, and no person with a disability can be excluded from the general education system on the basis of disability" (UNCRPD, 1989; DBD, 2016, p: 18).

Since the Universal Declaration of Human Rights in 1948, the following initiatives advocating for equal access and opportunities to education around the world were gradually formulated (UN, 1948; 1994). These initiatives are: the 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds; the 1990 World Declaration on Education for All (Jomtien Declaration), which set the goal of Education for All (EFA); the 1993 UN Standard Rule on Equalization of Opportunities for Persons with Disabilities, which not

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only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in an integrated school setting as well as in the general school setting; the 1994 Salamanca Statement and Framework of Action on Special Needs Education, which requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions; the 2000 World Education Forum Framework for Action, Dakar, EFA and Millennium Development Goals, which stipulates that all children have access to and complete free and compulsory primary education by 2015; the 2001 EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion and the 2005 UN Disability Convention which promotes the rights of persons with disabilities and mainstreaming disability in development. From these initiatives we saw expansion of inclusive policies drawn and promulgated in many developing and under developing countries around the globe.

In the United State of America (USA), we saw the promulgation of the following key policies the Education for All Handicapped Children Act (EHA) of 1975 the Individuals with Disabilities Education Act (IDEA) of 1990; the Assistive Technology Act of 2004 and the Handicapped Children's Protection Act, of 1986 which culminated to the No Child Left Behind Act (NCLB) of 2001 which enforced inclusion of all disadvantaged learners including those who are facing intellectual disabilities and in need of extensive support. In USA, literature indicates that the above stipulated laws have successfully contributed towards a more child-centred education and effective collaborative relationship between general and special education through identification and referral system (Hossain, 2012). Literature also reveals that other learners whose education support needs were severe, complex and could not be provided for in general school were transferred to special schools. Hossain 2012, p: 17) asserts that "the majority of students with significant disability are educated in general education classrooms with supportive devices or special accommodations …. and some are best served by placement in separate schools or in special classes."

According to DBE (2016, p:9) in the South African context, inclusive education – "is defined in Education White Paper 6 (2001) as a system which acknowledges that all children can learn and that all children need support and accepts that all learners are different in some way and have different learning needs which are equally valued and

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an ordinary part of our human experience. It is about enabling education structures, systems and learning methodologies to meet the needs of all learners and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status. It is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures. Inclusive education is about changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners so as to maximize the participation of all learners in the culture and the curricula of educational institutions and empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning."

In South Africa, inclusive educational system includes three different educational possibilities for learners (i.e. mainstream schools, full-service schools and special education schools). Teaching and learning can take place within three types of schools, namely ordinary, full-service and special schools These schools provide teaching and learning to learners according to the level and intensity of support the learner needs, and not according to the obstacles that the learner experiences. Five levels of support, ranging from low to high intensity support, are found. This policy also provides guidelines for procedures to ensure that all learners with level 4 and 5 (i.e. learners who require moderate and high levels) of support such as learners who are disabled and receive social security grants, are admitted to schools and receive the necessary support.

A summary of the five levels with reference to the level of support the learner needs, the type of school where support programs are offered full-time or part-time, and the degree and type of intervention, are covered in the National Strategy on Screening, Identification, Assessment and Support (DNE,2008) found. This is shown in the Table below:

Table 2.1: Descriptors to determine level and nature of support provision

Levels	Levels of support required by LLOH	"Zone" of barriers to learning & participation	Type of educational institution where learners will be eligible to access appropriate support programmes on a full time or part time basis	Degree and nature of intervention by the District based Support Service
1 - 3	Low to moderate levels of support	Low to moderate	Ordinary schools	General and focused on building capacity of all teachers and ILST's*
4	Intensive support	High	Ordinary and full-service schools	More specific and providing consultative support around individual cases
5	Very intensive support	Very high	Ordinary schools/Full-service schools/Resource centres/special schools	More intensive in the form of providing individual interventions which require more staff time or resources

Institution Level Support Teams

2.3.2.2. Special Education Needs

The United Nations Educational, Scientific and Cultural Organization (UNESCO, the 2011, p. 83), defines Special Education Needs is "Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Educational programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered for individual learners within

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already existing educational programmes or be offered as a separate class in the same or separate educational institutions."

According to the Organisation for Economic Co-operation and Development (OECD, 2012, p:1) "the definitions of SEN vary widely across countries as they are specific to each country's legislation. Some countries define SEN using a general definition of disabled children, others categorise SEN pupils into more than ten different categories." This varying of definitions is echoed by the Education White paper 6 (2001, p:9) that in South Africa "special needs education is a sector where the ravages of apartheid remain most evident. Here, the segregation of learners on the basis of race was extended to incorporate segregation on the basis of disability. Apartheid special schools were thus organised according to two segregating criteria, race and disability. In accordance with apartheid policy, schools that accommodated white disabled learners were extremely well-resourced, whilst the few schools for black disabled learners were systematically under resourced." However, after the first democratic election that took place in 1994, there was a gradual change in the education system which resulted into special needs education being based on the level of support that the learner needs to overcome the learning barriers that she or he is experiencing. From this view of special education needs, learners requiring low level support would attend ordinary schools where teachers are trained to meet their needs; learners in need of moderate support would attend full-service schools that are equipped and supported to provide for a greater range of learning tools than could be accommodated at ordinary schools; and learners who require high levels of support would attend special schools (Education White paper 6,2001).

The most common understanding about the phenomena of special education needs is the fact that, it is based on the belief that learners are characterised by learning abilities, learning styles and different types of intellectual functioning. From this belief, it assumed that all these types of learners will require educational methods, skills, environment that will be responsive to all their abilities and learning styles. UNESCO 2011 and Education White paper 6 both indicate that special education needs schools should have specially personnel (i.e. teachers/therapists etc). However, literature shows that there is little evidence on the educators' specialisation in South Africa.

According to Yell, Rogers and Rogers (1998, p. 222) "the advocacy movements on behalf of individual with disabilities was critical to the development of special education services as we know it today". As a result, in the early 1970s, all learners who were facing severe to profound intellectual disabilities were moved from the institutions to special education classrooms, where they received appropriate education through special education and related services (Browder et al. 2008; Browder, Wood, Thompson & Ribuffo, 2014; Downing & MacFarlane, 2010; Martin, Martin & Terman, 1996; Vaughn et al., 2000).

Although enthusiasm for special education development was high among parents, advocates and professionals, there was a looming challenge, according to Winzer (1993, as cited in Yell et al., 1998, p. 221) "the special classroom placements became as restrictive and custodial as placements in institutions had been". For Winzer, this implied that special education classrooms mirrored institutionalisation, as there were no educational activities taking place. On the other hand, there were many learners facing severe to profound ID who were struggling in general education classrooms. This challenge triggered a change and adjustment from an emphasis on "where" a learner should be educated to the value of "what and how" a learner should be taught (Browder et al., 2006; Turnbull, Turnbull & Wehmeyer, 2007; Wehmeyer, 2006). This shift, according to Marishane et al. (2015), has moved the spotlight towards the direction of teachers' capacity to differentiate the curriculum, and thus, requires teachers who know what and how to teach in the curriculum.

Again, the "what and how" a learner who is facing ID should be taught has prompted debates and competing evidence about what is special about special needs education (Davis, Florian & Ainscow, 2004; Lewis & Norwich, 2001; 2004, 2005; O Gorman, 2010). Currently, there has been a great deal of controversy surrounding special techniques appropriate for learners facing intellectual disabilities (Rieser et al., 2013). Scholars in the field of special education needs, such as Rieser et al. (2013, p. 70), dispute that

> *"there are special techniques appropriate for learners who are facing intellectual disabilities and maintain that there is no sufficient differentiation from those which are used to teach all children to justify a*

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distinctive special education needs (SEN) pedagogy" (Rieser, et al., 2013)

For Davis et al. (2004, p. 6) the "more important agenda is about how to develop a pedagogy that is inclusive of all learners." However, advocates of special pedagogy such as O'Gorman (2010), Lumpkin (2009); Stubbs (2008), Loreman (2007), Peters (2003) in Rieser (2013) and Kaufman et al. (2005) maintain that there is a need for specific special education training citing the following reasons:

- "it is necessary because of previous exclusionary pressures" (O' Gorman, 2010, p. 41)

- "a change towards a more inclusive system will require a change in the regular class teacher's unitary strategy where students irrespective of individual difference, are given the same educational experience" (O' Gorman, 2010, p. 41)

- "special education specialists need to develop a new repertoire of tools and techniques including their old knowledge and skills" (Peters, 2003, p. 17)

- "must focus on working in ways that encourages collaborative problem-solving perspectives among teachers" (Rieser et al.,2013).

- "need for curriculum adjustments, and implementation of multigrade teaching strategy to meet the needs and inclusion of the learners with disabilities" (Lumpkin, 2009)

- for the need of special pedagogy Bunch (1999, in Rieser, 2013. p. 115) adds "making the curriculum accessible to all, strategies for differing ability levels" Bunch, 1999) and in supporting,

- "teaching of children with severe to profound ID, requires that "they be grouped homogeneously so that appropriate targeted instructions can be deployed by well-trained teachers" (Kauffman, Landrum, Mock, Sayeski & Sayeski (2005, p. 5). Qu (2015, p. 78) further adds "special school provision still play an important role in the current education system considering its pedagogy expertise, professional staff team, specialised resources and curriculum flexibility."

Given the reasons stated above, supporting the view for a need for specific special education training, what emerges is that proponents of special pedagogy highlight a dire need for teacher capacity. For the advocates of special pedagogy, the teacher

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capacity includes the ability to select appropriate disability-specific support aids and assistive devices; and work in collaborative problem solving with other professionals. However, a recommendation made by the International Special Education Congress (Garner, 2013, p. 17) cautions that such collaboration should "clarify about the role and expectations of all support staff." For a special school, this implies that the roles of all agents that are involved in the special schools such as therapists, psychologists, social workers and class assistants should be clearly defined for effective interdisciplinary interaction to take place. This also highlights the importance of knowing different types of learner disabilities, including their relevant learning styles and instructional interventions required for those disabilities to be implemented. Without this knowledge, there is no effective teaching and learning that could take place for learners who are facing severe to profound intellectual disabilities (Loreman, 2007; Lumpkin, 2009; O'Gorman, 2010; Peters, 2003; Rieser et al., 2013; Stubbs, 2008).

2.4. INSTRUCTIONAL APPROACHES

Instructional approach is a term that used interchangeably with instructional design, instructional technology and instructional system design to cover a number, a range of interrelated activities, practices, techniques and materials that are used by teachers to teach a diversified classroom (Reiser & Dempsey 2007; Merrill, Drake, Lacy & Pratt 1996). For Akdeniz (2012), Marzano (2003), Richardson (2001) and Saskatchewan Education (1998). Instructional approach is the art and science that frames best practice approaches in which learners could be taught efficiently and effectively. This is echoed by Broderick's (2001, p1) who said instructional design "is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional Design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving." According to Glickman (1991, p6) instructional approaches "Effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly."

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For Crowford (2004) and Smith & Ragan (2005) instructional approaches resonates within the heart of all educational systematic exercise that is context driven and applicable to a wider range of learning environment. It guides instructional practitioners through a wide range of theoretically based practices to produce effective and more appealing outcomes for the potential beneficiaries. The common theme amongst these researchers, is the identification of the fact that, instructional approaches covers a conglomeration of many instructions' material, teaching and activities that are fit for purpose. These best practice materials could be located within the following key elements that are available for treaching: instructional model, instructional strategies, instructional methods and instructional skills (Akdeniz 2012; Smith & Ragan 2005; Crowford 2004; Marzano 2003; Richardson 2001; Saskatchewan Education 1998 & Glickman 1991).

2.4.1. Instructional model

According to Saskatchewan Education (1991, p13) instructional models represent the broadest level of instructional practices and present a philosophical orientation to instruction. Models are used to select and to structure teaching strategies, methods, skills, and student activities for a particular instructional emphasis. Metzler (2011, p 9), instructional models are "comprehensive and coherent plans for teaching physical education. These plans serve as blueprints to give teachers and students a clear picture of what teaching and learning will look like in each content unit."

2.4.2. Instructional strategies

Richardson (2001) asserts that instructional strategies point the ways and approaches followed by the teachers to achieve the fundamental aims of instructions. It also involves the use of instructional organisers and arrangers as well as instructional strategies and tactics to facilitate assimilation of learning content. Saskatchewan Education (1991, p13) reiterates that "Strategies determine the approach a teacher may take to achieve learning objectives and can be classed as direct, indirect, interactive, experiential, or independent." For Marzano (2003) instructional strategies are structured and systematised step by step educational process.

2.4.3. Instructional methods

While strategies are about the policies, plans and schemes, instructional methods are about means, ways and procedures are used by teachers to clarify, illustrate and unpack the subject matter. For Saskatchewan Education (1991, p13) methods and strategies could be used interchangeably because "methods are often associated with certain strategies, some methods may be found within a variety of strategies."

2.4.4. Instructional skills

The effective use of models, strategies and methods will require a teacher to possess instructional skills and the ability to articulate learning content effectively. For Saskatchewan Education (1991) instructional skills in teaching and learning environment, are the most important instructional behaviours and actions they involve the ability to plan, ask questions, discuss and explain subject matter with ease.

2.5.   TRENDS AND USE OF INSTRUCTIONAL APPROACHES

2.5.1. International trends in instructional approaches

In different countries, we have seen the emergence of various teaching and learning programmes like Negotiated Education Plans, Educational Adjustment Programmes, Individual Learning Plans, and Personalised Intervention Programmes tailor-made for provision of support services that ensured that people who are facing intellectual disabilities enjoy the same freedom and basic human rights (Mitchell, Morton, & Hornby, 2011; UN, n.d.).

Organisations for the countries who initially had an interest to educate learners who were facing severe to profound ID was established first in Switzerland and later in other parts of Europe and the USA. However, support to introduce and implement educational approaches and learning support programme tailor-made to cater for the needs of such learners originated in the United States of America, New Zealand, Canada, Scotland and the United Kingdom (Mitchell et al., 2011; Mitiku, Alemu & Mengsitu, 2014). These educational support programmes are underpinned by law in such countries, and they are called by many different names with the common thread being personalised individual education programmes (Mitchell et al., 2011; UN, n.d.). In addition, Blok et al. (2007, p. 7) state that in the Netherlands, it is enforceable by law that "regardless of whether a special or mainstream school is chosen, the school

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must draw up an individual education plan (IEP) in consultation with the parents every year."

In Scotland, since the publication of Effective Provision for Special Educational Needs (Education, Additional Support for Learning Act, 2004), the Individualised Educational Programmes have been an essential and formal element of planning to meet the support needs of learners who are facing severe intellectual disabilities (the "Code of Practice" for the Additional Support for Learning Act 2004). Today, according to Mitchell et al. (2011), Individualised Education Programmes are everywhere, virtually every country's special education provisions containing them as a key element to its provisions for students with special education needs. Mitiku et al. (2014, p. 120) restate that "inclusive education system including the instructional use of personalised educational programmes is becoming a ruling principle in the 21st century and this concept is becoming the best means to involve all learners in the education system regardless of differences in terms of disability, sex, religion and ethnicity." The literature indicates that many other international communities, e.g. Ireland, Kenya, Nigeria, and South Africa have traditionally included the use of personalised education programmes despite the nonexistence of a legal requirement to provide such programmes (NCSE, 2006). According to Weeks' (2013) and the Government of Scotland's (2017) comments on the Practice for the Additional Support for Learning Act (2004); some teachers have made great strides in creating and devising means to adapt instructional strategies through implementation of learning support programmes and a curriculum that may suit and address the developmental needs of learners who are facing intellectual disabilities (Weeks, 2013; Government of Scotland, 2017).

The historical perspectives on the education of learners who are facing severe to profound ID has evolved and converged towards a consensus that a basic principle of providing education to such learners is that educators should base their instructional approaches upon the learners' individual learning support needs. To support this view, the scientific community in the field of intellectual disabilities have cited various key elements towards provisions for students with special education needs. Nugent (2005, p. 3) asserted, "the individualised nature of planning depends on in-depth knowledge of child's strengths, needs and aspirations." This principle is supported by UNESCO (2009, as cited in in Rieser et al., 2013, p. 74) who pointed out to "the provision of

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reasonable accommodation and support needs for children with disabilities." Qu (2015, p. 78) discovered "educators warn that inclusion policy should not be one-size-fits-all or subject to heavy political correctness or financial influence, but rather be individual-oriented and needs-led."

Given the above stated principle pertaining to individual-oriented support needs that are tailor-made to circumvent the effects of disabilities in learning; the literature tends towards the promotion of IEP and ISP as preferred interventional tools to combat learning barriers. The World health organisation (WHO, 2011, p:15) in the has observed this trend, "many countries have adopted the individual education plans as a tool to support the inclusion of children with disabilities in educational settings." It is, therefore, against this background that in the next section I look at the past and current provision of instructional approaches used in teaching learners who are facing severe and profound intellectual disabilities in South Africa.

2.5.2. The past provision of instructional approaches in South Africa

The past provisioning of educational support services aimed at catering to the needs of learners who are facing severe intellectual disabilities in South Africa, took the longest road to break away from multi-layered levels of obstructions (Cross, Rouhani & Mungadi; 2002; Jansen, 1999a). They progressed from neglect based on the irrational beliefs that such learners are uneducable and proceeded to the belief that viewed intellectual disabilities as originating only from deficits within learners (Loebenstein, 2005). As a result, educational interventions that were provided then focused on learner deficit only as a locus of the problem and overlooked the environmental system that is unable to meet or adapt to the unique needs of each learner (Becvar & Becvar, 2000; Loebenstein, 2005). For the majority of black people who faced intellectual disabilities, this road was exacerbated by Bantu education and oppressive social structures that were strongly influenced by inequalities and oppressive apartheid system (Cross et al., 2002; Howell, Chalklen, & Alberts, 2003).

Given the above-discussed scenario and the fact that the initial education policies that were drawn during the transitional phase in South Africa were aimed at redressing the legacy of a racially fragmented, dysfunctional and unequal education system inherited from apartheid (Cross et al., 2002; Jansen, 1999a), I was motivated to explore the

nature of instructional approaches used in teaching learners who are facing ID, in South Africa that is attempting to break away from a discriminatory education system.

2.5.2.1. The status of South African special schools regarding instructional approaches.

The status of South African Special schools regarding educational approaches that are used for teaching learners who are facing severe to profound intellectual disabilities will be discussed with specific references to curriculum provisioning in special schools, namely what is taught, and how that curriculum is providing instructional approaches (Buys, 2015; Prinsloo, 2001; Stein & Vlachos, 2011). Lastly, the legislative influences on instructional approaches and how it is understood and implemented by teachers will be discussed (Loebenstein, 2005; Mitchell et al., 2011; Webster & Watson, 2002).

2.5.2.2. Curriculum provisioning in special schools (*what is being taught*)

The literature indicates that in South Africa, as similar in many other developing countries, some of the most frequently identified challenges regarding providing educational services for learners diagnosed with severe to profound intellectual disabilities has been how to determine what to teach and how to provide the instruction (Buys, 2015; Prinsloo, 2001; Stein & Vlachos, 2011). According to Steyn and Vlachos (2011), the ongoing debate on how such a curriculum should be structured along with all required instructional content has resulted in the birth of a curriculum in a number of skill areas outside of the general curriculum and in line with the General Education and Training Certificate in Skills and Vocational (GETCSV) for learners facing severe intellectual disabilities (SANASE). Despite these efforts, the proposed curriculum has not yet been approved by the DBE.

Given the nonexistence of a formally introduced curriculum for learners who are facing severe to profound intellectual disabilities, some schools have independently made some significant strides in inventing means to adapt instructional strategies, support programmes and a curriculum that they thought may address the educational needs of such learners (Buys, 2015; Prinsloo, 2001; Stein & Vlachos, 2011). Given the lack of a curriculum and explicit legal requirements to provide educational programmes for learners who are facing severe to profound ID, this could potentially imply that the educational requirements of this population still are uncertain.

2.5.2.3. How the curriculum is provided (*instructional methods*)

Progress towards supporting all learners to gain access to education in South Africa has been characterised by a sequence of modifications on how special education should be conceptualised (DoE, 1997, 2005). Education White Paper 6 on special needs suggested a radical transformation of the existing system. The changes that were suggested included recommending instructional approaches that would help teachers to cope with a diversity of learning and teaching needs to ensure that all learners receive adequate educational support.

Consequently, the Department of Basic Education, on Guidelines to Ensure Quality Education and Support in Special Schools (DoE, 2007), and the National Strategy on Screening, Identification, Assessment and Support, (DBE, 2014) emphasises the development of Individual Support Plan (ISP) for learners who are facing intellectual disabilities. However, the concept of ISP as presented in these policies do not precisely and adequately explain its objectives and purpose in relation to the educational services to learners. It does not describe or provide clear guidelines on how the ISP should be utilised. In my opinion, I foresee the possibility of confusing the Individual Support Plan (ISP) and Individual Education Plan (IEP). In anticipation of this impending inaccuracy, Reynolds et al. (2011, p. 50-51) have cautioned us to be aware that "ISP is not the same as an IEP. They emphasise that IEP and ISP may be similar, particularly for school-age children." However, according to Reynolds et al. (2011), the ISP is located within the realms of supportive rehabilitation, whereas IEP is about educational support. The primary focus of ISP is to assess the needs and abilities of a person, followed by strategic identification approaches that could maximise functioning and life satisfaction. The IEP is regarded as an alternative to traditional teaching and learning strategies, and its main goal is to adapt the curriculum to accommodate each learner's educational support needs and abilities (Reynolds et al., (2011).

Given the above potential misunderstanding of ISP and IEP as presented in DoE (2007) and DBE (2014), the ISP may not be regarded as an implementable education plan or programme. It is therefore against this background, that, this study sought to explore and describe the nature of instructional approaches used in teaching learners who are facing severe to profound ID in South Africa.

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The Department of Education (DoE) on Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools as Resource Centres (DoE, 2007), stipulates that the Revised National Curriculum Statement SHOULD adopt an inclusive approach by specifying minimum requirements for all learners. The special educational, social, emotional, and physical needs of learners will be addressed in the design and development of appropriate programmes. It further proposes that such programmes will be informed by the Guidelines for Inclusive Learning Programmes. However, there are still no appropriate programmes developed to ensure quality support in special schools, and there are no guidelines given to address inclusive learning programmes.

2.5.2.4. Policy Frameworks and how they are understood by teachers

The literature (DoE, 2001; DBE, 2014) on policy frameworks on the provision of support needed by learners who are facing severe to profound intellectual disabilities reveals that the South African Constitution makes provision for educational support needs of this population. However, a Section 27 report by Khumalo and Fish Hodgson (2015) identified implementation and systems failures due to

> *"the gaps between policy and reality in South Africa. The current failure to provide children with disabilities with meaningful access to the CAPS curriculum therefore contradicts the core of DBE's policy framework and amounts to a violation of the learner's right to basic education"* (Khumalo & Fish Hodgson, 2015, p. 44, 45)

The policy on SIAS (2014) recommends curriculum differentiation as an effective procedure for mediating the National Curriculum and Assessment Policy Statement (CAPS) to address the needs of all learners in a class. This policy aims to ensure that teaching is responsive to learner's needs and therefore, counter learner's intrinsic barriers. Although preferences are still expressed for the accommodation of learners in mainstream and full-service schools, a high level of support provision will be available at special schools; regrettably, care givers and teachers still observe children with disabilities who do not have a high level of support needs being dumped at special schools (Khumalo & Fish Hodgson, 2015).

In addition, the DBE (2015) depicts a dilemma faced by educators in terms of implementing White Paper 6. The teachers were complaining, "Teaching of the

academic curriculum is of limited value, even if you teach it, some learners reach the exit age without being able to write their names." Some teachers were recorded saying:

"It is very difficult to teach CAPS to some learners, they struggle, because of the necessity of basic numeracy. It can also be assumed that learners are here (in a special school) because they did not cope with the academic curriculum in the mainstream schools" (Khumalo & Fish Hodgson, 2015).

So it is unclear why special educators should impose such an inconceivable curriculum on these learners.

In this way, the literature highlights the lack of alternative policy guidelines on the necessary instructional models, strategies, methods and skills to ensure that teaching is responsive to learner's needs (Khumalo & Fish Hodgson, 2016; Saskatchewan Education 1991). Given the above-mentioned inadequacies, I was encouraged to find out as to how policy aims are understood and implemented by educators who teach learners who are facing severe to profound intellectual disabilities.

2.5.2.5. The available support services for implementation of instructional strategies and programmes

The Convention on the Rights of Persons with Disabilities (UN, n. d.). and the United Nations Convention on the Rights of the Child (UN, 1989), provide guidelines in ensuring that children with disabilities access the same right to quality education. However, literature continues to portray a deficiency of resources in most of the underdeveloped and some developing countries (DBE, 2015; Khumalo & Fish Hodgson, 2015). For, example many parents in South Africa and Taiwan rely on schools for support services even though at times such schools are also limited in terms of professional support resources for children with intellectual challenges (Lushozi 2016).

According to the Khumalo and Fish Hodgson report (2015, p. 40), "lack of resources and capacity to implement policy is a theme that is reiterated." The report shows how poor the quality of education is at special schools in Kwa Zulu Natal. This poor quality creates the impression that the DBE and the Umkhanyakude Department of Education

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do not value education for children with disabilities and may see the schools as "day-care centre" or "dumping grounds" more than places of education and learning (Khumalo & Fish Hodgson, 2015). Despite the above-mentioned findings, Lushozi (2015) proclaims that many parents of learners who are facing intellectual disabilities portrayed schools as their most important source of educational support services when asked to describe their interactional relationships with school and other professional support services. This pattern is similar to other studies. Levine, Marder, and Wagner (2004, in Lushozi, 2015, p. 115) have added that most parents of learners who are facing intellectual disabilities "perceive schools as the primary source of information about related educational support services for such learners and their families."

The literature describes instructional strategies and programmes used in teaching learners who are facing severe intellectual disabilities (Buys, 2015; Prinsloo, 2001; Stein & Vlachos, 2011). However, the literature still depicts this approach as often fragmented, and to date, it is still not standard practice in underdeveloped countries as, for instance, South Africa with a shortage of resources exposed as the most contributing factor. It is therefore against this background that this study envisaged investigating the nature of instructional approaches used in teaching learners who are facing severe to profound ID (Buys, 2015; Prinsloo, 2001; Stein & Vlachos, 2011).

2.6. CONCEPTUAL FRAMEWORK
The information and conceptual building blocks generated from the literature review shows that instructional approaches used in teaching learners who are facing severe to profound ID could be best understood from conceptualisation of intellectual disability and special pedagogy.

At the level of intellectual disabilities, the literature reveals that all individuals who are facing ID present functional impairments, both in intellectual and adaptive behaviour. Secondly, ID is not a unitary, but a multifaceted phenomenon consisting of what literature calls co-morbidities (Beange et al., 1999). Thirdly, an understanding of the multifactorial nature of intellectual disability is required, which implies understanding intellectual disability from an ecological and multidimensional perspective (Buntinx & Schalock, 2010, p. 284). From a diagnostic point of view, this suggests that a person

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who is facing ID may present with a limitation in intellect functioning, adaptive behaviour, social interaction and health.

At the level of special pedagogy, despite of the existing argument against its value, supporters of special pedagogy emphasise the need for specialised instructional approaches, strategies, models, methods and skills used for teaching learners who are facing severe to profound ID. In emphasising this need, they maintain that special education teachers must be knowledgeable about different types of disabilities to be able to select appropriate disability-specific support aids and assistive devices when teaching this population (Kaufman et al., 2005; Loreman, 2007; Lumpkin, 2009; O'Gorman, 2010Peters, 2003; Rieser, 2013; Stubbs, 2008).

Given the above understandings, I was urged to look at what underlies the instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. I aimed to look at it as far as it relates, not just to instructional approaches, but, I wanted to determine what underlies teaching learners who are facing severe to profound ID, what kind of a teacher is teaching these learners, how relevant the curriculum offered is and what is the philosophy that underpins these processes. Having asked myself these questions, I was motivated to develop an alternative conceptual framework for teaching learners who are facing severe to profound ID in special schools. Having adopted Norwich and Lewis' (2007) conceptualisation of teaching, I used it as a guide to how teaching is perceived in this study.

From this perspective, teaching is a purposeful interactional process involving teacher's knowledge, curriculum and pedagogic strategies, where teachers' knowledge depicts them as education professionals. This means that a teacher has acquired training and possesses skills that capacitate and enhance knowledge on how to teach (pedagogic strategy) and what to teach (curriculum content). The pedagogic strategy involves the knowledge of selecting teaching methods and learners to be taught, and curriculum involves content to be learnt and legislative framework governing the curriculum delivery.

In this conceptual framework (as declared in the clarification of Key concept 1.6.2), I view, intellectual disability from a biopsychosocial or person-environment, in which

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intellectual disability is conceptualised as a state of functioning characterised by limitations in intellectual functioning and adaptive behaviour (WHO, n. d; Schalock et al., 2010; Wehmeyer, 2013). From this perspective, intellectual disability is a function of multiple factors involving intellectual functioning, adaptive behaviour, socialisation and health.

From this perspective, educational support resources and interventions needed should be aimed at alleviating the impact of dysfunction. This will require teachers' capacity to identify, assess and refer requests for relevant support. From this interventional approach, all aspects of functioning and impacting factors are considered. The alternative conceptual framework for teaching learners who are facing severe to profound ID is demonstrated in Figure 2.1 below:

Figure 0-1: The Teacher, Learner, Resources and Outcomes conceptual framework

Teacher

Educational profession

Knowledge of:

- Curriculum & methods
- Learning process
- Learners to be taught

Learners with different disabilities

Intellectual disabilities (*viewed from psychosocial perspective*)

- Different types of intellectual disabilities
- Different types of learning styles
- Limitations in academic & adaptive behaviour

Resources

Instructional approaches

- Methods, strategies, models & skills
- Assistive device

Professionals:

- Therapists
- Health professionals
- Social workers
- District Official

Non-professional:

- Class assistant
- Parents
- Community

Fully functioning human being integrated in the community and living independent

2.6.1. The use of the TLRO conceptual framework

This framework is based on the four essential elements in teaching learners who are facing severe to profound ID, which are *Teacher, Learner, Resources and Outcome* (TLRO). From this framework, the teacher is presented in the first segment as a primary agent. The teacher is expected to be an education professional, who must possess knowledge about the nature of a learner to be taught in terms of a type of disability and a learning style required as well as the strengths that a learner present. This is followed by the knowledge of the curriculum needed, pedagogic strategies, instructional approaches, assessment, support and interventions (Norwich & Lewis, 2007).

The learner (who is facing severe to profound ID) is presented in the second segment as the potential beneficiary of teachers' knowledge and instructional approaches. The learner presents several limitations in functionality, namely, intellectual, adaptive, social and health. (Beange et al., 1999).

The third segment is about the resources available for the teacher to support the learner. This includes support staff such as class assistants, therapists, social workers, health professionals and assistive devices and instructional approaches to be used. This is the most important part of the framework as it emphasises the teacher's ability to assess and use the assessment results to select appropriate instructional approaches, support personnel and other interventional support for the profile a learner presents. Learners' who may be at the stage of exit, will require a transitional programme for effective integration and participation into the community.

The last segment presents the expected outcomes. From this perspective, it is, expected that learners would reach their highest level of functionality according to their abilities. This stage is very important for learners as they may be at the exit phase from the school system and may be expected to be fully integrated with their participation into the society.

2.7. CONCLUSION

The literature review shows that instructional approaches used for teaching learners who are facing severe to profound ID have endured a snowball or cumulative effect

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as a result of the evolved conceptualisation of intellectual disabilities over different historical contexts. Through this ripple effect, the instructional approaches have always been affected by the ever-changing conceptualisation of intellectual disabilities over diverse historical backgrounds. In essence, this implies that instructional approaches (educational support needed) in the field of special education has always been determined by the way in which ID was understood. This understanding influenced ID was conceptualised to render relevant support.

From this level of conceptualisation, this implies that the definition, terminology, classification and diagnosis of ID will always have a bearing on the overall basis from which instructional practice is found. In a specific broader perspective, this implies that the way in which ID is viewed informs the guidelines for selecting instructional approach, models, and the skills to be used. This conceptualisation will also influence the intensity of educational support needed (level of curriculum adaptation and differentiation, special pedagogy, and assistive technology).

Presently and in future, intellectual disability is no longer regarded as a personality trait, but as a state of human functioning, characterised by significant limitations in academic functioning, social functioning, participation and health. From this view, ID is not an isolated disability but constitutes of other connected concomitant factors that negatively affect the functioning of an individual. This implies that the challenges presented by intellectual disability, are holistically viewed as problems of the whole person in his or her life situation, and it involves health, community participation, as well as the roles that a person plays in society.

Given such conceptualisation of ID and in answering the research questions, this will imply that the nature of instructional intervention will focus on circumventing/improving learners' functionality holistically. However, this put emphasis on the professional capacity of teachers to use a special kind of instructional intervention to address barriers embedded in intellectual disabilities. This also has a bearing on teachers' capacity to assess learner functionality and thus appropriately select relevant resources to support such learners.

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Given the complex nature of ID, teachers are expected to use a variety of instructional approaches in consultation with all other agents (therapists, social worker, health professionals and class assistants) available in special schools. The use of instructional approaches is the function of assessment results regarding the type of disability and learning styles presented by learners. In selection of the curriculum offered, teachers will rely on their abilities to interpret the guidelines entrenched in the legislative framework. In conclusion, the literature has aimed to answer the research question by providing a clear operational definition of ID and its implication towards teaching and using relevant resources to combat presented learning barriers.

In the next chapter, I present the research methodology and design used in the study.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

Graphic presentation of Chapter 3
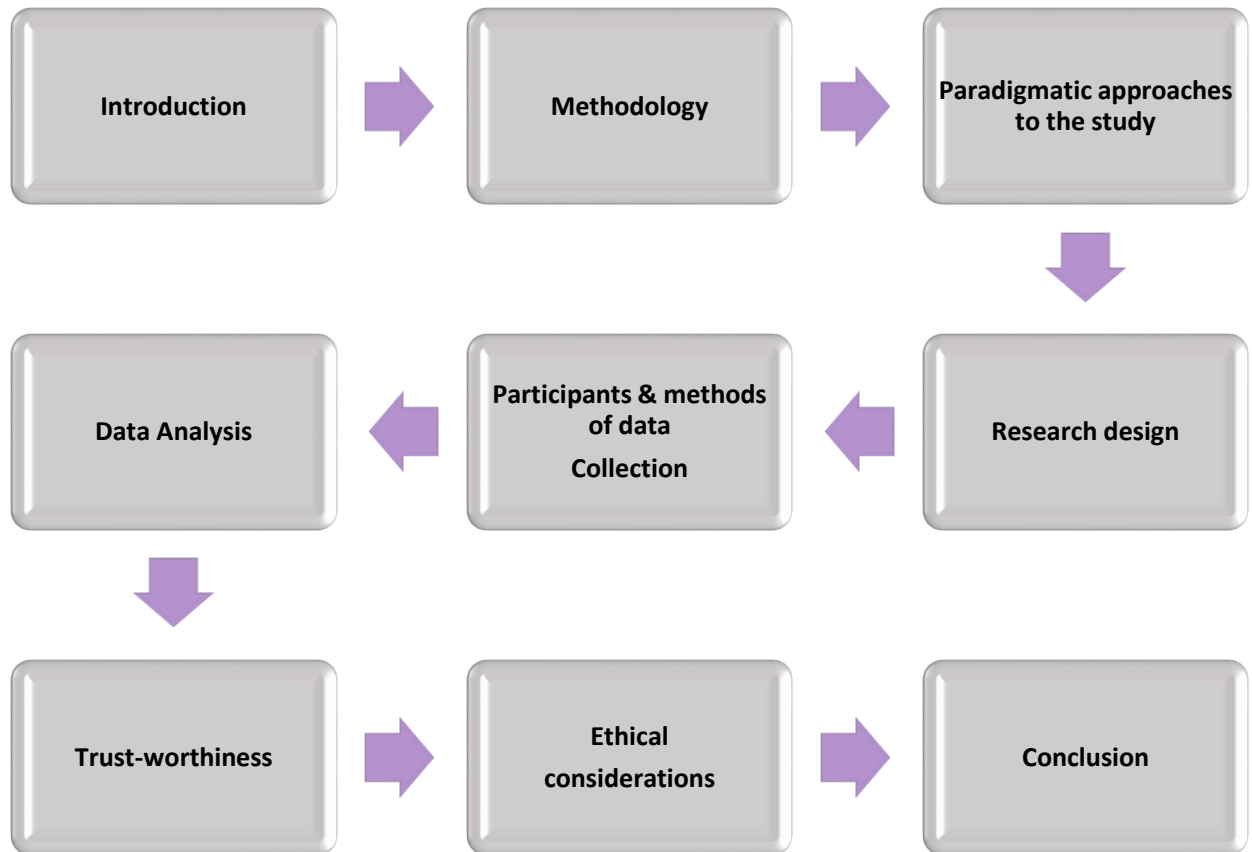
3.1.   INTRODUCTION

In Chapter 3, I discuss the underlying methodology, principles, set of beliefs and paradigmatic approaches that persuaded me to use the research design chosen for this study. The research design is discussed with specific reference to data sources, selection of participants, methods of data collection and the researcher's role in the study. This is followed by a presentation of the data analysis strategies I selected. In this presentation, I justify the rationale behind using the selected methods in terms of the philosophical underpinning of the chosen research design, purpose and focus. I also rationalise the credibility and the quality criteria as well as the ethical considerations I followed in this study.

3.2. RESEARCH PARADIGM

Since the focus of this study has been the subjective accounts of multiple realities from the participants regarding instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities, I adopted a qualitative research methodology for exploring the full nature of such instructional approaches (Mertens, 2007; Scotland, 2012; Yunos & Ahmad, 2014). Having chosen to use a qualitative approach in this study, I scrutinised data through inductive reasoning as I relied on information gained through listening and observing participants narrating their lived experiences. The rationale for reasoning using this approach is compatible with qualitative research because I entered the field without a predetermined theory (Morris, Masnick, Zimmerman, & Crocker, 2012; Zalaghi & Khazaei, 2016).

In addition, Bezuidenhout, (2014, p. 9) restates "the inductive reasoning presupposes reasoning from the specific to the general and is aligned with qualitative research." Nieuwenhuis (2007) adds that in qualitative research studies the interactional processes between the research participants, within their social context and in response to the question under study. For Nieuwenhuis (2007), this could potentially enhance researchers' opportunities to gain valuable information from participants regarding their lived experiences.

However, there are certain limitations that are cited against the qualitative mode of inquiry. For example, by being very close to the environment under study, I could have been challenged in investigating this phenomenon with sufficient unbiasedness. However, in addressing this limitation, I drew on Unluer's (2012) caution that

researchers should strive to uphold and sustain a balance between knowing when to remain distant and when to engage with the participants.

Morris (2006) in Oketch, Namusonge and Sakwa (2018, p. 622) advises, "a researcher should adopt a distant, detached, neutral and non-interactive position." Unluer (2012, p.1) advises from an ethical perspective, that "it is crucial for social researchers to clarity their researchers' role especially for those utilising qualitative methodology to make their research credible." further elaborates,

> *"to conduct credible insider research, insider researchers must constitute, an explicit awareness of the possible effects of perceived bias on data collection and analysis, respect the ethical issues related to the anonymity of the organisation and individual participants and consider and address the issues about the influencing researcher's insider role on coercion, compliance and access to the privileged information, at each and every stage of the research"* (Unluer, 2012, p. 2).

The qualitative research approach gave me an opportunity to gain insight into the experiences of teachers, therapists and district officials involved in the education of learners who are facing severe to profound intellectual disabilities (Patton, 2002). However, qualitative research approaches are often criticized for their lack of objectivity and generalisability. The word generalisability is defined by Creswell (2005, p. 48) as the "degree to which the findings can be generalised from the study sample to the entire population and across settings." To circumvent the above-mentioned criticism, I relied on Yin (2003a) who asserted that in qualitative research, the main focus is on understanding the key issues of the phenomenon under study by ensuring appropriate and detailed representation of the study's events to form the basis for a better understanding of those issues in other similar studies. A detailed representation of events in this study was provided through the use of a combination of data collection methods (i.e. focus group discussions, interviews, observations and document analysis) to facilitate acquisition of better understanding of the phenomena under study, hence the method of data triangulation and the development of an audit trail was used to enhance trustworthiness (Akkerman, Admiral, Brekelman, & Oost, 2006). Furthermore, on the aspect of objectivity and generalisability, I have aligned myself with the general inherent purpose of qualitative research which is to discover the meaning and understanding rather than to verify the truth, predict outcomes, or

present universal facts (Cohen et al., 2011; Creswell, 2005). For this assertion, Mays and Pope (2000, as cited in Fade, 2003, p. 140) said, "both qualitative and quantitative research should be seen as an attempt to represent reality rather than truth." This is in line with my primary objective in this study which has been to explore and describe instructional approaches used in teaching learners who are facing severe to profound ID, so that I could explain in detail as to what is happening in that particular case. In essence, this study sought to elicit participants' accounts of meaning, experience and perceptions regarding the nature of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities in special schools.

The second view is the fact that the finding of qualitative research could be generalisable. Proponents of this view, Guenther and Falk (2019, p. 1012) argue, "generalisation from qualitative research can be achieved, not through a process of self-justification, but through defensible and rigorous research design and methods." This argument is supported by Yin (2003b, p. 49) who said "in terms of case study methodology, this could be described as a theoretical replication" and Charmaz (2000, p. 519) who asserted that "generalisation is also possible through theory sampling process" to build theory so that across a range of scenarios, patterns of behaviour are predictable."

3.2.1. Interpretative paradigm

In this study, I followed the interpretivist paradigm since the units of analysis were individuals' implementation of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. As such, I interpreted the constructed participants' lived experiences, and perspectives (Cohen et al., 2005). Most researchers (Cohen et al. 2011; Crofts et al., 2011; Lincoln, Lynham & Guba, 2011), in the field of the interpretivist paradigm, believe that reality is subjective and seek to understand and interpret the reality in terms of socially constructed realities presented by participants.

This paradigm was instrumental in this study, since it was conducted in natural settings (i.e. schools, and DBE, district offices) to collect substantial situational information, by means of methods such as focus group interviews, individual interviews, lesson observations, and document analysis (Bryman, 2008; Cohen et al., 2000). Choosing to work from an interpretivist paradigm enabled me to acquire personal experiences

of the research participants through their spoken language and voices. It has also facilitated the understanding of participants' views regarding the instructional approaches used in teaching learners who are facing severe to profound ID (Nieuwenhuis, 2007).

However, in the literature, Yanow (2006) and Schwartz-Shea (2006) reveal that the interpretivist paradigm has been criticised on several shortcomings such as a dire lack in universal evaluative criteria to judge its merits by forsaking the scientific procedures of verification. Therefore, its ontological assumption is subjective rather than objective; hence its results cannot be generalised. Furthermore, it has been criticised for its inability to provide statistical analysis and the use of emergent samples as well as being excessively preoccupied with denial of the impacts on individuals and their power to change and challenge social phenomena (Schwartz-Shea, 2006; Yanow 2006).

To counter these limitations, I relied on Yanow and Schwartz-Shea (2014) who argued, "interpretivists over time have developed trustworthy and quality research practice." This argument is supported by Thanh and Thanh (2015) from an epistemological stance that "epistemologically, interpretivism relates to a subjectivist views, meanings and interpretations as researchers explore their world by interpreting the understanding of individuals." Wellington (2015, p. 26) further added, "in the interpretivism, the researcher's aim is to explore perspectives and shared meanings and to develop insight into situations." In defence against a lack of objectivity and generalisability, I relied on Rehman and Alharthi (2016, p. 55) who asserted that "interpretivism rejects the notion of that a single, verifiable reality exists independently of our sense"; and Munkvold and Bygstad (2016, p. 5) who said, "the aim of interpretive research is to understand phenomena through accessing the meaning that participants assign to them." This assertion is supported by Guba and Lincoln (2005, p. 204), who said, "interpretive ontology is anti-foundationalist, it refuses to adopt any permanent unvarying standards by which the truth can be universally known." This is further supported by Richard (2003, p. 6) who indicated that, "although positivist research has its merits, there are social phenomena that could be best investigated under the interpretive paradigm." Richards (2003) argues that "surveys, closed ended questionnaires and numbers alone are sometimes not the best option because they

are not designed to explore the complexities and conundrums of the immediately complicated social world that we inhabit" (Richards, 2003, p. 6).

The above-cited defence against interpretivism, complements my paradigmatic stance as an educational researcher, who needed to gain an in-depth understanding and insight from information from the participants rather than from numbers by statistics. Along the lines of these perspectives, I collected data from a group of teachers, therapists and senior education specialists who come from different educational, social and economic backgrounds to obtain more diverse and multifaceted information

This study explored the experiences of teachers, therapists and senior education specialists working at and with special schools in Soweto, to uncover their subjective accounts of multiple realities of the instructional approaches they use for teaching learners who are facing severe to profound intellectual disabilities (Creswell, 2003; Yanow & Schwartz-Shea, 2011). Oates (2006) reiterates that interpretivism is based on multiple subjective realities; "there is no single version of 'the truth'. What we take to be real or knowledge is a construction of our minds, either individually or in a group".

I relied on the viewpoint of Yanow and Schwartz-Shea (2014), who believe that these critiques and concerns are a matter of philosophical differences. Interpretivists, over time, have developed trustworthy and quality research practices that counter these arguments. Grix (2004, p. 57) reiterates and warns that "people who want to conduct clear, precise research and evaluate other's research, need to understand the philosophical underpinnings that inform their choice of research questions, methodology, methods and intentions."

The ontological stance of interpretivism is located in the belief that social reality is a function of many people and these people interpret events differently, generating numerous perspectives of reality. Since I was collecting data from multiple data sources and using naturalistic approaches of data collection like focus group discussions, interviews, and lesson observations, the interpretivist paradigm was appropriate for this study because of its underlying assumptions that reality is subjective, multiple and socially constructed (Guba & Lincoln, 1994; Krauss, 2005; Lincoln et al., 2011). Having chosen to follow the interpretivist paradigm, and in my

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support for trending along this paradigm, I declared my ontological and epistemological assumptions relevant to the interpretivist paradigm (Bryman, 2001).

3.2.2. Ontological stance

I have chosen to adopt an ontological position within the perspective of interpretivism, located within qualitative research and focusing on why something has happened from an insider's point of view, as a school principal for the past thirteen years in a special school that caters for learners, who are facing severe to profound intellectual disabilities, using my experience of settings to interpret acquired information (Pring, 2004). This study comprises of my ontological assumptions about the instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities. These assumptions relate to the methodology and methods I have chosen, and they are connected to the findings, which are presented in the report. My ontological assumptions about instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities is that such a population is still struggling with complex issues of education for post-conflict societies on several levels (Esakov, 2009; Gill & Niens, 2014; Howell et al., 2006; Taruvinga & Cross, 2012).

Education reform that has taken place since 1994 has not yet fulfilled the needs of this population until today, and this could imply that the predicament of educational development for learners who are facing severe to profound intellectual disabilities in South Africa is still uncertain. To this end, a study on the instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities is imminent (Cohen & Manion, 1994; Mertens, 2005).

3.2.3. Epistemological stance

In the previous section, I have declared the subjectivity underlying the ontological assumptions of my study, located within the perspective of the interpretivist paradigm and qualitative methodology. In this section, I declared my epistemological stance by using focus group discussions and interviews to gather meanings from the participants and their world within their social context (Cohen et al., 2007). I have indicated how the nature of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities could be verified, known and understood from the viewpoint of individuals who are involved in teaching such a population of

learners (Cohen et al., 2007). This is reflected in the methodology, strategies and methods I have chosen to help me uncover and answer the research question (Pring, 2004).

I have pointed out how multiple meanings could be evoked through the use of the multiple data collection strategies that I have chosen for this study (Guba & Lincoln 1994; Scotland, 2012; Tuli, 2010). As such, I have proclaimed how the new knowledge and meanings could be revealed about the instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities (Hart, 2010). My epistemological position, which is aligned to the perspective of the interpretivist paradigm and qualitative methodology, has been influential on how the research is carried out and on selecting the appropriate research design for this study, which is discussed in the next section (Berry & Otley 2004; Saunders et al., 2009; Yin, 2003, 2012). The summary of interpretative paradigm is illustrated in table 3.1. below

Table 3.1. The interpretative paradigm

Paradigm	Ontology	Epistemology	Methodology	Methods of data collection and analysis	Report
Interpretative	Reality can be understood and interpreted, but not predicted or controlled	Knowledge arises from observation and interpretation	Ethnomethodology, ethnography and phenomenology	Interpretative inquiry: participant observation and interviewing by the researcher	Description of day-to-day events experienced in the field, or description of feelings.

3.3. RESEARCH DESIGN

3.3.1. Multiple case study

Since the main focus of this study has been to explore the nature of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities within a bounded context of special schools in Soweto, I preferred to use a multiple case study design (Creswell 2007, Miles & Huberman, 1994). The rationale behind this choice is that case study designs are viewed by many researchers as

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compatible with qualitative research, and thus are well-suited to interpretive approaches (Stake, 2005).

The unit of analysis is the instructional approaches used by teachers and the factors that influence using such instructional approaches; as such, I considered a variety of different viewpoints from those who are involved in the education of learners who are facing severe to profound intellectual disabilities (Stake, 1995, Yin, 2009). I have selected a multiple case study design to guide my choice of what is to be studied, a real-life contemporary phenomenon in its natural context (Flyvbjerg, 2006; Stake, 2005; Thomas, 2011; Yin, 2012). For the proponents of case studies, a case study is not a method, but, rather a design framework, a choice of what is to be studied, or a selection of what is to be studied (Flyvbjerg, 2006; Stake, 2005; Thomas, 2011). From this perspective, case studies are viewed as an identified research field or a class of instances to be studied through quantitative, qualitative, or both methods.

I have been studying multiple cases (educators, HoDs, oprincipals, and SES officials from different schools and districts), obtaining in depth data through multiple sources, using comprehensive multiple data collection strategies, assisted in enhancing data triangulation (Myers, 1997; Pervan & Maimbo, 2005; Yin, 2009). In addition to this advantage, and according to Yin (2009, p. 53) "evidence from multiple cases is often considered more compelling, and the overall study is therefore regarded as being more robust and provides a valid basis for understanding." Baxter and Jack (2008, p. 50) reiterate "the evidence created from multiple case study design is considered robust and reliable". Another advantage gained from using multiple case study methods is that this method provided this inquiry with an extensive exploration of research questions from hierarchically nested samples of teachers, HoDs, principals, SES and theoretical evolution (Eisenhardt & Graebner, 2007). However, though multiple case studies have several strengths, researchers have identified some weaknesses, and these are discussed in the next paragraph.

Multiple case studies are criticised for their expense and being time-consuming to implement (Baxter & Jack, 2008). In defence against this criticism, I drew on Dyer and Wilkins (1991, p. 613) who asserted "the number of cases or the time spent in the field

is not the issue. The important issue is instead if the researcher is capable of describing and understanding the context of the scene in question so well that the context can be understandable to the reader and to produce theory in relationship to that context." They further argue that multiple case studies produce information and reach theoretical insight (Dyer & Wilkins 1991). My justification for using a multiple case study design was guided by my philosophical stance, which informed locating of data sources, selection of participants, methods of data collection, the role of the researcher and theorising (Baxter & Jack, 2008; Creswell, 2007; Denzin & Lincoln, 2005).

3.3.2. Role of research

In addition to be a key data collection instrument in this study (Baxter & Jack, 2008; Creswell, 2007; Denzin & Lincoln, 2005; Onwuegbuzzie, Leech & Collins, 2010). I was an insider researcher as this investigation was based on my experience as a school principal for the past thirteen years in a special school. The research setting was within my working area and this meant being an insider researcher (Adler & Adler, 1994; Mercer, 2007; Unluer, 2012). For Merton, (1972, as cited in Saidin and Yaacob, 2016) "insider researcher could be defined as someone who shares a particular characteristic such as gender, ethnicity or culture, whereas the outsider researcher could be defined as someone who does not share the same characteristics mentioned above" (Merton, 1972, p 849, as cited in Saidin and Yaacob, 2016). Probst and Vicars (2016) reiterates that at times a researcher needs to conduct research on matters that are pertinent to the researcher or a group that is associated with the researcher.

As a qualitative case study researcher, I was aware of the variety of roles that I have undertaken, including their advantages and disadvantages regarding researcher effect and participant response (Bonner & Tolhurst, 2002; Breen, 2007). As an insider researcher in a case study, it was essential to deliberate on the advantages of the experiences and also be mindful of the disadvantages including effective strategies to overcome them (Bonner & Tolhurst, 2002; Breen, 2007). From my experience of being an insider researcher, a principal, and a colleague, enabled me to easily gain access, and cooperation and I was not viewed as an internal threat or someone that would use this information outside the context of the research study. Saidin and Yaacob, (2016, p. 850) reiterate "that being an insider researcher gives three advantages to the

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research: First, an insider will be able to better understand an issue; second, he will not disrupt the flow of social interaction; and finally, he will be able to extract true data from the participants as he can relate well to them". In addition, a researcher's familiarity with the cultural and political structure of an organisation will help him to save time in trying to understand the issue he is studying as he already has some knowledge regarding the issue (Smyth & Holian, 2008).

Although there were numerous advantages of being an insider-researcher, there were also difficulties associated with being an insider-researcher that I needed to overcome (Smyth & Hollian, 2008). Challenges experienced were not only limited to my role duality as a school principal/researcher but were also exacerbated by what by Unluer (2012, p. 6) listed as "overlooking certain routine behaviour, making an assumption about the meanings of events and not seeking clarification, participants' tendency to assume that I already know what they know, closeness to the situation hindering the researcher from seeing all dimensions of a bigger picture while collecting data" (Unluer, 2012).

In guiding against the possible effects of my role duality in which my status as a school principal and researcher could impose or may foster coercion, and compliance from the participants (Smyth & Hollian, 2008), I drew on Buscaglia (1983) who advised that insider researchers who wish to elicit valuable contributions from the participants must relinquish or suppress the authoritative status of unequal power and establish what is common between the researcher and the researched. Researchers must avoid a partnership failure by establishing an equal balance of power and control between them and the participants. In this study, I revealed my status as an educator, and I also indicated my pursuance of knowledge and answers, as such I positioned myself "nowhere else than where the participants are". I, therefore, addressed everyone as a "colleague" (which means someone you work with at your workplace. For example, when you are a teacher, the other teachers are your colleagues), which is a common word that is used within the Department of Basic Education space when educators and other department officials are interacting (Buscaglia, 1983; Corbin & Strauss, 2008, p. 229). This approach afforded me an opportunity to be trusted, and to be seen as equal and belonging to the same "species" and thus, encouraged full participation

guided by respect and unconditional positive regard (UPR) for everyone's views (Shefer, Carmeli, & Cohen-Meitar, 2018).

3.3.3. Research site

The three sets of focus group discussions were conducted at my school staff's room where I work as a school principal (consisting of PL1, SMTs and Therapists). Class observations were conducted at the three participating schools. The three principals of the participating school were interviewed individually at their offices. All three participating schools are located in Soweto within the radius of three kilometres from each other. Soweto is an urban complex that was set aside by the South African white government for Black people. The two SES officials were interviewed individually at their district offices that are located in the West and East of Johannesburg in Gauteng province, South Africa.

The common thread amongst the three participating schools is that all these schools cater for learners who are facing severe to profound intellectual disabilities, classified as high care and functioning at junior phase levels. The only difference is that two schools (i.e., school B and C) cater for learners with different types of disabilities whilst school A caters for learners afflicted with autism spectrum disorder. The Language of Teaching and Learning (LOTL) is English. Their staff establishments consist of teachers, class assistants, therapist, health professions and social workers. The summary of research setting illustrated in Table 3.2 below:

Table 3.2.:The illustration of research site/setting

Research Site/ settings	Activity-data collection	Participants-Schools/ individuals	Type of disabilities	Level of support required by LSPID	Number of learners in classroom	Other professional staff
School A	Class observation Interview with Principal	Learners, Teacher and Principal	Autism Spectrum Disorder	Intensive to very intensive support	8	Nurse, Occupational & Speech Therapists
School B	Class observation	Learners, Teacher and Principal	Don Syndrome, Cerebral palsied, Fatal Alcoholic Syndrome ADHD etc	Intensive to very intensive support	16	Nurse, Occupational Therapist & Council

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Research Site/ settings	Activity-data collection	Participants-Schools/ individuals	Type of disabilities	Level of support required by LSPID	Number of learners in classroom	Other professional staff
School C	Interview with Principal	Learners, Teacher and Principal	Don Syndrome, Cerebral palsied, Fatal Alcoholic Syndrome ADHD etc	Intensive to very intensive support	18	Nurse, Occupation& Speech Therapists, Social Worker
School D	Focus group discussions: A, B & C	PL1 SMT Therapists	Not applicable	Not applicable	Not applicable	Not applicable
District Jhb East	SES interview	SES1	Not applicable	Not applicable	Not applicable	Not applicable
District Jhb West	SES interview	SES2	Not applicable	Not applicable	Not applicable	Not applicable

3.4.   RESEARCH METHODOLOGY

3.4.1. Selection of participants

Since the focus of the study has been the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities, the criteria used for selecting suitable participants was based on their' knowledge and experience in teaching and supporting LSPID. Hence PL1 Teachers, SMT, the Principals, Therapists and SES officials were selected to share their experiences of three special education needs schools as a common thread for discussions. (Holloway, 1997; Yin, 2009). I selected nine Post Level one (PL1) teachers from three identified schools; nine School Management Team members (SMTs) consisting of one deputy principal and two HODs from each school. In addition, I selected six therapists consisting of one occupational therapist and one speech therapist from each school plus another therapist from the head office. Finally, I also selected three principals from each participating school and two Senior Education Specialists (SES) from the two district offices under whose jurisdiction these schools belong.

The selected participants' sample size provided depth of data, which resulted to an opportunity to reach data saturation. Many researchers (i.e. O'Reilly, Parker and Walker 2012) in the field of data collection agree that a destination of data saturation is reached when there is enough information to validate the credibility of the study. For Burmeister and Atkins, (2012) data saturation is definitely not about large or small samples, but it is about the relevancy and confidence in the ability of participants to elicit the required information. It is therefore against this background that participants of this study constituted of all agents that are involved in the education of learners who are facing severe to profound intellectual disabilities. This therefore implies that the selected participants were fit for purpose, as Brink (1996) added that purposive sampling is based on the judgment of the researcher regarding subjects that are knowledgeable about the question at hand. Here, a purposive sampling was preferred to specifically pick information-rich cases based on the participants' matched criteria to the ones required to answer the research questions being asked (Bloor & Wood 2006). To this end, what constituted the sample size offered data triangulation in the study (Denzin, 2009. 2012). Denzin, (2006) asserts that data triangulation is one method by which the validity of the study results can be realised. In interpretive research, the number of participants is relatively small (Holloway, 1997). Yin (2009, p. 162) recommends that novice researchers begin "with a simple and straight forward case study" because of the complexity of managing and analysing the large volumes of data.

My rationale behind this sample size coincides with advocates of purposive sampling (Burmeister & Aitken, 2012; Holloway & Wheeler, 2002) who believe that in qualitative research, sample size does not influence the quality of a study. However, qualitative methods involve a small purposive sample and are not predetermined, but the sample size is always sufficient when saturation of data is reached. The criteria used for selecting participants is illustrated in table 3.4.1.1 below.

Table 3.3. The criteria for selecting participants

School	Participants	Gender	Years of experience	Post level	Qualification
School A	Teacher A1	Male	3 – 9 years	PL1	JPTD to B.Ed
	Teacher A2	Female	3 – 9 years	PL1	JPTD to B.Ed
	Teacher A3	Female	3 – 9 years	PL1	JPTD to B.Ed
	Therapist A1	Female	3 – 9 years	L1	BSC in OT
	Therapist A2	Male	3 – 9 years	L1	BSC in OT
	HoD A1	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	HoD A2	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	Deputy Principal A1	Female	5 – 15 years	PL3	JPTD to B.Ed Hons
	Principal A	Female	+20 years	P4	B.Ed Hons
School B	Teacher B1	Female	3 – 9 years	PL1	JPTD to B.Ed
	Teacher B2	Male	3 – 9 years	PL1	JPTD to B.Ed
	Teacher B3	Male	3 – 9 years	PL1	B.Ed Hons
	Therapist B1	Female	3 – 9 years	L1	BSC in OT
	Therapist B2	Female	3 – 9 years	L1	BSC in OT
	HoD B1	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	HoD B2	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	Deputy Principal A1	Male	5 – 15 years	PL3	JPTD to B.Ed Hons
	Principal B	Male	14 years	PL4	B.A Ed
School C	Teacher A1	Female	3 – 9 years	PL1	JPTD to B.Ed
	Teacher A2	Female	3 – 9 years	PL1	JPTD to B.Ed
	Teacher A3	Female	3 – 9 years	PL1	JPTD to B.Ed
	Therapist A1	Female	3 – 9 years	L1	BSC in OT
	Therapist A2	Female	3 – 9 years	L1	BSC in OT
	HoD A1	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	HoD A2	Female	5 – 15 years	PL2	JPTD to B.Ed Hons
	Deputy Principal A1	Female	5 – 15 years	PL3	JPTD to B.Ed Hons
	Principal A	Female	+20 years	PL4	JPTD to B.Ed Hons
District JHB East	SES 1	Female	+20 years	PL3	M. Ed
District JHB West	SES 2	Male	+20 years	PL3	BA Ed

3.4.2. Data collection

After identifying the field site, I decisively selected participants that I believed provide relevant information for the study. For this, I used a multiple data collection technique of focus group discussion sessions, individualised interviews, observation, field notes and document analysis to draw out rich (quality) and thick (depth) data from participants (Bernard, 2012; Burmeister & Aitken, 2012; Denzin, 2012; Dibley, 2011; Fusch, 2013; O'Reilly & Parker, 2012). I then conducted three sets of focus group interviews. Firstly, with nine Post Level one (PL1) teachers from three identified schools. The second focus group session with nine SMT members consisting of one deputy principal and two HODs from each school. Thirdly, a focus group discussion was conducted with the schools' para-professionals that consisted of one occupational therapist, and speech therapist from each school plus one therapist from the head office.

Three sets of individual semi-structured interviews were conducted with the three principals from each school. Another two sets of individual interviews were conducted with two SES officials from the Inclusion and Special Schools Unit, from two district offices under whose jurisdiction these schools fall. Additional information was also sought through document analysis of schools' profiles, learning programmes, work schedules, lesson plans, monitoring tool and the operational plans of SES officials (Annexure "L"). Lastly, observations of lesson presentations of not more than one hour (60 minutes) was conducted in each school. Lesson observations were instrumental in helping me to look for consistency between what was reported by the teachers, HoDs, the deputy principal, and others. During all the data collection activities, I took down field notes and used video and audio-recording to supplement field notes, or as a backup if there was a need to clarify notes. However, permission for the use of visual-audio technology was sought from the participants. Collecting data using multiple data collection methods has provided methodological triangulation in this study and as such, enhanced the validity of the process of data collection (Fusch, 2013). The method of data collection is illustrated in table 3.4. below.

Table 3.4.: Information about the participants and methods of data collection

Item	Methods of data collection	Participants & their status	Sample size	Venues/ field where data was collected
1	**Focus Group Discussions**	**PL1** teachers **SMT** members Occupational & Speech Therapists	9 x PL1 educators 3 x deputy principals & 6 x HoDs) 3 x Occupation Therapists 3 x Speech Therapists	Albertina Sisulu Centre
2	**Individual interviews**	3x principals & 2x district officials	One on one x 5 sessions	School offices & District office
3	**Document analysis**	Schools and district	6 documents from school 2 documents from the district	Private venue
4	**Fieldnotes**	All participants		Albertina Sisulu centre, Principals & District offices
5	**Classroom lesson Observations**	3 PL1 educators	School A=15 learners School B=9 learners School C=17 learners	School A School B School C

3.4.2.1. Focus group discussions

Having elected to adopt an ontological position within the perspective of interpretivism and using multiple case study design to gather in-depth information from multiple sources (Creswell, 2013), I used focus group discussions as one of the methods of data collection in this study (Nepomuceno & Porto, 2010; Parcker-Muti, 2010; O'Relly, & Parker, 2012). Since the focus of this study has been to explore the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. The study is located within the bounded area in which participants were purposively and homogeneously selected from three special schools and two supporting districts. A common thread for participating is being involved in the education of learners who are facing severe to profound intellectual disabilities (Holloway, 1997; Yin, 2009). Focus group discussion was therefore appropriate for this study, as Breen (2007, p. 464) emphasises, the relevance a focus group "is used when a researchers need to know about student experiences of a particular teaching and/or assessment method; when they need to generate ideas among a group of staff for the purpose of curriculum development; when they need to find out how a new

policy will be received by staff and/or students in order to devise an appropriate means of implementation." Barbour and Schostak (2005, p. 43) add from ontological and methodological relevancy that focus group interviewing "is an interviewing technique in which participants are selected because they are a purposive, although not necessarily representative". It is the sampling of a specific population, but, with this group being focused on in a given topic.

Focus group discussions were appropriate to elicit multiple perspectives and discovering how personal experiences are constructed and narrated (Brockman, Nunez, & Basu, 2010).

The field in which instructional approaches are used is a highly bureaucratic system that is characterised by layers of hierarchical protocol from the provincial officials, District Senior Education Specialist (SES), principals, and the deputy principals, HODs, PL1 educators and therapists. Therefore, I had to separately conduct three sessions of focus group discussion with the SMTs (consisting of 6 HoDs and 3 deputy principals). A second focus group discussion was held with the PL1 educators only, followed by the therapists. (Nepomuceno & Porto, 2010; O'Relly, & Parker, 2012; Parcker-Muti, 2010). The rationale behind this strategy (dividing participants according to their ranks) was to guide against the possible effects of hierarchical protocol that could impose or might have ay fostered coercion from the participants (Smyth & Hollian, 2008). In this way, the method of data collection was valuable to counteract the limitations pertaining to tendencies for groupthink and dominant (senior rank) members that could pressure others to conform to group consensus (Dimitroff, Schmidt & Bond, 2005).

A focus group discussion, because of its flexibility, adaptability and openness allowed for higher response rates and interaction between the participants and the researcher (Cohen et al., 2005; Creswell, 2008, 2009; Jayawardana & O'Donnell, 2009). In addition, focus group discussions allowed for the eliciting of multiple perspectives and the exploration of how points of views were constructed and expressed (Brockman et al., 2010). The time scheduled for each focus group discussion ranged from 90 minutes to two hours. The participants were alerted in advance about their time commitment by obtaining an agreed date from them. This was to make sure that

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participants would be in a relaxed environment with enough time allocated for effective participation (Fontana & Frey, 2000). Each focus group interview was audio-video recorded and transcribed verbatim to capture the full dialogue and for data analysis purposes (Finch, Lewis & Turley, 2003). However, the participants were informed before the study commenced that audio recordings would be used to record the proceedings using their allocated pseudonyms and their permission was thus sought and granted.

However, the focus group discussion was not without its drawbacks. Challenges emanated from the fact that even though I was facilitating participants' interaction in this study. I was conscious of group dynamics and interactions that could have influenced the interactions, where some participants could be dominant and hinder others from participating freely during focus group interviews (Dimitroff, et al., 2005; Lasch et al., 2010; Onwuegbuzie, Leech & Collins, 2010). Another anticipated challenge emanating from the group dynamics that could have arisen is when participants are uneasy with each other and will therefore not discuss their feelings and opinions openly (Gill, Stewart, Treasure & Chadwick, 2008).

In addressing these limitations, I drew on Gill et al. (2008, p. 293) who cautioned, "the composition of a focus group needs great care to get the best quality of discussion and a group mix that will impact on data such as ages, sexes and social professional status of participants." This caution is also echoed by O.Nyumba, Wilson, Derrick and Mukherjee (2017, p. 29) as they said these limitations can be overcome when focus group discussion relies on the facilitator or moderator to guide the group discussion and recommended, "the facilitator must create a warm, supportive and comfortable environment to foster open and honest dialogue among diverse group and individuals; by recognize group dynamics by maintaining human connection, encouraging sharing of information." The above cautions enabled me to set up an invitational environment, which facilitated self-disclosure and encouraged participation and communication amongst participants by ensuring them that, "there is no wrong answer – you cannot fail during this session", which was thus very important (Morgan, Gibbs, Maxwell & Britten, 2002). Lastly, as a researcher, I worked under the guideline of unconditional positive regard to enable me to interact with participants regardless of my dislikes of

their speech, looks, attitudes and level of participation, as long as they answered questions posed and help me reach the intended purpose.

3.4.2.2. Semi-structured Interviews

Another method of data collection that was used in this study was semi-structured interviews that took place at the most convenient location that was suggested by the participants (Creswell, 1998, 2008, 2009). Semi-structured interviews are conceptualised by Adams (2015, p. 493) as a type of interview that "employs a blend of closed and open-ended questions often accompanied by follow–up why and how questions." The three (3) school principals and the two Senior Education Specialists (SES) district officials were requested to participate in the semi-structured interviews that would take place in their offices if they agreed to do so. The reason behind this procedure was that I sought an opportunity where the officials would be in their natural working environment to elicit openness and freewill to respond naturally to the questions (Dimitroff et al., 2005; Lasch et al., 2010; Onwuegbuzie et al., 2010).

Having adopted the qualitative research methodology and aiming to collect a comprehensive account of participant's experiences in the teaching of learners who are facing severe to profound ID (Rubin & Rubin, 2005), I selected semi-structured interviews as the most appropriate tool to answer the research questions (Dörnyei, 2007). In support of selecting this method of data collection, I relied on Adams (2018, p. 494) who asserted that semi-structured interviews are suitable when you are "conducting a formative program evaluation and want one-on-one interviews with key program managers, staff and frontline service providers", and it is also suitable "when more than a few of the open-ended questions require follow-up queries." Adhabi & Anozie (2017, p. 89) reiterate that in semi structured interviews "the response of the subjects gives the researcher the flexibility to pose more enhanced questions than the initially drafted ones and they regard it as the sole source of information for qualitative researchers." This strength of the semi-structured type of interview is supported by Kvale's (2003) assertion that "interviews—compared to questionnaires, are the more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth". Cohen et al. (2007, p. 29) add that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting."

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Employing semi-structured interviews were helpful especially with their flexibility allowing me as a researcher to achieve in-depth information by providing opportunities to probe and making follow-up questions on the "what, how and why" of instructional approaches used in teaching learners who are facing severe to profound ID. In this case, the ability to cover all questions according to the checklist and schedule was enhanced (Berg, 2007; Kvale, 2009; Rubin & Rubin, 2005).

Similar to any other data collecting tools, there were potential setbacks and challenges that I had to acknowledge and be cautious of their negative impact in this study. Semi-structured interviews are criticised by many researchers such as Adams (2018, p. 493) for the lengthy process that it involves "preparation, setting up, conducting and analysing interviews." Adhabi and Anozie (2017, p. 92) add that "face to face interviews include being costly and requiring a long time to complete." Another critique against the interviews as a data collection tool according to Walford (2007, p. 47), is that "interviews alone are insufficient form of data to study social life" Interviews are also criticised for their inability to provide hundred per cent (100%) anonymity. Lastly, interviews have also been criticised for time consumption because of the data collecting analysis and the need to be transcribed, coded and sometimes translated (Robson, 2002).

In my attempt to curb the negative effects against the lengthy process I relied on De Jonckheere and Vaughn's (2019, p. 1) advice that the "overall semi-structured interviewing requires both a relational focus and practice in the skills of facilitation." Mathers, Fox and Hunn (1998, p. 1) also advised "the quality of data collected in an interview will depend on both the interview design and on the skill of the interviewer. For example, a poorly designed interview may include leading questions that are not understood by the subject." To this end, I took Mathers et al.'s (1998, p. 5) advice that "to conduct a good interview, interviewers need to be trained. This training includes familiarising a researcher with the skills of, for example, reflective questioning, summarising and controlling an interview" (Morgan, 1998; Onwugbuzie et al., 2010).

In addressing the challenges of insufficiency of interviews as an only tool for data collection, I used multiple data collection methods including focus group discussions, observation, field notes, and document analysis to draw out rich and thick data

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(Bernard, 2012; Burmeister & Aitken, 2012; Denzin, 2012; Dibley, 2011; Fusch, 2013; O'Reilly & Parker, 2012). These methods furthermore provided methodological triangulation. With regard to the interview method's inability to provide hundred per cent anonymity and being time-consuming, as is true with the focus group discussions, interviews were also audio-video recorded and transcribed verbatim to capture the full accurate dialogue and for data analysis purposes (Finch et al., 2003). To ensure participant anonymity, the participants' consent was obtained that audio recordings would be used and transcribed without using their names.

For the time-consuming challenges of interviews, I relied on Mathers et al. (2002, p. 9) who asserted "interviews are time-consuming for the interviewee as well as the interviewer and as a courtesy, the interview should be kept to the minimum time necessary to deal with the topic." Mathers et al. (1998) further advise that in guarding against time consumption, the interviewer should make sure that key issues are addressed as soon as possible, and that the researcher must resist the temptation to get side-tracked, and thus, recommends that times for interviews should vary from 20 to 40 minutes. However, Mathers et al. (2002, p. 9) warn that "it can be difficult to establish a rapport in too short time but conversely taking too long is unfair to the interviewee and interviewer." By the same token, it is also important to give the interviewee a chance to sum up and clarify the views they have revealed.

To summarise what I have indicated this far, I refer to the statement of Alshenqeeti (2014, p. 44) who advises that researchers should "choose the method that answers their research questions best, taking in to consideration that the more accurate the researchers are when conducting and analysing data, the more accurate the findings would be."

3.4.2.3 Document Analysis

In this study, I also used document analysis as another method of data collection to consolidate and provide methodological triangulation for data collection (Bernard, 2012; Burmeister & Aitken, 2012; Denzin, 2012; Dibley, 2011). O'Leary (2014, p. 1) asserts that document analysis "is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic." For Bowen (2009b, p. 7), document analysis is a form of data collection that

uses "systematic procedure for reviewing or evaluating documents both printed and electronic material." The rationale behind using data analysis as a method for collecting data is that teaching and learning include planning, preparation, and curriculum planning, including guidelines for curriculum provisioning. I collected data from the following key documents: School profiles; curriculum documents, lesson plans; and HOD files to determine records of special school activities (Bowen, 2009b; O'Leary, 2014;).

These documents were treated like respondents or informants that provided relevant information (Bowen, 2009b; O'Leary, 2014). To this end, I focused on what the Department of Basic Education (DBE) expects from the teachers, and how teachers, respond to these expectations. I wanted to confirm how the department ensured compliance; what the monitoring systems involved were and how compliance and performance feedback were communicated to schools; how schools knew if what they were doing was in line with the required standard (Bowen, 2009a; O'Leary, 2014).

3.4.2.4.   Direct Lesson Observation

The focus of this study has been to explore the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. It was thus essential to capture the interactions between learners and teachers, the situational information, context and processes (Cohen et al., 200; Bryman, 2008). I conducted direct observations combining structured and unstructured observation as an auxiliary method for collecting data on lesson presentation. "Observation is the systematic description of the events, behaviours, and artefacts of a social setting" (Marshall & Rossman, 1989, p. 79). However, according to the Centre for Disease Control (CDC) (2018) "direct observation is when you watch interactions, processes or behaviours as they occur, for example, observing a teacher teaching a lesson from a written curriculum to determine whether they are delivering it with fidelity." For Kawulich (2012, p. 156) "direct observation involves observing without interacting with the objects or people under study in the setting." The lesson observation was overtly conducted (obtrusivele), which implies that the participants were completely mindful that they were being observed and I was not hiding the fact that I was observing them

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for research purposes. Consent from schools was obtained for this purpose (Gold, 1958; Kawulich, 2012; Taylor-Powell & Steele, 1996).

The rationale for combining structured and unstructured observation is because I entered the field with both predetermined (structured) and with no predetermined (unstructured) notions of what needed to be observed (Mulhall, 2003). During direct observation of instructional approaches, I was able to capture what was central to the process of teaching, the "what" of teaching in terms of elements involved in the process of teaching learners who are facing severe to profound ID. The how part of it involved observing how instructional approaches were used to transfer knowledge and affect appropriate behaviour and achieve the intended aims and objectives of a lesson. This also involves observing types of resources such as instructional tools, techniques and strategies used by teachers (Akdeniz, 2016). During the process of observation, I was privileged to witness what teachers do or say in their natural settings, rather than what they say they do. Mulhall (2003, p. 307) echoes a similar point that "often the primary reason for using observational methods is to check whether what people say they do is the same as what they actually do". In essence, direct observation allowed me to double-check definitions of terms that teachers used during interviews and capture some information that I would not have accessed during interviews and thus offer this study higher degree of ecological validity in this way (Barkley, 1991; Dewalt & Dewalt, 2002).

Conducting direct observation offered this study an array of possible explanations regarding instructional interaction in the classroom between the learners and teachers and these explanations could not be captured by other data collection methods (Barkley, 1991). Kawulich (2012, p. 156) reiterates that the observation may be able to help "the researcher to access those aspects of a social setting that may not be visible to the general public–those backstage activities that the public does not generally see." Having pointed out some positive gains associated with using direct observation, there are also drawbacks that are associated with this technique that could not be left un-attended by the researcher. However, I have predominantly focused on drawbacks that are pertinent and relevant to this study, namely gaining entry and access to the teachers' classrooms and being susceptible to observer bias as a result of my experiences and pre-conceived ideas about the phenomena of

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interest (Shamar et al., 2012). This is the Hawthorne effect, in which the observer's presence in the research field affects or changes the observed participants' behaviour (Shamar et al., 2012), the method is expensive and time-consuming as compared to other methods.

In addressing the challenges of gaining entry into the teachers 'classrooms I relied on my status as an insider researcher coupled with my experience as a school principal, and a colleague. I was therefore mindful of the politics of classroom lesson observation and the fact that teachers do not like to be observed while teaching. For Bernard, (1994) and DeMunck and Sobo (1998) teachers, could be suspicious of intrusion and spying. Having the experience, insight and better understanding of school issues, I was not only content with obtaining consent from the DBE, the district and school principals, I also consulted the salient gatekeepers within the South African Schools which are the labour unions. I met with the schools' union site representatives and discussed my research aims. My personal contacts, being familiar with the setting, culture and key informants have enabled me to gain rapport, trust, access and cooperation from the participants (Bernard, 1994; DeMunck & Sobo, 1998). As a result, conducting lesson observations was not viewed as an internal threat and I was not perceived as someone that would use the collected information outside the context of the research study (Bonner & Tolhurst, 2002, as cited in Saidin & Yaacob, 2016).

In guiding against the limitations of observer bias, I heeded Ratner's (2002) advice that researchers need to acknowledge their own biases and put them aside as much as possible to be able to view the data neutrally and make accurate interpretations. In addressing the limitations of the Hawthorn effect, I drew on Mulhall's (2003, p. 308) experience that "once the initial stages of entering the field are past, most professionals are too busy to maintain behaviour that is radically different from normal. The situation seems analogous with a job interview – one can only perform for so long before reverting to type". I also took advice from the *user fit tool's 33* (2015, p. 34) recommendation that "any direct observation study should allow time for those being observed to become less aware of the observer's presence and view them more as being a fly on the wall, rather than another person present."

With regard to the expensive and time-consuming nature of this method, I relied on Lincoln and Guba's (1994) assertion that to establish trustworthiness and for the

findings to be considered to be trustworthy, the researcher should anticipate spending a considerable amount of time in the setting. Mulhall (2003) attributes the time-consuming nature of the process to the lengthy processes associated with negotiations for access between several sets of bureaucratic structures of head office, district officials, school principals, parents and learners.

3.4.2.4.1. Fieldnotes

In this study, I collected data using multiple data collection techniques, namely focus group discussion, interviews, document analysis, and observation. Throughout the data collection processes, I was writing field notes (See Annexure "E") about the participants verbal and non-verbal behaviour, including their interactions to draw out data related to my topic" (Bernard, 2012; Dibley, 2011; Fusch, 2013; Merriam, 1988; O'Reilly & Parker, 2012). In addition to writing field notes, I was also using video and audio recording to supplement the field notes, or as a backup, if there was a need to nable me to remember during data analysis as to what I had observed (Fusch 2013; Kawulich, 2012). However, permission for the use of visual-audio technology was sought from the participants. Although I used audio and video recording of the research process, I also took field notes to capture the interactional and behavioural patterns, including the field setting being observed. Field notes assisted as a building block for data analysis at the later stage of the research process.

3.5. DATA ANALYSIS

Subsequent to collecting qualitative data using multiple data collection strategies, including video and audio-recording to supplement field notes, and to ascertain data triangulation (Patton, 2002; Yin, 2009), I then outsourced the video audio sources to a professional transcriber for verbatim transcription. After receiving the transcribed production, I checked it against the voice recording to verify and validate the accuracy of the transcribed content. In this study, I had to rectify errors resulting from inaudible voices and language code, which the digital recorders could not record or interpret. This was to curb against potential errors that, according to Tessier (2012), are inherent in transcribing and translating spoken words into text.

For Tilley, 2003; Easton, McComish, and Greenberg (2000); Poland, (1995); and Patton, (1990) in Tessier (2012, p. 450), these errors could also potentially emanate from

> *"deliberate or accidental alterations of the data, where transcribers have deliberately changed the data to make it tidier or more up-beat, problems with sentence structure emanating from using punctuation in a way that alters the interpretation of the text, failures to use quotation marks to identify paraphrasing, mimicking, or quoting which results in the loss of valuable data, the interviewee is trying to pass as someone else; omissions accidents of omitting certain parts of an interview and mistaking words for others which can potentially reverse the meaning of a sentence."* (Tessier, 2012, p. 450)

This process also involved data organisation, data management, editing and clearing of unnecessary information or linguistic details like laughter and other aspects considered superfluous (Oliver, Serovich, & Mason, 2005; Wahyuni, 2012). In essence, data was prepared for analysis (Boeije, 2010).

As a (developing) researcher who has undertaken a qualitative research method and embraced the ontological and epistemological views associated with the perspective of the interpretivist paradigm and collected large data sets through multiple case study design, I needed a method of data analysis that would effectively enable me to sail across the above painted scenario. As such, I founded the thematic data analysis method to be well suited to guide this study into the drawing of meaningful, logical findings and valid interpretations and inferences (Boetjie, 2010; Given, 2008; Silverman, 2013). The themes identified during data analysis helped to frame how the instruction approaches used in teaching learners who are facing severe to profound ID, were conceptualised.

Thematic analysis is regarded by most practitioners (Boyatzis, 1998; Clarke & Braun, 2014; Cohen et al., 2011; Creswell, 2009) as a type of pattern-based qualitative analytic methods used to analyse textual data by uncovering and identifying important statements and concepts that can assist a researcher in understanding, describing and interpreting complex phenomena. For Smith, Bekker and Cheater (2011) and Holloway and Wheeler (2010), the thematic analysis of qualitative data involves the

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process of breaking up data into relationships and patterns of codes, categories, subthemes and themes (Kvale & Brinkman, 2009; Miles & Huberman, 1994; Sandelowski, 2004).

In support for choosing thematic data analysis, I depended on Braun and Clark, (2006), and King (2004, as cited in Nowell, Norris, White and Moules, 2017, p. 2), who asserted that "thematic data analysis does not require the detailed theoretical and technological knowledge of other qualitative approaches, it offers more accessible form of analysis, particularly for those early in their research careers." According to Nowell et al. (2017, p. 1) "the complexity that surrounds qualitative research requires rigorous and methodical methods to create useful results and thematic analysis is a relevant qualitative research method".

Most proponents of thematic data analysis (Bradley, Curry, & Devers, 2007; Braun & Clarke, 2006; King, 2004), commend it for its flexibility to be used within a wide spectrum of studies because of its theoretical, epistemological and methodological freedoms. Nowell et al. (2017, p. 1) add that "thematic Analysis is an apt qualitative method that can be used when working in research teams and analysing large qualitative data sets." Nowell et al. (2017, p. 2) also reiterate that "thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions".

In implementing thematic data analysis to transform raw data into findings, I adopted Braun and Clarke's (2006, p. 6-23) "iterative, recursive and reflective six phased method of thematic analysis, namely familiarising yourself with your data; generating initial codes; searching for themes; reviewing themes; defining and naming themes and producing the report."

3.5.1. Familiarisation of oneself with the data
The transcripts of different sets of data from focus group discussions, interviews, document analysis, and lesson observations were read and reread to immerse and familiarise myself with the depth and breadth of content (Braun & Clarke, 2006; Given, 2007). I also read my observational notes and field notes compiled during the lesson

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observation and document analysis. During the familiarising and immersion phase, I started to identify, highlight and record potentially meaningful ideas that appeared suitable for my analysis (Boyatzis, 1998).

3.5.2. Generating initial codes

After reading all data captured and familiarising myself with the raw data and reaching an overall understanding of the main issues in the phenomenon under study, I began identifying data that was relevant to the research question by highlighting it and writing notes on the right column of the transcript (See Annexure "F"), and by recording significant phrases, ideas, and concepts found in the transcript allowing me to assume my initial steps from raw unstructured data to the development of coding that captures and elucidates qualitative richness of the phenomena under study. I started developing hierarchical and high order coding, guide as a data management tool and populated categories. At this stage, the coding process started revealing explicit and implicit meanings (Bradley et al., 2007), and I noticed differences between codes in terms of the meanings. I coded as many potential patterns as possible and collated all data relevant to each code (Boyatzis, 1998; Braun & Clarke, 2006; Bryman, 2001;).

3.5.3. Searching for themes

During the third stage of thematic data analysis, I continued sifting, comparing, and describing variations in the coded data by making logical connections between core categories (Boeije, 2010). At this stage, I started sorting out and organising all abstract entities that bring meaning and identity to the captured experiences (Braun &Clarke, 2006) by highlighting and sorting out quotations. As I continued making inductive comparisons across cases and coding according to categories, the data began to reveal appropriate concepts and meanings towards the formulation of themes (Boyatzis, 1998; Braun & Clarke, 2006).

Following the process of coding, categorising and organising of data, I displayed the identified relationship between themes diagrammatically (see Table 4) to allow the reader to judge for themselves whether the themes generated were relevant in facilitating understanding of the phenomenon under study and with the final outcome rooted not only in research questions, but, also in the data generated (Ryan,

Coughlan, & Cronin, 2007). At this stage, I was not yet confident whether the generated themes and codes would hold or would be sustainable, there were other codes that did not seem to belong anywhere. However, I relied on Braun and Clarke's (2006) recommendations that researchers should create a miscellaneous theme to temporarily house the codes that did not seem to fit into the main themes (Nowell et al., 2017).

3.5.4. Reviewing potential themes

Subsequent to identifying themes and subthemes, I reviewed and re-evaluated the coded data extracts for all identified themes to check if they accurately reflected the meanings captured from participants' experiences. If they did, they were confirmed and uplifted to the stage of the final set of themes to develop the thematic framework (Attridge-Stirling, 2001; Braun & Clarke, 2006). However, for those themes, which did not seem to reflect this meaning or which overlapped with other codes, such themes were changed, re-arranged (to merged into each other, or they were broken down into separate themes), deleted, or thrown in to the miscellaneous code box (Braun & Clarke, 2006; Lincoln & Guba, 1985; Nowell, et al., 2017).

In pursuing for theme validity, relevance and accurateness, I conducted member checking with the participants, to verify if the proposed themes were consistent with their experiences. This process was characterised by my return to the raw data to confirm if the identified themes had enough data to support them. (Braun & Clarke, 2006; Lewis & Thornhill, 2009; Nowell, et al., 2017; Saunders, Taylor & Bogdan, 1998). To consolidate theme validity and reliability, I also conducted peer debriefing in which the emerging codes and themes were discussed, evaluated and compared against the findings to facilitate investigator triangulation (Patton, 2002). As such, the essence of what each theme was about was identified, and the aspect of data captured by each theme was determined (Lincoln & Guba, 1985; Saunders et al., 2009; Taylor & Bogdan, 1998;).

3.5.5. Defining and naming themes

As I proceeded towards the fifth phase of thematic analysis, I realised that this was a very important phase because it preceded the final stage, which was to write and

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produce the research report. Clarke and Braun (2014, p. 3) reiterated the importance of this phase in that "the process of *defining and naming* is the phase where most substantive, interpretive analytic work is done, where the researcher produces detailed and complex definition of each theme." I realised that this phase of thematic analysis put the value or the importance of well-defined and named themes in the spotlight. This discovery augured well with a conceptual framework for instructional approaches used in teaching learners who were facing severe to profound ID (O' Reilly, 2012; Pratt, 2009).

This meant I had to be committed to the collection and identification of high-quality data. I began to anticipate some features of data, which each theme captured. Interesting findings, stories and how each theme fitted to the overall story emerged from the various codes, categories and subthemes I identified (King, 2004; Pope, Ziebland & Mays, 2000). At this level of analysis, I began to modify and refine groupings of meaning and summarise themes in terms of their common and unique features (Bradley et al., 2007; King, 2004).

The main principle guiding the formation of my report was based on my ability to connect themes and subthemes in such a way that they accounted for every individual case, and they facilitated meaning-making, coherence, legitimate and logic (Birks, Chapman, & Francis, 2008). It is therefore against this background that when meaningful representative themes were not reached, I had to re-organise data collection in such a way that in-depth answers, appropriate labelling and integration of themes contributed towards a well-articulated report (Birks et al., 2008L Sandelowski & Barrosso, 2007). As a result, additional analysis was performed in special consultation with my supervisor, peers and participants to find out whether the identified themes were clear and comprehensive to propose a conclusion to the refinement and modification processes (Cohen et al., 2011; King, 2004; Lincoln & Guba, 1985; Nowell et al., 2017).

3.5.6.   Producing the report

The final stage of analysis started when the consensus amongst all stakeholders was met that the generated themes were appropriate, clear, and comprehensive enough

for the researcher to begin the writing of the final report (Braun & Clarke, 2006; King, 2004). At this level, themes were re-organised to establish an order in which they would be presented to provide a concise, coherent and interesting account of the data. The presentation of the report was supported by extracts of raw data and literature to confirm research findings, and to validate the interpretation of the report (Côté & Turgeon, 2005).

3.6. TRUSTWORTHINESS OF THE STUDY

Since this study has aimed to explore the instructional approaches used in teaching learners who were facing severe to profound intellectual disabilities, and having adopted a qualitative research methodology, I had to ensure that the procedures used for enhancing the trustworthiness of this study should fit the qualitative research design (Connelly, 2016; Cope, 2014). In support of this view Yilmaz (2013, p. 319) emphasised that "because ontological, epistemological and theoretical assumptions of qualitative research are so fundamentally different from those of a quantitative research, it should be judged on its own terms." It is, therefore, against this background that the strategies for ensuring trustworthiness in qualitative research outlined by Lincoln and Guba (1985) were adopted in this study. These were *cr*edibility, dependability, transferability, conformability and authenticity (Anney, 2014; Leung, 2015; Polit & Beck, 2014).

3.6.1. Credibility

Credibility in this study was ensured by using key credibility strategies recommended by Anney (2014); Onwuegbuzzie, (2007) and Bitsch, 2005), namely prolonged engagement with participants, peer debriefing, triangulation, member checking and reflective journaling, (Connelly, 2016). Credibility is analogous with internal validity in quantitative research and is defined by Holloway and Wheeler (2002) and Macnee and McCabe, (2008, in Anney (2014, p. 276) "as the confidence that can be placed in the truth of the findings. Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views" (Granehein & Lundman, 2004, as cited in Anney, 2014, p. 276; Lincoln & Guba, 1985).

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3.6.1.1. **Prolonged engagement with participants**

The nature of qualitative research is about people, it is inherently lengthy and requires the researcher as data collecting instrument to be aware of the imposition made by these qualities for prolonged engagement with participants (Bitsch, 2005; Onwuegbuzie & Leech, 2007). This view is supported by Gay and Airasian, (2000, p. 627) who define qualitative research as "the collection of extensive data on many variables over an extended period of time, in a naturalistic setting, in order to gain insights not possible using other types of research."

To ensure credibility of my study, I heeded to the above-mentioned assertions, also backed by Yilmaz (2013, p. 321), who said that

> *"since the nature of qualitative inquiry is fundamentally people oriented, qualitative researchers must get close enough to the people and situations being studied in order to capture what actually take place and what people actually say; i.e. develop an in depth understanding of the phenomenon under study. To that end, they should spend prolonged time in the setting with the participants without dismissing the negative or discrepant cases observed in the setting"* (Yilmaz, 2013, p. 321)

It is therefore against this background that I immersed myself in the participants' world by conducting three sets of focus group discussions, five sets of individual semi structured interviews and three sets of classroom lesson observations (as indicated in Table 3). However, I was aware that immersion of myself within the participant's experience should be guided by the ability to identify the data saturation phase and the need to obtain additional new information (O' Reilly & Parker, 2012).

3.6.1.2. **Peer debriefing**

In my attempt to ensure the credibility of the study, I sought support from my other colleagues, professionals and my supervisor by conducting peer debriefing in this case, I sought the views of the peers regarding what the data tells them about background information and its relevance to the conclusion and research findings (Bitsch, 2005). During peer debriefing, I was able to confirm the correctness of the themes and subthemes I identified, including changes and additions that needed to be made (Lincoln & Guba, 1985).

3.6.1.3. *Triangulation*

In this study, I obtained data through multiple data sources from three schools. Data sources were post level one (PL1), teachers, SMT members consisting of one deputy principal and two HODs, and the schools-based therapists that consisted of one occupational therapist, and a speech therapist from each school, plus one therapist from the head office. For methods of data collection, I used three sets of focus group discussions, five sets of semi-structured interviews (see Table 3.1) and three sets of lesson observation and document analysis. I was also writing field notes and using video and audio-recording to supplement field notes, or as a backup if there was a need to clarify notes. Using multiple sources of data and methods collection has provided the study with both data and methodological triangulation, and as such, the credibility of the study was enhanced (Fusch, 2008; Onwuegbuzzie & Leech, 2007; Holloway et al., 2010).

3.6.1.4. *Member Checking*

I also conducted member checking by revisiting the three principals, two SES officials and the few educators to find out if the information captured matched what had been reported to enhance the credibility and trustworthiness of data (Onwuegbuzzie & Leech, 2007; Schwandt et al., 2007). During this process, as indicated before, I consulted with the participants to compare or verify the authenticity of the preliminary themes and subthemes for their perusal and approval thereof (Lincoln & Guba, 1985).

3.6.1.5. *Reflective journaling*

In this study, I adhered to the philosophical perspectives governing the qualitative approach. This meant recording research proceedings in a reflective diary (see annexure "J"). However, in this study, I ensured my reflexivity by declaring my ontological and epistemological stance (Cohen et al., 2007; Hesse-Biber & Leavy, 2011). I clearly, discussed my personal relationship with the phenomenon under investigation, and declared that, in addition to being a key data collection instrument in this study (Baxter & Jack, 2008; Creswell, 2007; Denzin & Lincoln, 2005; Onwuegbuzzie & Collins, 2007), I was an insider researcher as this investigation was based on my experience as a school principal for the past thirteen years in a special school. So, we are neighbours, and I was known to most of the participants, and

therefore the research setting was my working area, and this meant being an insider researcher (Mercer, 2007; Unluer, 2012).

3.6.2. Transferability

Transferability, which is analogous with generalisability in quantitative research, (Bitsch 2005; Tobin & Begley, 2004) was ensured by adopting Bitsch's (2005, p. 85) recommendation that "researcher facilitates the transferability judgement by a potential user through thick description and purposeful sampling." Hence, in this study, I have outline comprehensive research procedures I undertook in conducting the study

Since the focus of the study was been to explore the nature of instructional approaches used in teaching learners who were facing severe to profound intellectual disabilities, the participants were purposively and homogeneously selected from three special schools and two supporting districts involved in the education of learners who were facing severe to profound intellectual disabilities as a common thread for issues for discussion (Holloway, 1997; Yin, 2009).

3.6.3. Dependability

In ensuring dependability and stability of my research findings over time, I adopted the dependability strategies suggested by Cohen et al. (2011), Tobin and Begley (2004) and Shwandt et al. (2007), namely that dependability is established by using an audit trail, a code-recode strategy, stepwise replication, triangulation and peer examination.

3.6.3.1. An audit trail

In this study, I provided a comprehensive audit trail of multiple methods regarding data collection strategies and analysis in trying to ensure that any researcher who may want to peruse this study may easily access the information I used (Bowen, 2009a; Cohen et al., 2011; Lincoln, 1995). I provide written field notes to keep track of what I observed, heard and noticed. I also kept track of my thoughts and feelings as I interacted with the data to reveal my intentions and dispositions (reflexive notes, predictions and motivations). I have put together methodological notes to account for how I used the strategies I have chosen to enhance the trustworthiness of my study, thereby allowing other researchers who might need to conduct further research to

make use of my data (Bowen, 2009a; Cohen et al., 2011; Lincoln, 1995). Such data can be accessed under the storage of data guidelines determined by and compliant with the ethical rules for research applicable within the University of Pretoria.

3.6.3.2. *Code-recode strategy*

Further enhancement and ensuring dependability was done through the process of code-recode where I re-observed the data collection processes from the video to re-code and ascertain whether the results remain consistent or further coding was no longer feasible (Guest, Bunce & Johnson, 2006). During this process, I coded the same data twice in the space of two weeks' gestation period and compared the results; I proceeded when the coding results depicted consistency (Guest et al., 2006).

3.6.3.3. *Stepwise replication*

A stepwise replication procedure which was similar to the peer debriefing was conducted where analytic views from my other researchers or professionals were sought (Chilisa & Preece, 2005). The results obtained after we compared our analysis were used to facilitate changes and additions that needed to be made (Guest et al., 2006; Lincoln & Guba, 1985).

3.6.3.4. Peer *examination*

Peer examination, which is similar to the member checking strategy, was conducted to enhance the dependability of the study. During the process of peer examination, I consulted with other colleagues, who have experience in qualitative research to critically evaluate the procedures followed in the study and comment on the codes, categories and themes covered and not covered including any identifiable negative case. As such, the peer could ascertain the dependability of the study (Bitsch, 2005; Krefting, 1991).

3.6.3.5. *Confirmability*

In ensuring the confirmability or the degree to which the results of the study could be confirmed or corroborated, I heeded Bowen (2009a) and Koch's (2006) advice, as also stated explicitly by Lincoln & Guba, (1985) in Anney (2014, p. 279), namely suggestion "Confirmability of qualitative inquiry is achieved through an audit trail, reflexive journal, and triangulation."

3.6.3.6. *An audit trail*

In this study, I gained confirmability through an audit trail that consisted of the following six categories of information that needed to be collected to inform the audit trail as suggested by Lincoln and Guba (1985), namely, "raw data; data reduction and analysis notes, data reconstruction and synthesis products, process notes, material related to intentions and dispositions and preliminary development information" (Carcary, 2009, pp. 15-16). I elaborated on this in Section 3.7.3.1.

3.6.3.7. **Reflexive journal or practice**

In addition to ensuring the existence of an audit trail, I also used my reflexive journal to document my personal assumptions, beliefs and subjectivities (Shannon & Hambacher, 2014). All methodological decisions concerning the selection of data sources, design, data collection methods and all events encountered in the field were described, including my personal relation to the phenomenon under study (Koch. 2006).

3.6.4.   **Authenticity**

Common amongst practitioners (Shannon & Hambacher, 2014, p. 1) is of the view that authenticity in qualitative research is regarded as the degree to which meaningfulness, usefulness and processes undertaken during the inquiry will produce clear and fair arguments that are representative of the views of participants. From this conceptualisation of authenticity, the undertaken procedures fairly and realistically carry the views of the participants (Polit & Beck, 2014; Streubert & Carpenter, 1999). For Schou, Høstrup, Lyngsø, Larsen and Poulsen (2011), authenticity is about recruiting and selecting appropriate participants for the study and the provision of rich and thick descriptions (Connelly, 2016). According to Fade (2003, p. 144) "member checking, and respondent analysis discussed previously enhance the authenticity of qualitative research as well as the credibility and criticality." In my attempt to correctly replicate the authenticity of the views of the participants' experiences in this study, I used Lincoln and Guba's (1985) standards for establishing authenticity, namely, "fairness, ontological authenticity, educative authenticity, Catalytic and tactical authenticity" (Shannon & Hambacher, 2014, p. 2).

3.6.4.1. Fairness

Fairness as a standard for establishing authenticity was achieved in this study by allowing and encouraging all participants to participate and contribute towards a consensus construction process (Nolan, Hanson, Magnusson, & Andersson, 2003). To ensure authenticity, participants were encouraged and informed before the focus group discussions and interviews that had to feel free to express their thoughts. They were also told that all responses were equally valued, and there was no one specific answer to the questions asked. In this way, the participants showed appreciation and consideration for multi-perspectival views regarding the phenomenon under study (Mays & Pope, 2000; Nolan et al., 2003).

3.6.4.2. Ontological authenticity

In this study, before the focus group discussions and interviews, I had to explain what instructional approaches meant so that the participants could make sense of what was front of them. This action facilitated an understanding and awareness of the complexity of their social milieu, thus allowing the participants themselves to act as researchers (Nolan et al., 2003). To assess the participants' level of awareness of the complexity of the social environment in which instructional approaches took place, I conducted post-case interviews, member checking and peer review exercises (Nolan et al., 2003).

3.6.4.3. *Educative authenticity*

For educative authenticity, I have conducted focus group discussions to help the participants to appreciate others' perspectives. This included encouraging participants to be at liberty to express their views that were pertinent to the study. This facilitated an increased understanding of all participants' perspectives regarding the instructional approaches used in teaching learners who were facing severe to profound ID (Nolan et al., 2003; Shannon & Hambacher, 2014).

3.6.4.4. *Catalytic authenticity*

Catalytic authenticity was ensured by assessing the degree to which this study facilitated change by conducting post-case study interviews, peer debriefing and member checking. To further assess change, I also ensured that participants express

their views concerning their personal experiences to motivate them to be actively involved in changing their circumstances (Depoy & Gitlin, 1998).

3.6.4.5. **Tactical authenticity**

Tactical authenticity was obtained through seeking to elicit an insider perspective on the phenomenon under study and there-by reflecting the reality and ideas of the participants and allowing them to act in matters relating to their situation (Bryman, 2008).

3.7. ETHICAL CONSIDERATIONS

My axiological assumptions regarding "what ought to be" in this research was based on the three principles that underlie ethical considerations in research, namely, respect, beneficence and justice (Tomar, 2015). During this study, I endeavoured to respect the cultural norms of interaction within school communities and across educational authorities by seeking permission to conduct research from the Department of Basic Education (see annexure "A") and from the University of Pretoria's ethical committee (see page iv). Since this study involved collecting data from human beings, I carefully considered procedures concerning the rights to participation (Leedy & Omrod, 2001; Mertens, 2007). These considerations involve obtaining informed consent from all participants before commencing the research process by issuing all participants with letters informing them about the processes that may affect their involvement and ensuring their confidentiality and anonymity (Leedy & Omrod, 2001).

The establishment of the participant-researcher trust is regarded as the most essential ethical principle in education research, particularly when a study seeks information about the participants' professionals' behaviours (Cooper, Lewis & Urquhart, 2004). In ensuring trust between the research participants and myself, I followed recommendations made by proponents of trust in research studies. Algeo (2013: 6042) recommend the importance of "carefully nurturing trust by being honest and respectful, documenting participants' informed consent and ensuring confidentiality and anonymity." These recommendations are echoed by Cooper et al. (2004, p. 13) who recommend that

> *"the researcher need to improve skills in participative observation which involves showing empathy and the awareness of the work situation, allocating time to build a trust and negotiating a smooth withdrawal which implies that the researcher must exit the field without comprising the confidentially of the process"* (Cooper et al., 2004, p. 13)

Mitchell (2010, p. 182) suggested and emphasised the enacting of dignity and privacy by ensuring that

> *"ethical regulation is seen as the joint responsibility of a research and participants and researchers should consider participant's prior research experience by being aware of the fact that the collaboration in this respect might be of mutual benefit to participants and to those who carry out the study"* (Mitchell, 2010, p. 182)

The above-cited recommendations enabled me to use my acquired interpersonal relation skills to gain rapport and trust by being honest, respectful and highly considerate of participants' experiences in research study. In maintaining the participants-researchers relationship, before the research process resumed, participants were requested to fill-in a biographical information form (see Annexure "C"), which reflected their highest qualifications and experiences to determine the researcher's interactional entry level. This was followed by filling-in the confidentiality form (see Annexure "D") by both participants and audio-video photographers to ensure the shared accountability and responsibility to information. In this regard, prior to the signing of participant's consent form (see Annexure "B"), the participants were made aware that they were always at liberty to withdraw from participating in this study, if they wished to do so before the commencement of the research. Lastly, a debriefing exercise was conducted at the end of each research session to remind and reassure all persons involved of their responsibility for ethical compliance.

3.8. CONCLUSION

In Chapter 3, I have presented methodological details underlying principles, paradigmatic approaches and set of beliefs that instigated me to use the research design chosen for this study. The research design was deliberated with specific reference to data sources, selection of participants, methods of data collection and researcher's role in the study. This was followed by a presentation of the data analysis strategies I selected. I justified the rationale behind using the selected methods in

terms of the philosophical underpinning of the chosen research design, purpose and focus. I also rationalised the credentials and the quality criteria, as well as the ethical considerations I followed in this study.

In the next chapter I present the result of the study.

CHAPTER 4: RESULTS OF THE STUDY

Framework of graphic presentation of Chapter 4

Conclusion

Introduction

A combination of instructional models

Agents that are involved in the provision of

Special Education

Learners with different types of educational

Support needs

Curriculum informed by legislative framework

Results from document analysis

Lesson observations
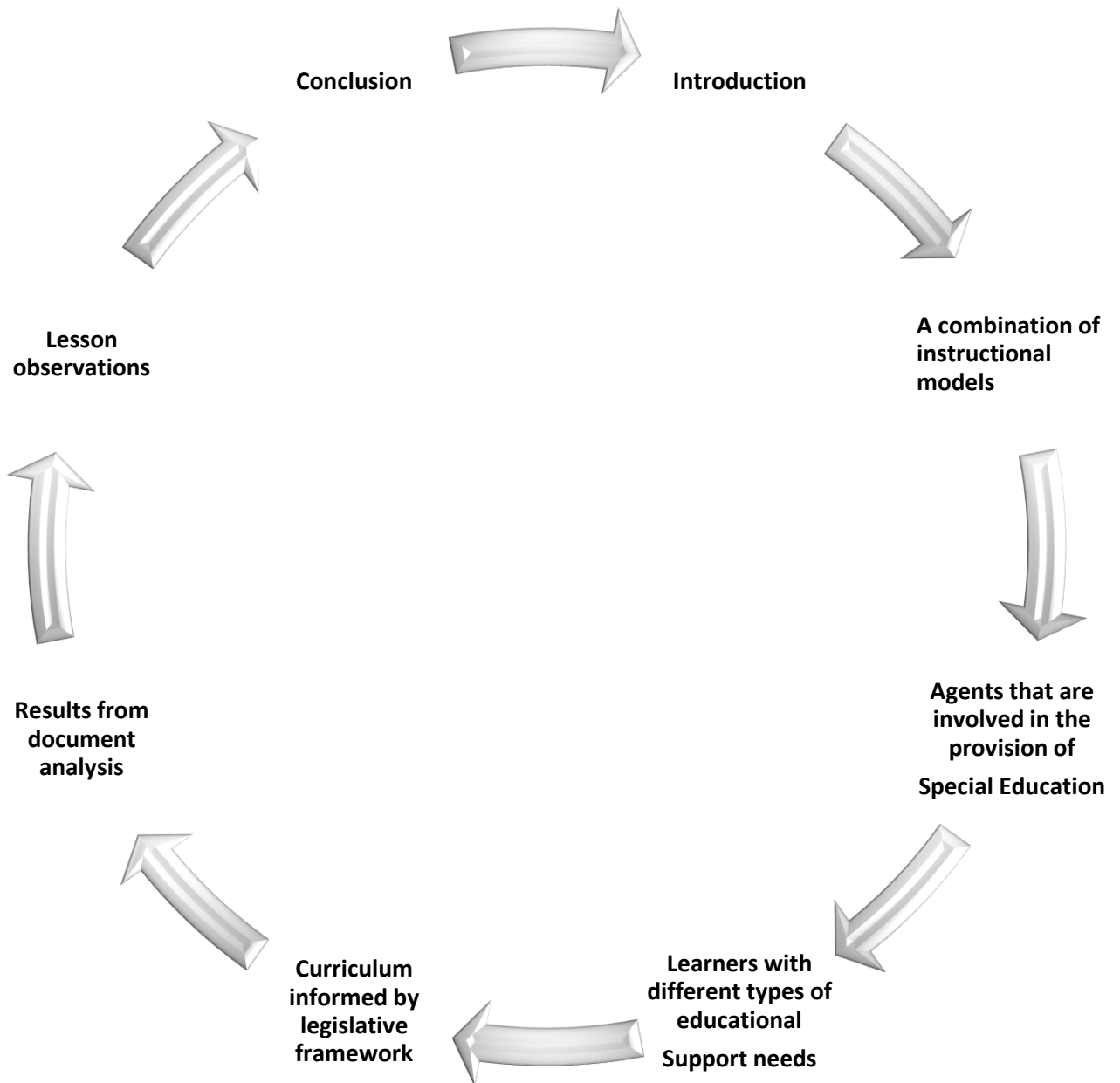
4.1. INTRODUCTION

In this chapter, I present the results of the study, derived from data collected over three sets of focus group discussions and five sets of individual semi-structured interviews (Bernard, 2012; Burmeister & Aitken, 2012). The results are presented in terms of the themes and subthemes identified from focus groups and interviews. Throughout this presentation, I included extracts of raw textual data as samples of instances to illustrate, elaborate, support and to validate research findings (Bryman, 2008; Clarke & Braun, 2014).

The next set of results presented were derived from three direct lesson observations from three schools. However, before these observations, printed documents such as school profiles, curriculum documents, lesson plans; and HOD files were accessed to guide lesson observations and for data analysis (Bowen, 2009b; O'Leary, 2014).

Subsequent to having repeatedly read and thoroughly familiarised myself with the transcriptions from textual data, field notes and audio-videos (Bowen, 2009b; O'Leary, 2014), the data began to reveal important statements, concepts, and patterns of qualitative data that viewed the nature of instructional approaches as a function of interrelated and interdependent variables that saw instructional approach as (1) a combination of instructional models, strategies, methods and skills used by (2) agents that are involved in the provision of education for learners with severe to profound disabilities (3) to teach learners with different types of educational support needs (4) a prescribed curriculum informed by a legislative framework (CAPS).

The identified themes are linked to their related subthemes and supported by relevant categories. Theme one is supported by the following sub-themes: (1.1), different types of approaches. Theme two is supported by the following sub-themes, namely (2.1) special education teachers including the school management team and (2.2) other professionals. Theme three is supported by the following sub-themes: (3.1) different types of disabilities and (3.2) Different learning styles. Theme four is supported by sub-themes (4.1) prescribed content by CAPS, and (4.2) Legislative guidelines as understood by teachers. Figure 4.1 below provides an overview of the main themes, subthemes and related categories.

Figure 4.1: Main themes, sub-themes and categories

THEME 1

A combination of instructional models, strategies, methods and skills

THEME 2

Agents that are involved in the provision of education for learners with severe to profound disabilities

THEME 3

Learners with different types educational support needs

THEME 4

Curriculum informed by legislative framework

Sub-theme 1.1

Different types of instructional approaches

Sub-theme 2.1

Special Education Teachers including Management

Sub-theme 2.2

Other professionals involved in the implementation of instructional approaches

Sub-theme 3.1

Schools catering for severe intellectual disabilities (SID)

Sub-theme 3.2

Different types of support educational needs

Sub-theme 4.1

Prescribed content by CAPS

Sub-theme 4.2

Legislative guidelines as understood by teachers

○ **Categories**

Types of instructional approaches:
○ Individual Educational Plans
○ Individual Support Plans
○ Learner Centred
○ Instructional differentiated and adaptation
○ Teachers creativity & flexibility
○ Language code switching

Categories

Quality of teachers:
○ Educational qualifications
○ Educational background
○ Training
○ Experience
○ Class Assistant

Categories

Professionals involved:
○ Social workers
○ Occupational Therapist
○ Physiotherapists
○ Nurse
○ Speech therapists

Categories
○ Different types of disabilities
○ Different level of functionality in one class

Categories
○ Different types of learning styles:
○ Concrete evidence
○ Visual perception
○ Modelling repetition
○ Behaviour modification
○ Language code switching

Categories
○ Curriculum for special schools
○ Junior primary curriculum such as numeracy, literacy and life orientation

Categories

Curriculum area:
○ Methods of supports
○ Purpose of curriculum (academic/functionality/
○ Functionality included behaviour modification and activities of daily living)

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4.2. THEME 1: A COMBINATION OF INSTRUCTIONAL MODELS, STRATEGIES, METHODS AND SKILLS

Theme 1 shows how agencies involved in the education of learners who are facing severe to profound intellectual disabilities perceived the nature of instructional approaches used for teaching this population. I have identified one subtheme consisting of related category and sub-categories. Table 4.1 captures the inclusion and exclusion criteria I used in identifying the subthemes and categories for Theme 1.

Table 4.1: Inclusion and exclusion criteria for Theme 1

Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme 1.1:		
Different types of instructional approaches	All data related to the context in which instructional approaches happen	Any reference to context where instructional approaches are not used
Category (a) Categories Types of instructional approaches	All information related to types of instructional approaches used for teaching learners facing severe to profound ID	Data that does not refer to instructional approach

4.2.1. Sub-theme 1.1: Context for Instructional Approaches used in teaching learners who are facing severe to profound ID

The preliminary request across all focus group discussions and individual interviews focused on participants' understanding of types of instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities (IDs) in their schools. In response, participants described the types of instructional approaches used as heterogeneously varied, wide-ranging and context-driven. The prominent types of approaches mentioned by participants are Individual Educational Plans (IEPs), Individual Support Plans (ISPs) and Learners Centred Plans which are listed as sub-categories.

4.2.1.1. *Category (a): Individual Educational Plans (IEP)*

One of the instructional approaches used and mentioned by the participants is the Individual Educational Plan. This is how the participants have narrated their stories:

"Each and every learner is going to do a different activity altogether. So, I will have maybe the student (a), (b) and (c) and (d). So, when I do the lesson plan, each and every learner is going to have individual lesson plan, and each and every learner is going to have their own activities" (PL1, P(a), lines 14-18).

"I think in my school we're looking at each and every learner's needs. For example, in my class I have fourteen kids. So, what we do is to look at what they can do as individuals. We put them in terms of their abilities. So, this one can do this. He can do this. So, when we teach, we are going to look at what each can do" (PL1 P(a), lines 7 – 12).

Participants stressed the fact these IEPs consider and recognise the learner's individual abilities, and this is how participants narrated it:

"For instance, if I want to teach numbers like I said, each learner is different from each other. If I want to use numbers, I know this one, he's obsessed with actual numbers. He can count. He recognises one is one and two is two. But the other one they don't recognise numbers. But I want to use numbers. What are they interested in? Are they interested in toys? Are they interested in beadwork? Are they interested in clothing, stuff like that?" (PL1, P(d), lines 627 – 634).

One of the principals said this about the importance of recognising learner ability:

"In one class we have found that we have learners who range from different levels of intellect, so you know you grab them and bring them down to their level, in fact, it has to consider individual length for each child, but it is not practical and feasible, but as educators we try to do that to the best of our ability. You know to give children more hope" (Principal C, lines 2995 – 3000).

4.2.1.2. *Category (b): Individualised Support Plans (ISPs)*

Most learners present with intellectual disabilities that require interventional strategies to circumvent the deficiency, which is called an individual support plan. The individualised

attention and support offered to learners was mentioned by the participants across all professions and management levels. For this, they recounted the following stories:

"When I do the lesson plan, each and every learner is going to have individual lesson plan and each and every learner is going to have their own activities, even if the two pieces because we are looking at each and every learner individually" (PL1, P(a) lines 16 – 19)

"We're organising them according to their abilities. And it will go to the level of designing a program for each and every learner"(PL1, P(e), lines 60 – 62*)*

The participants added another dimension on individualising attention and support. They indicated the importance of individualising their goals through drawing of lesson plan for each learner. They narrated it this way:

"That's my goal. If she can be successful in feeding herself, I have achieved my objective the other one can read, can write. My goal with that other learner is to make sure that by the end of the year, she can just grab a spoon, try to feed herself. With that other one, I'm trying to challenge her. She can do additions. Whatever, she can add. Now I'm trying to bring things which are much broader. Multiplication, division and stuff like that" (PL1 P(d), lines 419 - 426*)*

"Maybe we're talking about the face to those who need more support They're using face or picture to identify parts of the body they can do show and tell eyes, mouth, whatever Then to those who are in the middle, then you can draw a round face and ask them to put on eyes, ears and mouth in the picture or whatever. But to those who are severely make it easier" (PL1, P(i), lines 166 – 172*).*

"Their abilities are not the same and you end up having something like lesson plan for each child. I think that is what you're trying to emphasize by

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saying that their abilities are not the same. You end up concentrating on this one with something different from the other one" (PL1, P(f), lines 229 – 233).

Participants from other schools mentioned the use of the individual support plan (ISP) as another approach they used to enhance individual attention and support, and they said:

"Another approach that we are using, we are using ISP. ISP and then we set up the goals that you know what? As a group we set up the goals for those learners" (PL1, P (d), lines 1498 – 1500).

"With the help of the speech in our school, she's able to help the management to go to class by class; developing their individual support plan. When I say ISP, I'm meaning individual support plan. With the support plan, we are looking at the goals. We are looking at the strength of the learners; what is it that he or she can do? Then we are developing that. And that thing, it takes the learner to make the report in the end. That ISP becomes a report in the end. So that's the type of support that we are doing" (PL1, P(c), lines 1775 – 1784).

And, this is how one principal concluded on individual attention and support:

*"We do not just do one size fits all approach as they use in the mainstream. We're not in a hurry to finish off the syllabus. The learners dictate to us what we need to do" (*Principal A, lines 3192 – 3195*).*

4.2.1.3. *Category (c):* Learner-centred

The narrative from the participants indicated that learner disabilities inform a learning style which forces the teachers to apply a learner-centred approach with differentiation and adaptation of instructional approaches.

Differentiation and adaptation of instructional approaches were mentioned as yet another strategy for responding to the needs of learners with diverse learning styles and needs. The participants were from all professions and management levels, and this is how they related their report:

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"We also use differentiation that means like in one class, there are different disabilities like autism. But we are, I've got fifteen learners in class, and I group them according to their abilities. And the topic is one, but the group work, when it comes to activity, they are going to be grouped according to their ability. You find that others are able to transcribe. They can copy the work just as it is. And others, even if there's only a word with four letters" (PL1, P(g), lines 30 – 37).

"In terms of the curriculum, we need ourselves to go up to learners and adjust our approaches level" (PL1, P(e), lines 55 – 57).

"That's what I've noticed that for these learners to learn, we have to be creative. We have to make learning exciting for them. Like every day you find yourself thinking okay, what am I to do?" (PL1, P(h) Lines 109 – 112).

Over and above the learner-centred approach, the participants indicated that there was a compelling demand for teachers to be creative and flexible in their instructional approaches. The rationale behind this demand is for the teachers to be able to adjust to the ever-changing and unpredictable instructional environment created by learners' moods on a daily basis. Such an environment calls for teacher's ability to be creative and flexible. This is what the participants were saying:

"Because it's my learners, I have to teach in my class. And the other thing besides using all those methods creativities like if we're creating methods that we even lose sight when someone asks you what kind of method you are using to teach your kids. Because they are so intertwined. It's everything all together. And you have to accommodate all learners. Like with my class today I can do a group activity with all of them and then when I start singing and dancing, tomorrow I hear the learners that have never spoken in my class start singing. Okay. And then tomorrow you use learner centred approach, I am keeping with this one teaching method. But you don't that one is learning. Do that. And then it is called accidental learning. It's like every day we come up with ways and we even go beyond. That's

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what I've noticed that for these learners to learn, we have to be creative" (PL1, P(h), lines 95 – 109).

*"So, when I improved my teaching and tried to always sort of be creative, be flexible and sometimes allow the learner to show me what they are really interested on within that topic that I'm trying to cover" (*PL1, P(d), lines *222 – 225).*

"My understanding is, first of all, anything that I have to do it has to be learner-centred: It's all about the learner. It has to do nothing with you as the teacher. It is all about the learner. So that anything that I do, regardless of the different types of learners that I have, you must remember that each and every learner has the right to be in the classroom" (PL1, P(a), lines 482 – 488).

"I guess I share the same sentiment with my colleague, in most cases I come to class knowing what I am going to teach, but not certain about the method or approach of curriculum delivery. Some learners have hearing problems, attention deficits and others that need special instructional tools like to reach out to the non-verbal. But because I teach computer literacy to them, I also discovered that these learners have a way of assisting one another resulting in the achieving of the objectives that I cannot account for or claim" (PL1, P(a), lines 701 - 709).

"For those who are severely, even that one. You can even do to be creative only by using pictures. Try to do songs by him or her something like that, they even enjoy it" (PL1, P(i), lines 164 – 166).

"Be flexible because I'm saying this because last year I was teaching in a mainstream school and then there was a point where I was teaching and then I went out of lesson plan, But It was leaners. I did not really go out. The learners, they challenged me through my topic" (PL1, P(d), lines 196 – 200).

Some of the participants highlighted the inevitable requirement to differentiate goals and adapt it for each learner's level of functionality. They stated it in this way:

"You find that no, actually these goals are a bit high. Or maybe these goals

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are a bit too low. Maybe the learner actually is not here where you set those goals. And now you have to go back and then follow the learner's strength, so he can be able to understand what goals I can have for the learner, you don't know, and the learners directs you there" (PL1, P(h), lines 366 – 372).

"That's why sometimes it happens that you teach this one to achieve this goal and you completely leave this one because this is not achievable at this point. And then you try to give the learners what their intellectual ability or functionality, give the education which is relevant to the level that learner they're in" (PL1, P(d), lines 522 – 526).

For participants coming from schools that cater for autistic learners only, this is how they recounted their situation:

"It's not easy for them to reach something that is written on black and white. For them, it must be visual, colourful so that they can make meaning. Actually, they can't think abstractly. It's difficult for them to think abstractly. Hence, I'm saying our method of teaching, it's verbal. You speak, and your prompt and then there's always a visual cue. A visual cue must help a certain; maybe I can have an apron" (PL1, P(c), lines 1446 – 1452).

"To add on what teacher P (c) has said, we also use the pecs that is picture exchange communication system, Makaton sign language is specific for the autistic learners and then we teach task, those tasks that are specific for autistic learners" (PL1, P(e), lines 1468 – 1472).

"Learners with autism. Since they are characterised by the quadrant: behaviour, sensory and then communication and social. So, for them to have a method of teaching that is appropriate to them. They talk about their individual cues and then they talk about the modelling. And then one thing. The approach that is more important to them is that you know what; you must have a visual schedule that is set up" (PL1, P(d), lines 1480 - 1486).

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One principal from an autism school added:

> *"The first thing is that we use the structure in the classroom. The teachers have to make sure that the classroom is structured in such a way that learners understand what will be taking place in the classroom. The second thing is the, what I can say, the medium of instruction where we talk about Makaton. Because this is an autism-specific school. So, the medium of instruction is English and a sign language called Makaton. And then in making sure that our structure enables teaching and learning in the classroom, we use what is called visual cues. By visual cues I'm talking about things like pictures. Everything that we use must have a certain colour"* (Principal A, lines 3356 – 3366).

For therapist participants, this is how they advised other colleagues on differentiation and adaptation of instructional encounters:

> *"Will consider the level of development in which the child is and the age. For example, most learners at school A require teachers to use concrete learning aids. That is to bring reality to the class. As members of school-based support teams (SBST), we provide curriculum, assessment and instructional support by specifying learning programmes, learner support material, assistive devices and professional support for educators"* (Therapist, P(c), lines *2326 – 2333).*

> *"In supporting teachers to make sure that all learners benefit in the classroom, we bring alternative instructional methods that suites learners' support needs, for example in cases of learners who are not verbal we use the picture exchange communication system called pecs to concretise what we are talking about"* (Therapist, P(d), lines 2335 – 2340).

For SES participants, this is what they said on the subject of differentiation and adaptation of instructional mediation:

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"Currently, we are introducing a very structured, formal education because we believe even if they are SID, they are functioning at a low level. This low-level functioning still needs to be taught formally. So, other than pen and paper, most of our classes here, we've got TVs. We believe, even if they are SID, they are functioning at a low level. This low-level functioning still need to be taught formally. So, other than pen and paper, most of our classes here, we've got TVs" (SES P (1), line 4125 - 4132).

"Because they are not the same and they are not coming from the same environment and their intellectual disability is not at the same level. So, it differs and therefore your teaching methods that you apply has to be differentiated, it has to suit each and every individual learner" (SES P(2), line 4427 – 4433).

In addition to the complexity created by highly diverse disability, learning support needs and learning styles, the participants across all the disabilities have identified higher-order complexity which exacerbates the unpredictable instructional environment created by learners' moods in class. To this end, participants related how learners' moods and attitude determined the direction of the lesson and whether a lesson plan and programme would be followed.

"Be flexible because I'm saying this because last year I was teaching in a mainstream school and then there was a point where I was teaching and then I went out of lesson plan, But It was leaners. I didn't really go out. The learners, they challenged me through my topic" (PL1, P(d), lines 196 – 200).

"Just to add on what you said about learners being interested. I think it goes back to what Mr D has said, saying that even when teaching starts, their abilities are not the same and you end up having something like lesson plan for each child. I think that is what you're trying to emphasize by saying that their abilities are not the same" (PL1, P(f), lines 226 – 232).

"Or I didn't achieve because another learner was so disrupting my class in such a way that maybe he was sick. Maybe he was running around with those. I have to

repeat and do it again because at the end of the day I could not work with the mood that she was in" (PL1, P(a), lines 460 – 464).

This is what a teacher from a school of autism says about the learners:

"With me it's management plan here and there, when I get to class in the morning assess the mood and emotional state and how they feel as they are fresh from home and I need to set the tone for effective teaching to take place. You know our learners, you cannot ignore their emotional state. What matters for me, like how do I request them in the mood they're in? Because remember, if it's time for teaching now and I have to teach, and I find one of my learners is having a meltdown, one is having a bad day. One of them just had medication and that medication is still processing. Now I have to change my approach. That means I have to write it down like she said on the reflection, that I had to change the approach that I planned I'm going to use because so and so was having a meltdown in the morning and you can't teach a child that has a meltdown" (PL1, P(h), lines 637 – 649).

4.3. THEME 2: AGENTS THAT ARE INVOLVED IN THE PROVISON OF EDUCATION FOR LEARNERS WITH SEVERE TO PROFOUND DISABILITIES

Theme 2 captures the nature and quality of all agents that are involved in the selection and implementation of instructional approaches. Two subthemes were identified and accompanied by their related categories. Table 4.2 depicts the inclusion and exclusion criteria I used in identifying the subthemes and categories for Theme 2.

Table 4.2:   **Inclusion and exclusion criteria for Theme 2.**

Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme 2.1:		
Special Education Teachers including management	All teachers qualified as special education teacher	Any teacher qualified to teach in the mainstream schools
Category (a) Qualification of teachers and training	All information related to educational qualification of special education teachers	Any information that relates to teachers' qualification as a mainstream qualification teachers

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Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme 2.2:		
Other professionals involved in the implementation of instructional approaches	All information that related to professionals involved in the implementation of instructional approaches	Any information related to professionals that are not involved in special education schools
Category (a) **Professionals involved in the implementation of instructional approaches**	All information related to the types of professionals that are involved in the implementation of an instructional approach	Any information related to professionals that are not involved in special education schools

4.3.1. Sub-theme 2.1: Special Education Teachers including management

The subsequent question prompted the nature and quality of all professionals involved in the implementation of instructional approach by seeking the educational background and qualification of those involved. The primary implementers are special education teachers who are presumably knowledgeable and possess educational qualifications, educational background, training and experience. Most participants across the special school hierarchy reported that their educational training did not prepare them for special schools as their training was mainly based on mainstream and had to learn teaching at special schools through on-job-training and from other colleagues who had been there before them. This shifted a focus to the direction of teachers' qualification and training which are listed as categories and this is how they accounted for their experiences:

"So, I think my training and the experience that I have now, it was enriched working with people who have been in the field in a long time. That's why it depends mostly on my elder teachers in my school" (PL1, P(d), lines 543-545)

"So, from my perspective I'm saying the Bed degree in our universities does not offer good training for teachers who are going to work in a special school" (PL1, P(a), lines 561 - 562).

This is how one of the HoD's recounted his/her educational background:

So, with me during my time when I was at the college, the type of training that I received didn't speak anything about a disability or whatever type of school that I'm dealing now. Because where I was trained, it was a mainstream. They were just catering for the mainstream learners. They didn't speak about any disability" (SMT, P(c), line 1652 - 1657)

"I think with me I knew that on my experience to teach and also to help my educators; professionally or from the training that I received, it was very theoretical and sometimes scenarios were presented and not necessarily the kind that you will find in the environment that you go back to teach in" (SMT, P(g), line 1633 – 1637).

This is how two principals responded:

"I, principal. No training; it's just a general training for educators. There's no specific training for this type of learners. You draw from your experiences as an educator and bring it to the classroom. There's no specific training per se that is designed for this type of learners" (Principal C, lines 3006 – 3010)

"No, let me be honest with you, Mr Lushozi my training did not cover on that. Our training normally, let me just say generally, you are trained to become a teacher and as such the focus was shifted in the past to only focus on those learners who are…who don't have learning disabilities. So hence, maybe that is why the majority of our educators when they come to schools like this they have difficulties and especially when they will have to work in a multi-disciplinary approach team whereby we have the likes of our OTs, the nurse, the social worker and the counsellor" (Principal B, lines 3730 – 3739).

One of the participants was specific about the lack of training and experience:

"The department was conducting or trying to introduce a new curriculum for special schools called DCAPS, you tell me CAPS, DCAPS which one is relevant to us now, yes of course is supposed to be DCAPS but what does it say about severe to profound leaners: Give them or use multi-grade teaching, who knows how to do this multi-grade" (PL1, P(d), lines 770 – 775).

In reality, in addition to the above, the participants reveal and question how special we are to qualify to teach learners who are facing severe to profound disabilities:

"The type of training professionally. I think maybe somehow our government is failing us somewhere. Or if we could have some universities or colleges whereby it says maybe it's your choice to go and train and then become mainstream teacher or you go and train and then you become an SID or LSEN teacher. So in my view, I have that thing that the Department is not doing enough. If I was told that after this three years or four years training, when you're going to the real field of teaching, you will do what you have practiced, and if not, you will have problems" (PL1, P(c), lines 2233 – 2241).

This how one of the special education specialists concluded this matter:

"No, no. I didn't. I don't have training as a teacher because I was mainstream teacher in a high school. But in spite of that, I always had an interest on this field. So, I didn't have that training, but the training that I did undertake as academic, it was based on this type of schooling. I trained on special needs, but I trained in inclusion at Honour's level" (SES, P(1), lines 4164 -4169).

In addition to teachers' qualifications and experiences, participants highlighted yet another competence required from the teachers. They said that over and above, the prescribed instructional approaches, teachers needed to be creative and

innovative in imparting the knowledge and skills to learners who are facing severe to profound intellectual disabilities and this how they expressed their views:

*"That's what I've noticed that for these learners to learn, we have to be creative. We have to make learning exciting for them. Like every day you find yourself thinking okay, what am I to do?" (*PL1, P(h) Lines 109 – 112*).*

"For those who are severely, even that one. You can even do to be creative only by using pictures. Try to do songs by him or her something like that, they even enjoy it. Creative. Maybe we're talking about the face to those who need more support They're using face or picture to identify parts of the body they can do show and tell eyes, mouth, whatever Then to those who are in the middle, then you can draw a round face and ask them to put on eyes, ears and mouth in the picture or whatever. But to those who are severely make it easier" (PL1, P(i), lines 164 – 172).

"Because they all have different learning abilities. Verbal learners, non-verbal learners, they are quite different from each other. So, when I improved my teaching and tried to always sort of be creative, be flexible and sometimes allow the learner to show me what they are really interested on within that topic that I'm trying to cover" (PL1, P(d), lines 219 – 224).

4.3.2. Sub-theme 2.2: Other professionals involved in the implementation of instructional approaches.

The sub-theme captures the involvement of other professionals in the implementation of instructional approaches, and these are therapists, social workers and health workers. The data reveal important information about specialisation and fit-for-a-purpose in the establishment of the staff in special schools**.** The most relevant professionals in special schools are therapists, social workers and health workers. This is because they practise what they have been trained. As such they are listed in sub-categories.

This is how therapists have accounted for their relevance in terms of qualifications:

"I trained as an occupational therapist, and therefore everything I do with the child is what I was taught how to do it. My main focus is in assisting a child to be able to live independently and to help them improve their functionality by organising occupation for them. My training also prepared me to work with an individual child as a client" (Therapist, P(h), lines 2377 - 2381).

"So, OTs help teachers and parents to understand and be able to help their children in everyday activities" (Therapist, P(d), lines 2405 – 2406)

"Our training is located within the cross-section of regulated health care professionals and schools. So we have the privilege of working with children in a variety of settings, including schools. As such, our training experience supports our participation in teaching learners with intellectual disabilities. For example, for learners who are experiencing difficulties with tasks that require motor skills, OTs can help the teachers to learn and use effective instructional approaches" (Therapist, P(c), line 2412 – 2419).

Despite therapists' relevance in special schools, there are problems that were identified. Some teachers indicated misunderstanding the role of teachers and therapists and this is how they narrate this problem:

"I would agree with Mr (d) that there's a lack of cohesion and working together between us and the social workers and the like. Sometimes he will just come to you in class that day. I want learner A, B, C and for what? No explanation" (PL1, P(c), lines 1154 – 1158)

"But the fact that we have an OT, Counsellor and Social worker is a problem that even confuses them. For example, when a learner manifest behavioural problem you do not necessarily send an OTs responsibility, maybe it is a Social worker or a Counsellor Because with the unclear structure and demarcations of functions between these professionals including teachers not understanding their roles. I

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also think the other problem is because we have only one OT" (PL1, P(e), lines 1178 – 1185).

"But it comes to a point where teachers are somehow seen as at the lower level than others; others are at the highest level. And then it, although we try to work with each other, it becomes a problem on a day to day basis. Because we're all in that environment to help the learner. But there's a problem of status. Someone wants to be higher than the other" (PL1, P(d), lines 1120 – 1126)

On the subject of misunderstanding, the therapist also relates their observations:

"In my personal encounter with a number of teachers that I've worked with, I think many teachers don't understand our roles as we do understand theirs. I guess the problem is in their training which does not prepare them for sharing school environment, especially their classroom and learners with other professionals" (Therapist, P(d), line 2427 – 2431)

Another therapist expressed similar frustration in their collaborative work, and this how the therapy presented this case:

"I believe there should be some training that prepares not only teachers but the smooth and clearly defined responsibilities and how to create synergy between these disciplines that are equally essential for the well development of all learner. It would be much easier if teachers were also taught about our existence during their training, but now, they discover us in the SBST is not fair. Because at school we here to work together and not to teach each other about what is the role of a therapist and or any other professional involved. So, the training should make them aware and anticipate working with many other role players in the real working environment" (Therapist, P(a), lines 2454 – 2464).

As the focus group discussion progressed, yet another challenge was identified regarding shortages of other professionals in special schools. It was reported that there is no single school that has a full representation set of professionals. For example, schools that have

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professionals are faced with a challenge of over crowdedness that results in work overload. This is how the participants have narrated this:

"We have three hundred and eighty something learners, we have one OT. Maybe she concentrates on junior phases. Maybe it is one of the things" (PL1, P(e), lines 1162 - 1163)

*"I also think the other problem is because we have only one OT" (*PL1, P(e), lines 1185- 1186*)*

"It's for the first time we have a qualified and working OT. Since the school was there, the other one did not do anything. And she is gone" (PL1, P(i), lines 1188 – 1190*)*

4.4. THEME 3: LSPID WITH DIFFERENT TYPES OF EDUCATIONAL SUPPORT NEEDS

Theme 3 captures the recipients of instructional approaches herein labelled as learners with different types of educational support needs supported by two subthemes and their related categories as well as sub-categories. Table 4.3 shows the inclusion and exclusion criteria I used in identifying the subthemes and categories for Theme 3.

Table 4.3: **Inclusion and exclusion criteria for Theme 3**.

Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme 3.1:		
Schools catering for severe intellectual disabilities (SID)	All information related to intellectual disabilities that exists in special schools	All information related to intellectual abilities that does not exists in special schools
Category (a) Different types of disabilities	All information related to types of intellectual disabilities that are catered for in special schools	Any information related intellectual abilities that exists in the mainstream schools

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Subtheme 3.2:		
Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Different types of support educational needs	All information that describes the learning styles that are displayed by learners facing the severe to profound intellectual disabilities in special schools	Any information related to learning styles that are displayed learners without intellectual disabilities
Category (a) **Different types of learning styles**	All information that describes the learning styles that are used by learners facing the severe to profound intellectual disabilities in special schools	Any information related to learning styles that are not used by learners without intellectual disabilities

4.4.1. Sub-theme 3.1: Schools catering for severe to profound intellectual disabilities

Following the description of all agents involved in the implementation of instructional approaches, the participants also described the complexity of teaching highly diverse class consisting of different types of intellectual disabilities and different types of learning styles. However, School A which is the autism school does not have to deal with different types of intellectual disabilities. These are discussed as categories below and this is how the participants narrated their stories:

"You cannot teach children who have Cerebral Palsied, Down Syndrome, Attention disorders if you do not know what all these disabilities are and how they affect learning because they could be too much in one class" (SMT, P(g), lines 2257 – 2260).

"We also use differentiation that means like in one class there are different disabilities like autism" (PL1, P(g), lines 30 – 31).

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"Some learners have hearing problems, attention deficits and others that need special instructional tools like to reach out to the non-verbal" (PL1, P(e), lines 704 – 706).

Some principals described their schools as follows:

"There is no prescribed approach because the learners have got different abilities in one class. In one class we have found that we have learners who range from different levels of intellect, so you know you grab them and bring them down to their level, in fact, it has to consider individual length for each child, but it is not practical and feasible, but as educators we try to do that to the best of our ability" (Principal C, lines 2991 – 2997).

"When it comes to the challenges I have experienced let me just say a lot of challenges, because remember in one class we will have different learners with different learning abilities, we will have different learners who do not speak the same language, they speak different languages, you will have cultural backgrounds, they are coming from different cultural backgrounds and their needs are not the same" (Principal B, lines 3997 – 4004).

4.4.2. Sub-theme 3.2: Different types of learning styles

As indicated before, different types of intellectual disabilities inform different learning styles, and as such, teachers have to adapt and differentiate their instructional approaches to accommodate the diversified learning styles in one class. This is what the participants have said about the situation:

"So, anything that has to do with the activities that we do in class, each and every learner is going to do a different activity altogether. So, I will have maybe the student (a), (b) and (c) and (d). So, when I do the lesson plan, each and every learner is going to have an individual lesson plan, and each and every learner is going to have their own activities, even if the two pieces because we are looking at each and every learner individually" (PL1, P(a), lines 13 – 19)

This is one of the participants' accounts for dealing with the diverse situations.

"We also use differentiation that means like in one class, there are different disabilities like autism. But we are, I've got fifteen learners in class, and I group them according to their abilities. And the topic is one, but the group work, when it comes to activity, they are going to be grouped according to their ability. You find that others are able to transcribe. hey can copy the work just as it is. And others, even if there's only a word with four letters, they may only be able to copy only three or less]. That's where you're going to use another approach of much more support" (PL1, P(g), lines 30 -39).

"We're organising them according to their abilities. And it will go to the level of designing a program for each and every learner" (PL1, P(e), lines 60 – 62).

This is how one of the principals accounted for dealing with a diversified class in his/her school:

"You must have good listening skills because some of them, as alluded earlier, they don't talk, they use gestures" (Principal C, lines 3166 - 3168).

Autism schools focus on one type of disability which is characterised by the four quadrants of autism, which are communication, socialisation, sensory issues and behavioural issues. For learners afflicted with autism, the learning styles would be to circumvent the four quadrants that are mentioned. For example, communication is learned through picture exchange communication systems and for socialisation they communicate through the autism sign language called Makaton. For sensory issues they communicate through gestures and cues and for behavioural pattern issues they learn through structured routine activities. Therefore, a common lesson plan can be used. This is how the agent from the autism sector responded:

"I'm from School for Autism. To add on what teacher P (c) has said, we also use the pecs that is picture exchange communication system, Makaton sign language is specific for the autistic learners and then we teach task, those tasks that are specific for autistic learners. And also, the repetition system. Whatever that we are doing we try to repeat almost every day so that the learners could be familiar with

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whatever that they're doing on a daily basis in the classroom" (PL1, P(e), lines 1468 – 1475).

"My name is P (d) I come from the school for autism. I think you have said a lot about learners with autism. Since they are characterised by the quadrant: behaviour, sensory and then communication and social. So, for them to have a method of teaching that is appropriate to them. They talk about their individual use and then they talk about the modelling. And then one thing— The approach that is more important to them is that you know what; you must have a visual schedule that is set up" (PL1, P(d), lines 1479 – 1486)

"I think the Autism school is better because they are dealing with one disability and interventions could nearly be the same" (SMT, P(g), lines 2262 – 2264).

This how the principal of autism school concludes:

"I thank you for also choosing our school to come and do these interviews. The type of instructional approaches that we use at the school. The first thing is that we use the structure in the classroom. The teachers have to make sure that the classroom is structured in such a way that learners understand what will be taking place in the classroom. The second thing is the, what I can say, the medium of instruction where we talk about Makaton. Because this is an autism-specific school. So, the medium of instruction is English, and a sign language called Makaton. And then in making sure that our structure enables teaching and learning in the classroom, we use what is called visual cues. By visual cues, I'm talking about things like pictures. Everything that we use must have a certain colour. And another thing we use is work stations, where learners go to individual work stations or individual cubicles and then teaching" (Principal A, lines 3353 – 3368).

Some of the participants highlighted some interesting challenges caused by the broader diversity of disabilities in one class. Some teachers claim that they are unable to cope with this situation. This is how they expressed their dilemma

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"But the more you teach in a special school you will find a way of being able to try and accommodate as many learners as possible that because up to so far, I don't think I am coping with those learners" (PL1, P(e), lines 289 – 292).

"And if I were to try and give them individual attention, it's very, very difficult because of the numbers" (PL1, P(e), lines 64 – 66)

"You cannot teach children who have Cerebral Palsied, Down Syndrome, Attention disorders if you do not know what all these disabilities are and how they affect learning because they could be too much in one class" (SMT, P(g), lines 2259 – 2262).

4.5. THEME 4: CURRICULUM INFORMED BY LEGISLATIVE FRAMEWORK

Theme 4 speaks to the purpose of an instructional approach, which is a delivery of A prescribed curriculum guided by the legislative guidelines as subthemes. Table 4.4 shows the inclusion and exclusion criteria I used in identifying the subthemes and categories for Theme 4.

Table4.4: Inclusion and exclusion criteria for Theme 3.

Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme 4.1:		
Prescribed content by Curriculum and Assessment Policy Statements (CAPS)	All information related to learning content or curriculum for special schools as prescribed by CAPS	All information related to learning content or curriculum for mainstream schools as prescribed by CAPS
Category (a) **Curriculum for special schools:**	All information related to learning areas for special schools as prescribed by CAPS	All information related to learning areas prescribed for mainstream schools by CAPS

Subtheme/Category	Inclusion Criteria	Exclusion Criteria
Subtheme4.2:		
Legislative guidelines as understood by teachers	All information related to legislative frameworks guiding the implementation of instructional approaches in special schools	All information related to legislative frameworks guiding the implementation of instructional approaches in mainstream schools
Category (a) **Learning areas**	All information related differentiation and adaptation of instructional experience in special schools.	All information related differentiation and adaptation of instructional experience in mainstream schools.

4.5.1. Sub-theme 4.1: Prescribed content by CAPS)

Subtheme 4.1 relates to prescribed content by CAPS in terms of learning areas that are supposed to be taught in special schools. However, with regard to the curriculum that is supposed to be taught in special schools, most participants indicated that there is no standardised curriculum and clear guidelines as to what to teach learners facing severe intellectual disabilities and this is listed and discussed as category of subtheme.1. This how the participants narrated their stories:

"We don't have a standardised teaching and learning systems" (PL1, P(a), lines 20 – 21).

"I'm standing and I'm doing this for them and they're responding. And tomorrow you use the guided one, and you notice that one teaching the others. It's like if, I don't know the right words. We use all these approaches in one. Exactly. We try and put them together unaware" (PL1, P(h), lines 121 – 125).

For some participants, this standardisation will not meet the diversified landscape of special education need and this what one of the participants said:

"But no, the curriculum, they're taking international curriculum trying to bring it in South Africa. There's nothing. Since January I've been studying there's nothing

that caters for teachers for special schools or special curriculum. Not even go separately to say autism or SID whatsoever that we have. The people who are causing confusion are the ones who develop the curriculum. And through it to us teachers. Because now we are supposed to follow this curriculum, but it doesn't really address any of our learners' needs" (PL1, P(d), lines 1007 – 1015).

The challenge is that for most of population their cognitive functioning is very low and as such teachers struggle between balancing requirements, e.g. daily living and academic demands, and this is what one of the principals said:

"So, these learners learn differently so it comes with the educator as and when he plans, or she plans for a lesson. So basically she will look into the needs as per that particular class that she has been given or he has been given and apply the instructional approaches that will benefit those learners, but this kind, what I always encourage them to do, I encourage them to use practical based activities because it is no use for them to only maybe sort of force them to do writing whereas some of them or rather the majority of them, they cannot read and write" (Principal B, lines 3684 – 3693).

Sometimes, no matter how difficult it is for these learners to learn numeracy and literacy, the requirements of some of the survival skills such as independency, self-determination, and integration with the community, necessitate the ability for counting and communication:

"We offer skills so that these children could be able to effectively function outside the school and be integrated into the society and try to reach a certain level of independence? Teaching academics subjects like maths could add value to the skills in a hair salon and car washing, as they could be able to independently count and give correct change to his customers. Our main aim is to enable them to function effectively outside school and be integrated into the society" (PL1, P(e), Lines 957 – 964)

Another participant said:

"Life skills, English and numeracy. And then we have the skills. Academics and skills. Because we still want the learners to have if they have to learn a skill. For example, we have to let's say signing skills. They still need to be able to count money, they can be able to understand the concept of money for example. Be able to understand to count money if someone gives you ten rand and you charge five rand. You need to be able to calculate the change. Sometimes they can't" (PL1, P(a), lines 944 – 951).

The efforts of integrating these learners into the community is made difficult by the severity and type of intellectual disability. Despite these complexities, teachers have to find a solution, and one of the participants said:

"For me, with all my learners, the main goal is for them to go back to society, be able to live in a society without being labelled, pushed away and being marginalised. But again, those goal will differ from one child to another, for instance teaching that other one to eat. You can imagine going to a restaurant and finding an 18-year-old or 21-year-old being fed. Something which is not usual to our community. But if he can be able to feed himself, something which is a great excellence. And again, another kid, if they can count, if maybe taking a taxi, they would be able to pass over change to other commuters you can because they can count properly. It's a great skill. You know that you can rely on this one to be independency to travel all alone" (PL1, P(d), lines 980 - 992).

This how another participant supports the importance of literacy and communication skills:

"I think it is important for these children to learn to communicate in English, even if they are unable to write. If they can't speak English where are they going to be? If they can't write, that can be tolerated, but speaking will help them more. Some can write very short sentences, but some can't. But at least help them to speak. Because to express themselves in English, it's going to help them to communicate socially to mix with other people" (PL1, P(g), lines 966 – 974).

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4.5.2. Sub-theme 4.2: Legislative guidelines as understood by teachers

Data show challenges and confusion regarding what needs to be taught because there seem to be no standardised curriculum prescribed or policy by CAPS for LSPID. This lack is discussed under categories as CAPS.

This how the narratives have been expressed by participants:

"In my view, the other thing is that CAPS would guide me in terms of teaching content only. CAPS would guide me in terms of content. The approach or in terms of method that I would choose, I don't think what is said in the CAPS document will assist but, ideally what I do is I check CAPS, and I find it relating to mainstream ways of teaching and no clear guidelines for specialised teaching" (PL1, P(e), lines 728 – 734).

Another significant limitation mentioned by the participants was the shortcomings of the CAPS guidelines for special school curricula:

"When I joined School, A coming from the mainstream, I was not socialised into the legislative guidelines of CAPS and how it advises instructional approaches in teaching these learners. In actual sense I do not think we even go and visit CAPS documents in terms of what we do in class. Here you rely on other colleagues who have been here before you to guide you. Even in phase meetings, I do not remember me, my other colleagues including the phase HoDs referring or consulting with the CAPS document for guidance. In special school is like, this document does not exist, Why? I don't know" (PL1, P(c), lines 746 – 755).

"In my opinion or I say even if CAPS advise for adaptation of curriculum and differentiation of instructional experiences. It does not provide guidelines as to how to differentiate, how to adapt your lesson to mediate for highly diverse learning abilities that we have" (PL1, P(f), lines 757 – 761).

For these participants the limitations are worse when it comes to accommodating learners with severe to profound disabilities:

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"I think CAPS, SIAS and White paper 6 indicates as to what is needed by learners with disabilities, But they do not clearly provides on strategies for different intellectual disabilities including how to deal with profound and severe levels of support needs in South Africa, For example, now recently colleagues the department was conducting or trying to introduce a new curriculum for special schools called DCAPS, you tell me CAPS, DCAPS which one is relevant to us now, yes of course is supposed to be DCAPS but what does it say about severe to profound leaners: Give them or use multi-grade teaching, who knows how to do this multi-grade" (PL1, P(d), lines 766 – 776).

This is what one of the SMTs says about the plight of learners who are facing severe to profound intellectual disabilities regarding their curriculum:

"I would like to add to what both colleagues have indicated, the Curriculum and Assessment Policy Statement (CAPS) do prescribes the important learning areas, curriculum and teaching ways. Yes, of course, it also provides some guidelines to say how learners with special needs should be assisted. And then, somewhere they say for learners who are severe and profound, we should like, focus on their physical senses and invitational environment, that is ok, neh! But most of the severe to profound cannot read, talk, and write. So what is the curriculum? What are we going to teach them no one says anything about that?" (PL1, P(d), lines 2125 – 2129).

For therapists and other professionals, CAPS is silent about their professional involvement in supporting the instructional environment and curriculum delivery, and this is how they describe this silence:

The participants presented a combination of emotions that are optimistic, apprehensive and pessimistic towards the newly introduced Differentiated Curriculum and Assessment Policy Statements (DCAPS) for special schools, which cover the lack of a standardised curriculum for special schools. Participants were hopeful that DCAPS would offer specific tailor-made curriculum guidelines to teach these populations.

This is how optimistic emotions are expressed:

"The introduction of DCAPS, for me, it was a very, very necessary and important step that I feel the Department has taken. Simply because the content now is standardised, and the content now is differentiated in terms of how difficult or how easy, what is supposed to be taught. And the other thing in terms of DCAPS is that if it happens that one learner relocates to another school somewhere, the content that is being taught at Thulasizwe will be the same as the content that is taught elsewhere" (Principal A, lines 3475 – 3483).

"I'm happy after our colleagues, our teachers went for a workshop or rather a training where the colleagues did DCAPS? and I feel that maybe that the DCAPS is going to assist us where it comes to teaching these learners because with CAPS, I just want to be clear with you, adaptation was not done to the latter" (Lines 3842 – 3847).

"But it is still a pilot study, and at least somebody is trying to do something about the education of the severe and profoundly intellectually challenged. It's a good step, that is why they call it pilot, it's not final we can at least throw in our advice maybe" (Principal B, lines 2149 – 2153).

This I how apprehensive and pessimistic emotions are expressed:

"Presently the department has come up with a programme called DCAPS. Differentiated CAPS. However, as old educators, this is what we've been doing all along. The teachers who went for training said there's absolutely nothing new. It's just that what we've been doing I the classroom is now documented" (Principal C, lines 3100 – 3105).

"Was at the lounge of this new DCAPS, colleagues it's still focusses on able learners and still does not say anything about for example: learners who are or who cannot read, talk or maybe say something on how or who should train us on Makaton sign for learners without speech" (SMT, P(c), lines 2139 – 2143).

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4.6. RESULTS FROM DOCUMENT ANALYSIS

The first documents to be analysed were profiles (Annexure "G") accessed from three schools. The focus was on the following key elements of a special school profile: The type of school, classification in terms of severity of ID, curriculum offered, Language of Teaching and Learning (LOTL) and personnel. The school profiles reveal that all three the three schools cater for learners with special educational needs. School B and C cater for different types of disabilities whilst school A caters for learners afflicted with autism spectrum. All schools are classified as high care and are functioning at junior phase level as well as catering for severe intellectual disabilities (SID). However, they also have cases of profound intellectual disabilities, even though they are not mentioned in their school profiles. They all offer basic academic skills (i.e. numeracy, literacy and life skills), functionality skills and activities of daily living (ADL) in special grades from 1 to 5. School A and B have assigned Individual Educational Plans (IEP) for each learner. All schools offer English as LOTL; however, this poses an added a learning barrier as all learners speak Zulu, Xhosa, Sotho or Tswana as a mother tongue language. The school for learners with autism also uses MAKATON which is a language that "uses signs together with speech and symbols particularly used with individuals who have cognitive impairments, autism, Down's Syndrome, specific language impairment, multisensory impairment and acquired neurological disorders that have been negatively affected by the ability to communicate" (Le Prevost, 2009, p. 66). All three the schools' staff establishment consists of professional teachers, therapists, health professionals and non-professional staff called class, administrative and general assistants.

4.6.1. Direct lesson plan

The second set of analysed documents were lesson plans (Annexure "I"). The analysis was conducted with a specific focus on the key elements of a lesson plan, which are the learning area, content, goals and objectives of the lesson, instructional approach or methods, Learner Teacher Support Material (LTSM), LOTL, differentiation and adaptation and recognition of prior learning (RPL).

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4.6.2. HoD files and for data analysis

The HoD files were analysed in terms of the level of phase or grade they monitored, learning area specialisation, phase meetings, teacher support schedule and monitoring tools.

4.6.3. Senior education specialists' files

For Senior Education Specialists (SES) in inclusion education, I analysed two documents that were their operational plans and monitoring tools. The operational plans consisted of key performance areas such as providing professional guidance to special schools through conducting regular support visits to schools; representing the district at other relevant forums; coordinating and managing district priorities and projects, ensuring effective and efficient utilisation of resources and information services and working collaboratively with schools and other relevant stakeholders to improve performance. It also covered monitoring and supporting the implementation of inclusive education; ensuring that educators and support staff had all the requisite documents for the implementation of Inclusive Education, guiding and supporting educators in effectively implementing the relevant inclusive policies and practice. It monitored and supported the school-based team, had thorough knowledge and understanding of inclusive education and built knowledge and understanding among educators. The second document that was analysed was from special schools' monitoring tools from the Inclusion and Special School (ISS) directorate. This document is used by SES officers to monitor the functionality of special schools. The key function areas of school functionality that are monitored for compliance and verification include admissions; provision of resources; school subsidies and finance; school management; school governance; SA-SAMS readiness; school-based support team functionality; district-based support team functionality; therapeutic support services; SIAS implementation; school capacity; learner transport and hostels in special schools.

4.7. LESSON OBSERVATIONS

Three set of lesson observations were conducted in School A, B and C in which life orientation, mathematics and English learning areas were taught respectively. The observation was based on the key elements of classroom observation protocol (Annexure "H") such as learning area and teachers' stated goals, number of students, physical and sitting arrangements, LTSM and other resources, structure of the lesson, interaction
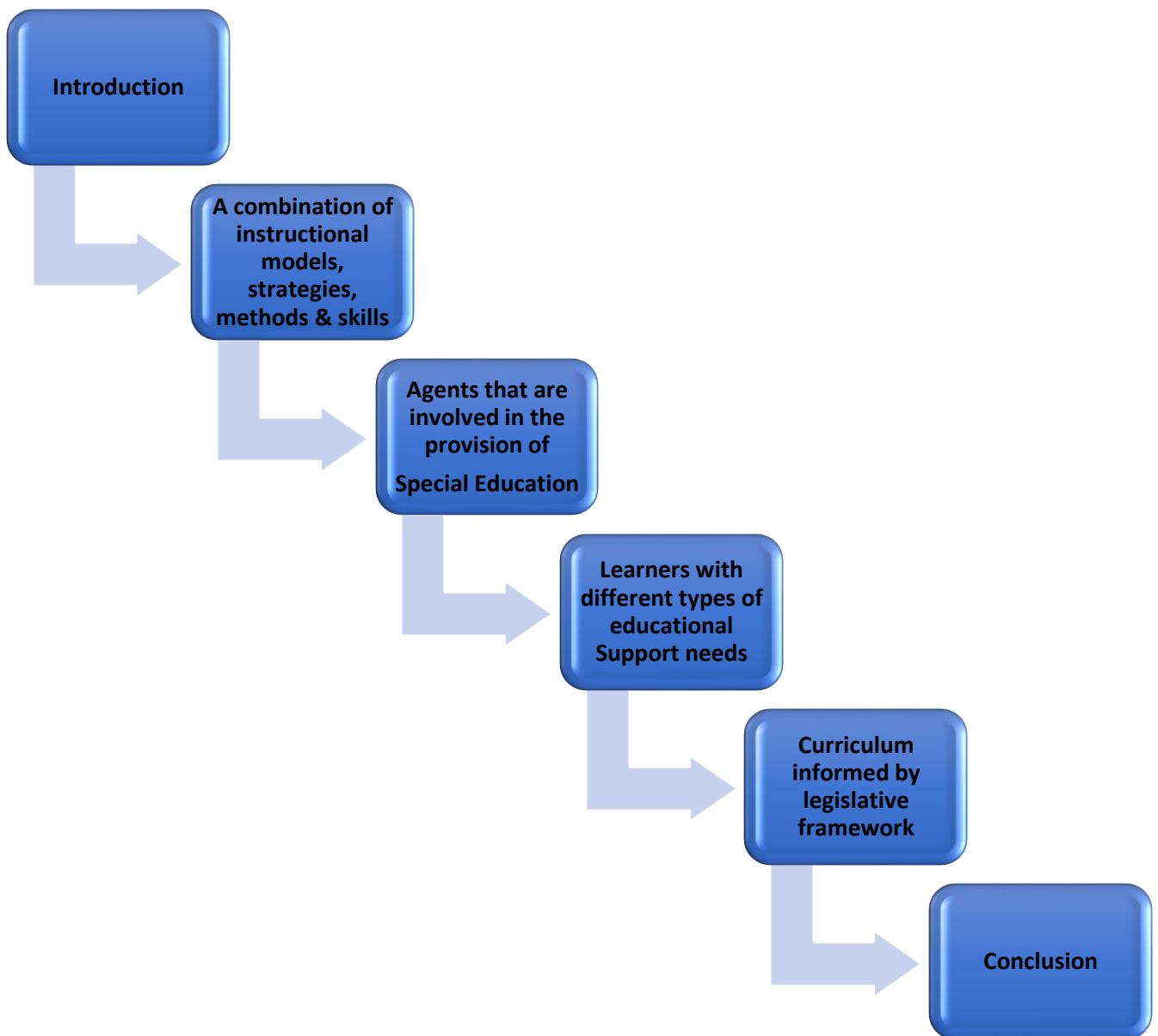
between the teacher and learners, interaction among learners and lastly the reflection on the lesson. School A had nine learners who were grouped into two groups of five and four individuals. Four learners, whose level of cognitive functioning was lower, were assigned to a class assistant. The lesson plan from schools B and C also indicated that learners were grouped according to different learning styles. However, there were no class assistants assigned for the other groups. The teachers had to struggle with the levels at which learners functioned. Furthermore, School B and C consisted of one teacher with 14 and 16 learners respectively, with a teacher in front of the learners, as the traditional way of teaching. The teaching was verbal, unlike in School A, where the language was supported by the Makaton sign language. The LTSM in school B and C consisted of a DBE workbook projector, pencils, crayons, glue and magazines to complement their lesson presentations. Lessons were observed for 35 minutes in all schools. However, School A had water breaks in every 20 minutes to accommodate the learners' levels of concentration and endurance. Although English was used as a LOTL across all schools, the teachers used language code switching which acted as an extra instructional approach to accommodate an added language diversity to the already existing diversity that are caused by different intellectual disabilities. The language diversity had a bearing on teacher-learner interaction.

4.8. CONCLUSION

In Chapter 4, I presented the results generated from focus group discussions, individual interviews, and document analysis and lesson observations. Firstly, the results from the focus group and individual interviews were presented using four themes that were identified supported by relevant subthemes and categories. I have also included extracts of textual raw data as evidence to validate research results. Secondly, I presented results from the document analysis to consolidate and develop a comprehensive understanding of the instructional activities taking place in the three special schools under study. Lastly, I presented results derived from direct lesson observations to validate and capture practical evidence in which instructional approaches were implemented. This followed by the discussion of the results which is presented in the next chapter.

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CHAPTER 5: DISCUSSION OF THE RESULTS

Graphic presentation of chapter 5

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5.1 INTRODUCTION

In Chapter 4, I presented the results derived from four different methods of data collection (i.e. focus group discussions, individual interviews, document analysis and direct lesson observations) for validating and augmenting the results reported.

In Chapter 5, Subsequent to an in depth data analysis, I discuss the results obtained from focus group discussions, individual interviews, document analysis and direct lesson observations. This discussion is presented according to the four themes that have been identified with specific reference to how these findings correlate with existing literature, contradictions, silences and new insights that stem from this study.

5.2.   INSTRUCTIONAL MODELS, STRATEGIES, METHODS AND SKILLS

Across all methods of data collection used in this study, the findings reveal that the instructional approach that is used in teaching learners who face severe to profound intellectual disabilities, is not a single entity but it is a combination of instructional models, strategies, methods and skills. Prominent amongst those instructional approaches are Individual Educational Plans, Individual Support Plans, Learner Centred, differentiated instruction and adaptation.

These findings echo and confirm the findings of other researchers like Saskatchewan Education (1991), who commented that the process of instruction is not constrained in one best approach but falls along a continuum of instructional approaches that can be selected. Despite the instructional approaches mentioned, the findings reveal that those approaches are not exhaustive as teachers are also advised and mandated to be creative, flexible and innovative, which means teachers have the liberty to create their own methods. This perspective is also echoed by other scholars in the field of instructional approaches (Akdeniz, 2016; Boat et al., 2010; Marishane et al., 2015; Norwich & Lewis, 2007; Saskatchewan Education 1991; Smith, 2018; Smith & Ragan 1999). For these scholars, the instructional approach is the process of instructing and teaching styles that falls within a continuum of instructional approaches. The importance of the teacher's ability to be creative and flexible when selecting and implementing a particular instructional approach should be noted. The lesson observations and document analysis also confirm that the instructional approach is a function of multiple methods, strategies and creativity in teaching (See Annexure "G").

Based on the views and findings presented by participants regarding the nature of the instructional approaches used in teaching learners who are facing severe to profound disabilities, there seems to be no identifiable contradiction of the literature.

These findings depict that the instructional approach in a special school context, is a function of a combination of methods, strategies, skills and teachers' creativity including collaboration with other professionals like speech and occupational therapists. Although there are a number of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities, the findings show that there is a general need for teachers to be creative, innovative and integrate these approaches to their personal teaching styles. In addition, there is yet another demand made by an added salient source of diversity, which is language diversity, that compels teachers to language code-switching in special schools. This has a bearing on teachers' ability to know and speak most if not all South African languages. This finding has implication for language policy and curriculum in teacher education training programmes in special schools.

5.3. AGENTS INVOLVED IN THE PROVISION OF EDUCATION

The findings revealed that instructional approaches involved the participation of many different professionals who offers educational support and intervention according to their unique area of specialisation. There are teachers and class assistants who offer an academic curriculum and extra educational support needs, as well as occupational and speech therapists who offer therapeutic interventions such as fine motor skills, development and speech and language rehabilitation. There are also health professionals and social workers who offer and administer to the medical support needs of learners and their social welfare, respectively. The described working environment has a bearing on teachers' ability to utilise and integrate available expertise offered by these professionals to address barriers that limit learner functionality.

The literature agrees with the fact that instructional approaches are implemented by a collaborative team of teachers, therapists and class assistants in special schools. For this correlation, Herps et al. (2013) emphasise that a collaborative team is found in the ISP, which involves the participation of teachers, therapists and other legal representatives to support learners with severe to profound disabilities. In South Africa, the Matthew Goniwe School of Leadership and Governance (MGSLG, 2014, p. 86) echoes that most "special schools usually have paraprofessionals (psychologists, nurses, physiotherapists etc) as

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permanent members of staff." However, data collected through focus groups, individual interviews and biographical information obtained from the participants reveal that most teachers do not have relevant qualifications to teach in special schools. To compensate for this lack teachers attended workshops. This is supported by Brown (2009, p. 61) who said that in-service education programmes, such as the B. Ed programme, which is supposed to address practicing teachers' professional training needs, lack training that is necessary for diverse special school classroom (Brown, 2007, 2009; DoE, 2008).

The special school by virtue of its name is supposed to have teachers who have been trained to teach learners of different types of intellectual disabilities. However, this study found that most teachers have a mainstream qualification and encounter special needs learners when they join special schools. The IEP team is never complete and fully representative of all members that are supposed to be in the team. The evidence from two-lesson observations showed that the teacher was by himself or herself and the contribution of therapist does not show on the lesson plan. There is an assertion made by MGSLG (2014, p. 86) that "most teachers in special schools are qualified or have experience in the particular field pertaining to the primary disability of the learner." Although this assertion by MGSLG cannot be confirmed, it is however a good supposition for special education teachers' expertise and qualifications.

In the special school classroom context, the team is supposed to have class assistants. However, the findings reveal that there are class assistants but no clear guidelines as to what roles and qualifications are required to work with other agents in a team. The collaborative interdisciplinary approach that involves interaction and support between teachers and other professionals is not systematically synchronised. The teaching practice does not provide a platform for teachers and therapists to practise collaborative intervention. Unfortunately, in the real work situation, they have to work together despite the non-practising of these important interactions.

The study reveals interesting findings of the relevancy and qualification of special education teachers. In essence, the study shows that there is nothing special about special education teachers because the teacher-training programme does not effectively prepare them to be special school teaching. Despite these factors, there is an identified general optimism and resilience shown by the participants in that most schools offered

on the job training to circumvent the lack of training in special education teaching. For example, most participants indicated that their teaching qualification was mainly on mainstream teaching. It is, therefore, against this background that the study depicts teachers' incapacity to work within the interdisciplinary environment involving other professionals and classroom assistants.

The new insight was also found from schools that catered only for autistic learners. The study also reveals that teachers from the autism schools did not complain about complexities caused by highly diverse intellectual disabilities in one classroom. As such teachers at autism schools experienced less instructional problems as opposed to teachers who have learners with diverse disabilities in one class. Although, this could be another finding that if LSPID with same disability barrier, and not different disabilities, are taught together, the implementation of IA could be easier. This has implications for a long-existing debate on categorisation/no categorisation.

5.4. LEARNERS WITH DIFFERENT TYPES OF EDUCATIONAL SUPPORT NEEDS

The data collected show that the instructional approaches used in teaching learners who are facing severe intellectual disabilities do not exist in a vacuum. However, they exist within the special educational needs schools, consisting of learners with different intellectual disabilities characterised by different learning styles that demand a variety of educational support needs.

The findings reveal the complexity in which these instructional approaches are used, highlighting that the classes are highly diverse in terms of different intellectual disabilities associated with different learning styles that require the variety of instructional approaches. This finding is echoed by Reiser and Dempsey (2007) and Merrill et al. (1996) who proclaimed that to address the different support needs and accommodate different types of learning style require highly and individualised intervention that is tailor made for individual learners. This is supported by Dymond, Renzaglia & Chun (2007), who added that instructional approaches should be responsive to the individual learning demands such as individual resources, supervision and modified learning materials.

Although the literature (Browder & Spooner, 2011); Westling & Fox, 2008) insists that working in such instructional environments as in special schools requires highly trained

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qualified teachers to work in such an environment. For example, MGSLG (2014) claim that most teachers in special schools should possess relevant qualification at least in one of the primary disability of the learner. However, teachers' narratives, supported by their biographical information, indicated that their training was relevant for teaching in ordinary mainstream public schools. This is also depicted in teachers' stories regarding challenges experienced in diversified classes, which require multi-grade and multilevel teaching styles. Given the above-painted scenario regarding the lack of qualification and relevant training, this could imply that most learners' educational support needs are not adequately met.

The findings reveal that schools for autism were focusing on the four quadrants of autism such as communication, socialisation, sensory and behavioural issues which required the use of Makaton, Picture Exchange Communication System and highly structured and routine orientated instructional approaches. Teachers of such schools did not experience challenges posed by highly diversified learner support needs. In addition to the complexity created by highly diverse disability, learning support need and learning styles, the participants across all the disabilities have identified higher order complexity which is the unpredictable instructional environment created by learners' moods and attitude that determine the direction of the lesson in class. This again has implications for the grouping of classes according to types of disabilities or learner support needs, which also triggers a quest for specialisation.

Learner diversity is not only on the different intellectual disabilities, it also exists within different types of languages that learners present in class. This could mean that English as LOTL poses an added learning barrier to these learners.

5.5. CURRICULUM INFORMED BY LEGISLATIVE FRAMEWORK

The goal of instructional approaches used in teaching learners who face severe to profound disabilities is curriculum delivery as prescribed and legislated within CAPS. The findings depict that most learners in special schools did not benefit from the curriculum prescribed as it was founded in the mainstream tradition, which is mainly focused on literacy, numeracy and life orientation. The severity of intellectual disabilities found in the three special schools studied necessitated teaching of functional skills and activities of daily living, as the classification of these learners is very low and guidelines such as the curriculum should focus on the functionality of this population.

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These findings are supported by the American Psychiatric Association (APA, 2013) who said that severe to profound intellectual disabilities demand extensive support as learners may have difficulties in learning and concentrating; and this severity cannot be provided for within the regular educational curriculum and instructions. This is founded under the International Classification of Functioning (ICF) that emphasises that a severe intellectual disability is a limitation to intellectual functioning that needs interventional approaches that circumvent or improve the functionality and adaptive behaviour. This is supported by other scholars such as Downing and MacFarland (2010) and Browder et al. (2008) who agree that for these learners the curriculum should focus on real-life skills, meaningful occupation and communication skills. This emphasises the value of what needs to be taught in special schools.

Despite the fact that South African legislation recommends the development of Individual Support Plans (ISPs), the findings revealed that schools prefer the use of the IEP. This correlates with literature findings by the National Council for Special Education (NCSE, 2006) that many special schools globally preferred the use of an Individualised Education Programme (IEP) in addressing the educational support needs of learners who are facing severe intellectual disabilities.

Most participants were optimistic and looking forward to the newly differentiated curriculum assessment policy statements meant for special schools. However, this contradicts what most scholars have said about the needs for a curriculum that focused on improving the functionality of such learners through real-life skills, meaningful occupation and communication skills. Globally, IEPs are used as preferred programmes for teaching severe to profound ID. However, in South Africa, the legislation emphasises the development of the Individual Support Plan (ISP) for learners who are facing intellectual disabilities. This contradict the findings across all three schools.

The literature revealed that globally, the conceptualisation of intellectual disability is used to develop a relevant curriculum and interventions such as the IEP and ISP. However, in South Africa, such conceptualisation resulted in the introduction of the ISP as the preferred intervention programme to address the educational support needs of learners. The ISP is not clearly understood by teachers because it does not provide clear guidelines. As a result, teachers revert to the use of the IEP and mainstream curriculum.

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The findings depict the need to relook at how intellectual disability is conceptualised to effectively bring about relevant instructional guidelines and policies.

5.6. SUMMARY AND DISCUSSION OF THE MAJOR RESULTS

The findings in this study add to the existing evidence of literature that the education system that caters for learners who are facing severe to profound Intellectual ID is inadequately equipped and organised to effectively use the available array of instructional approaches used in teaching this population. However, the meaning, contributions, silences and implications of these findings are uniquely influenced by the context of the study.

The findings show that the challenges presented by learners who are facing severe to profound ID in one classroom, with different types of disabilities, learning styles and English as LOTL is an added barrier to learning. Teachers' training experience is not effective enough to help them to deal with this situation. The available policies do not provide effective guidelines on the curriculum, the use of ISP and the LOTL for this population and on the role of class assistants in the curriculum delivery. The support from senior management and district officials is inadequate as they are also in need of capacity to know the key responsibilities of other professionals e.g., health professionals, therapists and social workers, and must be able to manage their performance. They cannot manage a discipline or a profession in which they do not have a sound background. This situation also has an effect on the mentorship of these professionals. The development and career growth of these professionals are thus negatively affected by this situation. In addition to this dilemma, these professionals also experience work overload as the results of the overwhelming scarcity of such professionals. As a result, they are required to perform the responsibilities of other professionals that schools do not have. These findings have implications for the reformation of schools that cater for learners who are facing severe to profound ID.

5.7. CONCLUSION

In Chapter 5, I have discussed the results of the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities in special schools. These results focused on the four key themes that were identified and presented with specific reference to how they correlated with the existing literature, contradictions,

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silences and new insights that stem from the study. Lastly, a summary discussion of major results was offered, thematically revealing that the instructional approach is not a single entity but a mixture of strategies, methods and skills that are available to be used by teachers and other professionals to teach learners with different disabilities. The context in which instructional approaches exists was found to correlate with previous findings. However, some contradictory findings identified revealed noticeably irrelevant educators' qualifications for the prescribed curriculum for special schools. There is a deafening silence about the role of class assistants and other professionals in choosing the relevant instructional approaches. Despite these factors, the new insight that stems from the study reveals that instructional approaches used for teaching learner who are facing severe to profound intellectual disabilities are complex and multifaceted. Secondly, in terms of teachers' qualifications, there seems to be nothing special about special school education and the curriculum offered. In essence, the most relevant professionals are other therapists, nurses and social workers as their practice mirrors for what they have been trained, unlike teachers who have been trained for teaching in mainstream schools but found themselves teaching in special schools which poses a quest for relevancy.

In the following chapter, I offer final conclusion and recommendations.

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CHAPTER 6: FINAL CONCLUSION AND RECOMMENDATIONS

Graphic presentation of chapter 6
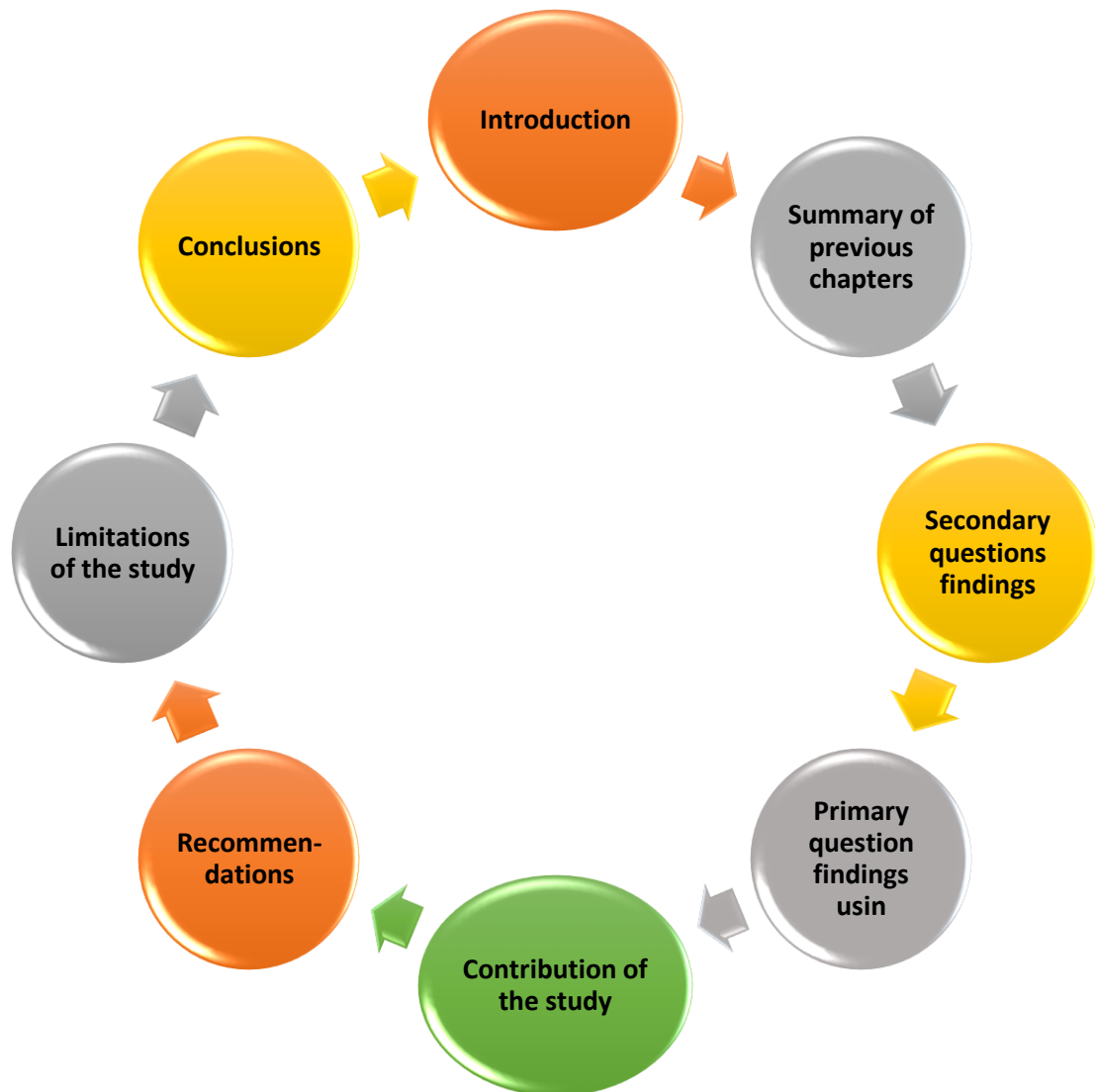
6.1. INTRODUCTION

In Chapter 5, I have discussed the results emanating from the four methods of data collection that were used. This discussion was done in terms of four themes that were identified, with a specific focus on how these findings correlated with or contradicted existing literature. I also discussed the silences and highlighted the new insight emanated from the study.

In this chapter, I present a summary of the previous chapters, followed by the findings on the secondary research questions and the primary research question by using the TLRO conceptual framework that guided this enquiry. Furthermore, I discuss the limitations; provide recommendations and offer concluding remarks.

6.2. SUMMARY OF PREVIOUS CHAPTERS

Chapter 1 of this study described the contextual background in which the research problem, purpose and the rational were formulated. This context then acted as a springboard to formulate primary and secondary research questions that this study needed to answer. This was followed by Chapter 2, in which I discuss the historical perspective and milestones covered in the field of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities. This review included a historical perspective on how intellectual disabilities and special education have evolved over time. I also explored how instructional approaches had been used internationally and locally. Subsequent to the knowledge and the conceptual building blocks generated from the literature review, I provided the conceptual framework that guided me in this study.

In Chapter 3, I provided detailed methodological strategies, paradigmatic approaches, the research design, data collection and analysis strategies I selected. I justified the rationale behind using the selected methods. I also rationalised the quality criteria as well as the ethical considerations I followed in this study.

In Chapter 4, I thematically presented the results of the study. These four identified themes were supported by subthemes and categorised to unpack the nature of instructional approaches in teaching learners who are facing severe to profound intellectual disabilities. The presented results were supported by including the direct quotations and excerpts from the participants' comments.

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In Chapter 5, I presented the interpretation of findings focusing on the main themes that I had identified. I explained the research findings in terms of how they correlated with existing literature, the contradictions, silences and new insights that derived from the study.

6.3. SECONDARY QUESTION FINDINGS

In this section, I revisit the purpose, aim and objectives of the study to demonstrate how the findings answered the research questions of the study. I, therefore, begin by looking at how the findings answer the secondary research questions as a building block towards answering the primary question. Subsequent to the revisiting of the purpose, aim and objectives, the following secondary questions were identified as guidelines towards answering the primary question using the TLRO conceptual framework to answer primary research question that guided this enquiry:

6.3.1. Secondary Research Question 1

What instructional approaches do teachers use in their classrooms?

The findings of the study reveals that instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities in special schools is characterised by a variety of instructional approaches. This is because the environment in which these approaches are practised, is highly diverse and requires teachers to bring an array of strategies, methods and skills that fit each individuals learning styles. To accommodate these diversities, teachers are expected to use Individualised Educational Programme (IEP), Individualised Support Programme (ISP), Learner Centred approach and Teachers' creativity as well as differentiated instruction and adaptation.

There seems to be a clash between a rehabilitation aim and the education support functional needs. These misunderstandings are exacerbated by the policy's inability to give a functional definition of an ISP. As for IEP, some teachers used it voluntarily as it is not legislated in South Africa. However, teachers used it as part of being creative, innovative and using whatever is available in their arsenal to differentiate and adapt their instructional approaches. Although teachers displayed individualised attention approaches towards learners during lesson presentation, some lesson presentations were not supported by relevant documents from IEPs or ISPs and other teachers seemed not to know the ISP.

The findings, therefore, indicate that the framework for planning and implementing instructional approaches does not seem to provide clarity and guidance for effective implementations of instructional approaches. Despite this complex and difficult work environment, teachers seemed to show resilience by being creative, innovative and self-motivated to deal with the diverse classroom situations by straddling between the continuums of instructional approaches.

6.3.2. Secondary Research Question 2
What factors do influence teachers' ability to use IA in teaching LSPID?

Common across all participating special schools is the fact they are classified as schools that caters for severe intellectual disabilities. These schools are characterised by highly diversified types of disabilities that cause different learning styles, which demands different instructional approaches and have different education support needs to accommodate all functional limitations presented by each learner. The above scenario outlines the complexity of factors that teachers need to consider when selecting a particular instructional approach in special schools. These complexities, caused by the intellectual disabilities presented by learners are compounded by other co-morbidities (for example, a learner may present autism as a primary disability and have attention deficit hyperactive disorder as a secondary disability). This implies that the functionality of such a learner may have a variety of instructional support needs and require other professional interventions. In the same classroom, you might have learners presenting Down's Syndrome (DS), Cerebral Palsy (CP), Foetal Alcoholic Syndrome (FAS) and Hydrocephalus as primary disabilities and they may still have their own co-morbidities as secondary disabilities such as a learner presented with epilepsy and dyslexic disorders. As a result, this environment was experienced as difficult and impossible to work in and presented a catalyst for burnout. However, the challenges presented by a wide range of different types of disabilities in one classroom, did not affect schools of autism as much as it did other special schools**.** As alluded to in chapter 5, it seems teaching a class consisting of the same types of intellectual disabilities lessens the complexity of highly diverse class and makes it easy for teachers to implement instructional approaches that covers all learners at the same time in one class.

These complex diverse disabilities require teachers to bring an array of instructional approaches that include individualised lesson plans, different types of teaching aids and assistive devices to meet learners' education support needs. The special school classroom conditions described may require teachers' expertise/knowledge in different types of disabilities in terms of their characteristics and relevant interventional strategies, which also calls for teachers' abilities to be able work in conjunction with other professionals in School-Based Support Teams (SBSTs). However, the teachers' educational background did not prepare them to work within an interdisciplinary environment like in special schools. Teachers are not adequately equipped to deal with complex challenges presented by learners who are facing severe to profound intellectual disabilities. This problem is located within teacher education programmes' inabilities to offer training that mirrors and prepares them for the complexities found in special schools that cater for learners who are facing severe to profound intellectual disabilities. In essence, this could imply that there is actually nothing special about special school teachers except for the presence of other professionals like therapists, psychologists and others whose training is most relevant for the support they offer to learners. This situation contradicts teachers' status and position as the primary custodian of special schools and relegates them to secondary status.

This lack of specialised educational training that has been identified amongst PL1 teachers is also apparent amongst the school management team and district officials, who despite this lack, are expected to supervise, manage and mentor other professionals like therapists, psychologists and others, involved in special schools education when the management itself needs capacity in managing other professionals. As such, these professionals feel compromised by the system as the school management lack proper background to supervise them and jeopardise their development in their career path. On the other hand, the entire management protocol feels overwhelmed and ill-equipped to supervise, manage and mentor such professionals, as they do not possess relevant training to manage such professionals, as their training background is curriculum management. This further shows the misrepresentation of special schools as specialised institutions.

As alluded before, the lack of proper training specialising in different disabilities, lack of training to work within the interdisciplinary environment, shortages of professionals and

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support staff like therapists, psychologists and class assistants, negatively affect factors that teachers consider when selecting instructional approaches. This has a bearing on teachers' abilities to produce effective results. The scenario described above could imply that the educational dilemma of learners who are facing severe to profound intellectual disabilities still hangs in the balance.

6.3.3. Secondary Research Question 3

How are the relevant educational policies and legislations understood and implemented by educators who teach learners who are facing severe to profound intellectual disabilities?

Most teachers, head of departments, principals and district officials have acknowledged the existence of policies and the legislation frameworks such as Education White Paper 6, SIAS and CAPS as guidelines for instructional approaches. However, the findings exposed dire gaps, challenges and limitations in key areas of special schools for curriculum delivery regarding their relevancy, applicability and implement-ability, understand-ability and overall guidance of teaching and learning in special schools. Lastly, seemingly the Department of Basic Education has foreseen these limitations and then introduced a "newly developed" skills curricula for this population as a pilot study.

Legislative and policy frameworks such as SIAS, EWP6 and Guidelines to ensure Quality Education and Support: on Special Schools as resource centres (DoE, 2005; DoE, 2007) did not provide guidelines and material required for the presentation of the curriculum and advice on which instructional approach would be suitable. For these, they proposed the utilisation of CAPS as a guideline through the application of an ISP, curriculum differentiation, adaptations, multi-grade level teaching instructional approaches. There is evidence that these propositions have been implemented; however, challenges were encountered regarding their relevancy to special schools that cater for learners who are facing severe to profound intellectual disabilities. Firstly, CAPS was highly criticized for its focus, which is mainly based on mainstream public ordinary schools. For example, the curriculum prescribed does not benefit learners who are facing severe to profound intellectual disabilities. This is based on the fact that the curriculum does not address the limitations posed by intellectual disabilities as a state of social functionality and adaptive

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behaviour but focuses on academic development. This compromises the functional development of a vulnerable population.

Curriculum differentiation and adaptation approaches are also used and have limitations in terms of reaching all learners. The utilisation of curriculum differentiation and adaptation approaches are also evident however, there were limitations caused by complex and different types of disabilities, learning styles, different types of African languages and level of functionality in one classroom. Despite the problem created by the diversities, teachers are not competent in differentiating and adapting the prescribed curriculum, as most of their learners could not read, write and count because of the severity of their disabilities. Another incompetency was identified at the level of multi-grade teaching in which teachers were not adequately equipped to use the multi-grade teaching approach. It is, therefore, against this background, that teachers found these policies and guidelines hard to understand and implement.

The evidence for the use of an individualised support plan was identified in a school that caters only for autistic learners. The others special schools did not use and could not use ISPs because this approach was not clearly defined in terms of how it should be used and some teachers felt that it focused most on the rehabilitation intervention as opposed to academic development. For these, teachers found it to be too restrictive, as it demands the expertise of other professionals, e.g. therapists, because they focus mainly on disabilities. Teachers found it to be irrelevant and restrictive in that it does not cater for educational support needs and development.

Further to the limitations mentioned above, CAPS did not provide guidelines for an interdisciplinary environment that involves the participation of therapists, psychologists, and others. These professionals feel left out and not accommodated in this policy. If, for whatever reason, they are mentioned in this policy, their model for working in collaboration with teachers is not clearly articulated and for this, they always found themselves in confrontation with teachers as to who does what during the co-teaching exercise. In turn, teachers also feel dominated and undervalued by therapists.
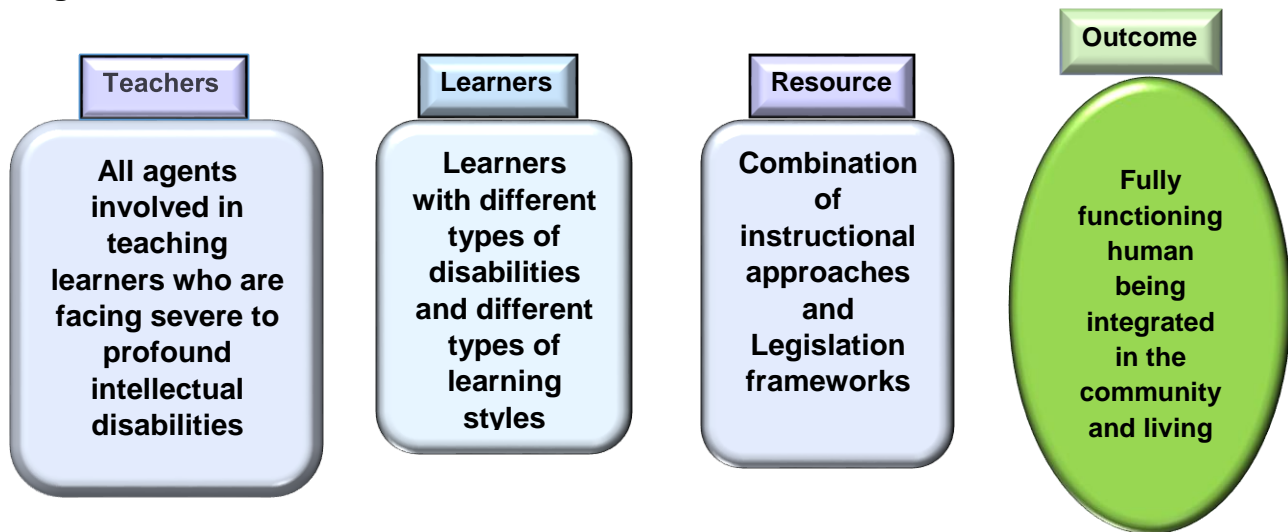
6.4. PRIMARY RESEARCH QUESTION
What is the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities?

The research findings describe the nature of instructional approaches that are used in teaching learners who are facing severe to profound intellectual disabilities as a function of a combination of methods, models, strategies and skills that are used by all agents involved in teaching this population. However, this also puts a spotlight on teachers as primary custodians in special schools to be knowledgeable about different types of intellectual disabilities and learning styles, including their related instructional interventions. The findings show that there is a need for a provision of a curriculum that would circumvent barriers caused by different types of intellectual disabilities. To attain this, will depend on the legislated definition of intellectual disability in South Africa. The way in which ID is conceptualised will inform the curriculum offered (i.e. functional or academic etc.) that is, prescribed instructional interventions and programmes that considers the level of cognitive functioning as different types of learning styles are presented by learners who are facing severe to profound intellectual disabilities. A clear guideline is required on how the collaboration of teachers, class assistants, therapists and health workers should be integrated and synchronised for an effective interdisciplinary instructional environment. However, the DBE (2016) draft policy proposed that the ECD curriculum, which concentrates on life skills, self-care and functional academic skills, is used for LSPID.

Subsequent to answering the secondary questions, I conclude by answering the primary research question using the TLRO conceptual framework for instructional approaches (APA, 2013, 2002; Buntix, 2006; Luckasson, 2002).

In Figure 6-1 below, I diagrammatically illustrate and explain the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities guided by the four themes that I have identified. The findings interpreted through the TLOR conceptual framework, show that the context in which instructional approaches are used, consists of teachers, learners, resources and outcomes.

Figure 6.1: THE TLRO CONCEPTUAL FRAMEWORK

Teachers	Learners	Resource	Outcome
All agents involved in teaching learners who are facing severe to profound intellectual disabilities	Learners with different types of disabilities and different types of learning styles	Combination of instructional approaches and Legislation frameworks	Fully functioning human being integrated in the community and living

6.4.1. Agents that are involved in the provision of education for learners facing severe to profound disabilities

The findings interpreted through the TLRO conceptual framework show that the context in which instructional approaches are used, consists of teachers, learners, resources and outcomes (TLRO). From this conceptual framework, Theme 2, which is all the agents that are involved in teaching learners who are facing severe to profound intellectual disabilities, is regarded as the most critical element of the framework. This is because teachers are the primary pioneers in driving the education of this population, It is therefore emphasised that teachers should possess quality knowledge about different types of disabilities, different learning styles, the curriculum needed and instructional approaches to be used and can work with other professionals within an interdisciplinary setting for effective educational outcomes to be achieved. This has a bearing on how teacher training for special schools should be structured. In essence, teacher training should mirror or match the interactional processes that take place in special schools that cater for learners who are facing severe to profound intellectual disabilities.

The TLRO conceptual framework depicts an ideal composition of the staff establishment and professionals that should work in special schools. However, the depicted idealised composition contradicts what this study has found in special schools. Special education teachers are not adequately trained to effectively teach learners who are facing severe to profound intellectual disabilities. This is because most teachers in special schools lack a specialised qualification pertaining to knowledge of different types of disabilities and

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working within an interdisciplinary environment (with other professionals). This lack of relevant qualification negatively affects their instructional interventions, as they are not didactically and pedagogically sufficiently trained to teach this population.

Furthermore, this lack of relevant qualifications points to the direction of teachers as the most irrelevant agents for teaching leaners who are facing severe to profound intellectual disabilities. As such, this situation depicts the other professionals i.e. therapists, social workers and health professionals as the most relevant (based on their qualifications that render them fit-for-purpose) to work with LSPID. Given the above scenario, this could imply that the education of leaners who are facing severe to profound intellectual disabilities is compromised.

6.4.2. Learners with different types of educational support needs

From the TLRO conceptual framework, the second important element in the context in which instructional approaches take place, are learners who are facing severe to profound intellectual disabilities. At this level of conceptualisation, the potential beneficiaries of instructional approaches are learners inflicted with different types of intellectual disabilities and characterised by different types of learning styles that require different educational support needs. The described context is found by most teachers as complex, unpredictable and difficult to work in because of the high range of functionality discrepancies caused by different types of disabilities and different African languages that are spoken in one class. For teachers, these complexities demand that they should treat each individual learner as a unique entity, that requires different types of lesson plans for the same content in one class and as such, teachers are not coping. The difficult work conditions are not only caused by a range of intellectual functioning, types of disabilities and different educational support needs but it is also exacerbated by inability of teachers to differentiate and adapt the curriculum to suite all learner educational needs. These inabilities may be located within teacher training institutions that did not effectively offer training that mirrored the realities encountered in schools that cater for severe intellectual disabilities.

In essence, the complex and highly diverse nature of intellectual disabilities in one class, calls for individualised lesson plans for each child, which is depicted as a work overload

for teachers, worsened by yet another crippling factor that is the lack of class assistants and shortage of other relevant professionals to build the fully fleshed interdisciplinary systems required for special schools. The work overload and the lack of other professional and support staff depicted above, compromise the effectiveness of special schools' ability to fully reach out to the wide ranging educational developmental needs required by all the learners who are facing severe to profound intellectual disabilities. Given the above situation, the educational support required by this population may not be met under the present instructional environment in which special schools operate. From this perspective, these learners may not develop to reach a state of being fully functioning human beings who are well integrated in the community, which is the primary goal of schools that cater for learners who are facing severe to profound intellectual disabilities in South Africa.

6.4.3. A combination of instructional models, strategies, methods, skills and curriculum informed by a legislative framework

From the TLRO conceptual framework, the third important element in the context in which instructional approaches take place are resources that are required to support learners who are facing severe to profound intellectual disabilities. These resources consist of instructional approaches, methods, models, strategies, skills, and legislation governing the implementation of prescribed curriculum and educational programmes for this population. At this level of conceptualisation, the educational support needs offered to this population can never be a function of a single and unitary instructional approach but is rather a collection of teaching didactics and pedagogical methods, styles and interventions skills. This follows the fact that intellectual disability from this perspective is a composition of many phenomena that have bearing on health, social, adaptive and intellectual functioning of the person.

From this perspective, a learner who is facing a severe to profound intellectual disability may require holistic instructional interventions that must consider and circumvent primary and secondary disabilities, respectively. For example, a learner who is presenting with autism (intellectual disability) and epilepsy (health) may need an instructional approach that will accommodate learning support needs and styles of an autistic learner and medical intervention to circumvent epilepsy. This scenario calls for the implementation of learner-centred individualised educational programmes and individualised support

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programmes to overcome the multifaceted nature of intellectual disabilities. This in turn, may require an intervention of interdisciplinary approaches by various professionals.

With regards to the legislation governing curriculum delivery and the resources required for educational support needs presented by learners who are facing severe to profound intellectual disabilities, the findings depicted the existence of the problem. Again, the findings revealed that these legislative frameworks seemed not to be understood by teachers and other professionals involved in the education of these learners. This is because some of these policies seemed to focus mainly on the mainstream academic curriculum such as literacy, numeracy and natural sciences. This focus benefits learners who can read, write and communicate. As a result, this compromises the educational, developmental needs of learners who may benefit from a functional curriculum, since from this perspective, ID is characterised by significant limitations of functionality in intellectual, social and adaptive behaviour.

The suggested instructional models like ISP, multi-grade teaching, curriculum differentiation and adaptation seemed not to be well understood by teachers to effect the required outcomes. This is because the use of ISP objectives and purpose is limited and focused only on disability and remedial interventions, and therefore bypasses the educational support needs of learners who are facing severe to profound intellectual disabilities. Multi-grade teaching, curriculum differentiation and adaptation approaches were also found to be inadequately used as teacher-training programmes did not provide the skills required to use such approaches. The problems mentioned above have a snowball effect on the way in which these teachers are managed. These managers suffer the same limitations and challenges as they manage special schools' functionality using monitoring and support tools designed for mainstream public ordinary schools. For teachers mentored under this management system, it means that their career path development potential could be negatively affected and derailed.

Other professionals like therapists, psychologists, and health professionals who work in special schools found themselves confused and unaccommodated by these policies because these policies do not clearly give guidelines for the functionality of these professionals in special schools. For the same reason, teachers also feel unguided by

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these policies in terms of functioning within a collaborative interdisciplinary environment where their profession as teachers intersect with mental health and other professions.

Given the above-described limitations in the legislative frameworks governing special schools, this may imply that the educational functionality of special schools lacks reliable legislative guidelines to reach desired outcomes for learners who are facing severe to profound intellectual disabilities. Global initiatives, e. g the United Nations policies and social justice agendas which foster full inclusion, participation and professionalisation of special schools catering for learners facing severe to profound intellectual disabilities, have not been fully implemented in South Africa. This, therefore, comprises the desired outcome, which is the last element of the TLRO conceptual framework.

Given the above-mentioned findings, the desired instructional approach outcome, which is to develop these learners to be a fully functioning human being that is well integrated to participate in the community and live independently, may not be realised. This outcome has a bearing on the way in which instructional approaches used for teaching learners who are facing severe to profound intellectual disabilities should be looked at, for a future contribution.

6.5. LIMITATIONS OF THE STUDY

The limitations identified in the study are located within the methodological paradigmatic approaches and research design used. In this study, I used a qualitative interpretive paradigm. Since the data collected in the study is largely impacted by the personal views and beliefs of the participants, it cannot be generalised to other similar institutions or situation. This implies that since the research was conducted in three specials schools and two district offices in Soweto, the study was only focusing on the merit of the case study and not the representation thereof. This means the results are only applicable and restricted to the studied institutions.

I used a multiple case study design to co-construct meanings of the participants' lived experiences and chosen a purposive sampling technique. This may have had the effect of a catalyst on participants influencing each other and thus compromises the validity and reliability of the study because of their heterogeneous working environment.

Another potential limitation that created a strong catalyst for bias is my role as a researcher because I conducted in the study in the same sector of which I am also a member. Lastly, this study lacks the voices of its primary beneficiaries and their parents, which, in this case, are learners who are facing severe to profound intellectual disabilities.

6.6.   CONTRIBUTION OF THE STUDY

In this section, I discuss how the findings of this study could potentially contribute and add value and knowledge to the existing literature, the professionalisation of special schools and the improvement of the legislative frameworks for teaching learners who are facing severe to profound intellectual disabilities. This framework may guide the implementation of instructional programmes; the prescribed curriculum including its aims and objectives; and offer a clearly defined interdisciplinary collaborative function of all agents involved in special schools. This could potentially culminate in learners receiving effective instructional experiences that would develop them to be fully functioning human beings.

6.6.1. Contributions towards the existing literature

The nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities will always be informed by how intellectual disability is conceptualised. This conceptualisation will act as a springboard for selecting and implementing instructional and interventional approaches that teachers and other professionals will use in the special needs classroom. In addition, this will contribute towards the formulation of the framework for strategic interdisciplinary working environment, staff establishment and development. For South Africa that is recovering from the conflict of apartheid and inequalities, this could contribute towards the reconceptualisation of intellectual disability to inform curriculum offered to this population.

6.6.2.   Contribution towards the professionalisation of special schools

The findings undoubtedly exposes a dire need for teachers' specialised knowledge and expertise at least in one or two types of intellectual disabilities. This study may contribute towards the development of special education teachers' training programmes because there is dire need for mastery in a particular disability as a key focus area for teachers. This is based on a TLRO conceptual framework, which emphasises that teachers should have a knowledge of learners they teach.

6.6.3. Contribution towards improving the legislative frameworks governing special schools

The findings emanating from the study could potentially contribute to the reviewing of existing legislation frameworks to inform the relevant functional curriculum for learners who are facing severe to profound intellectual disabilities. The legislative framework could provide clear guidelines on the use of ISPs and related instructional approaches as well as resources. The formulated legislative guidelines could potentially facilitate a synchronised integration and collaboration of all professionals that are involved in the education of learners who are facing severe to profound intellectual disabilities. Besides the complex diversity caused by too many types of intellectual disabilities in one class, there is yet another higher order diversity that is caused by different types of African languages that are spoken in one class. This has a bearing on reviewing the language policy in special schools.

6.7. RECOMMENDATIONS

Based on the findings regarding the nature of instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities, I was urged to make the following recommendations: for further research; professionalisation of the sector and the review of the legislative framework governing instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities.

6.7.1. Recommendations for further research

Since the research was conducted in three specials schools in Soweto, the researcher would recommend that further research should be conducted across regions of Gauteng Province and escalated to other provinces using a mixed methods research study. Further research should be conducted on teachers training as special education teachers, especially in catering for learners who are facing severe to profound intellectual disabilities.

6.7.2. Recommendations for the professionalisation of the special education sector

Most teachers that are deployed in special schools, either do not have the relevant qualifications to teach in special schools or lack knowledge of different types of disabilities. Hence, I recommend that special education teachers' training programmes

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should teach specialisation on different types of disabilities so that a teacher could specialise in one or two types of disabilities and be referred to as a teacher for autistic learners or Down's Syndrome, cerebral palsy etc. Furthermore, training on using a combination or mixture of instructional approaches (instructional triangulation) should be emphasised. This should also include the relevancy and the qualifications of class assistants required in special schools. At the level of management, the principals and SES should be capacitated to be able to manage the interdisciplinary environment, which has therapists, psychologists and health professionals working collaborative with teachers.

6.7.3. Recommendations for the review of the legislative framework governing special schools that cater for learners who are facing severe to profound intellectual disabilities

The legislation should provide explicit guidelines regarding the aim and the purpose of individualised support programmes including a prescription of a curriculum for learners who are facing severe to profound intellectual disabilities. This should offer clear guidelines on transitional programmes so that learners who are exiting the programme because of age may be effectively integrated in the community. The legislative framework should also include the guidelines pertaining to the roles of other professionals such as therapists, psychologists and health professionals at special schools.

6.8. CONCLUDING REMARKS

The findings undoubtedly reveal that the instructional approaches used in teaching learners who are facing severe to profound intellectual disabilities, is a combination of teaching strategies, methods, models and skills used by special teachers in collaboration with other professionals guided by relevant legislation. However, the instructional approaches will always depend on how intellectual disability is conceptualised in South Africa. This conceptualisation will then acts as a springboard for educational instructional and rehabilitative interventions that teachers will use in supporting learners in special schools.

Furthermore, the findings significantly expose the difficult landscape under which special schools operate. Data overwhelmingly show that special schools that cater for learners who are facing severe to profound intellectual disabilities in Soweto, are experiencing

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immense challenges because of the extreme different types of intellectual disabilities, learning styles and language diversities in one classroom. In addition, the legislative framework and policies seemingly do not offer sufficient guidelines and regulations on how to, navigate the highly complex conditions under which special schools function effectively.

It is therefore clear that the conditions found in special schools point towards the dire need for the teacher profession to be uplifted to enable teaching within an interdisciplinary environment. This could imply that the teachers' knowledge about different types of intellectual disabilities and learning styles in consultation with other professionals is a core pre-requisite for them to be called special education teachers. For teachers to arrive at the level of a special education teacher, the legislative framework-governing teacher training and special schools functionality should be reviewed.

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LIST OF ANNEXURES

ANNEXURE A: GDE research approval letter

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	20 April 2018
Validity of Research Approval:	05 February 2018 – 28 September 2018 2018/34
Name of Researcher:	Lushozi B.B
Address of Researcher:	P O Box 601
	Kwa-Xuma
	Soweto 1867
Telephone Number:	011 942 1027 072 294 2968
Email address:	lushozi@albertinasisulucentre.com
Research Topic:	Instructional Approaches used in teaching Learners who are facing severe to profound Intellectual Disabilities
Type of Degree:	PhD Learning Support Guidance & Counselling
Number and type of schools:	Three LSEN School and Two Districts
District/s/HO	Johannesburg North and Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge **Management**
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

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1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.

2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.

3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Ms Faith Tshabalala
CES: Education Research and Knowledge Management

DATE: 23|04|2018

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

ANNEXURE B: Participants' consent forms
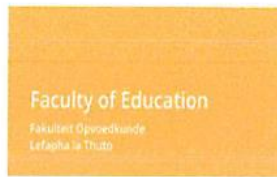
CONSENT FORM TO BE SIGNED BY A TEACHER

TEACHER'S CONSENT FORM TO PARTICIPATE IN THE FOCUS GROUP DISCUSSION AT ALBERTINA SISULU SPECIAL SCHOOL

This is to confirm that I, _____ (your name), teacher at _____ (name of school) have read and understood the information about the study. I accept the invitation/do not accept the invitation and agree/ do not agree to participate in the study at my school. I also give/ do not give the researcher a permission to audio and video record the focus group session and lesson presentation as part of data collection.

_____   _____   _____
Teacher's name   Teacher's signature   Date

_____   _____   _____
Researcher's name   Researcher's signature   Date

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto
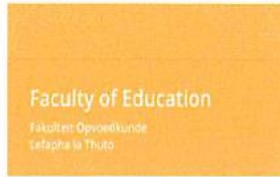
CONSENT FORM TO BE SIGNED BY A THERAPIST

THERAPIST'S CONSENT FORM TO PARTICIPATE IN THE FOCUS GROUP DISCUSSION AT ALBERTINA SISULU SPECIAL SCHOOL

This is to confirm that I, _____ (your name), _____ therapist at_____ (name of school) have read and understood the information about the study. I accept the invitation/do not accept the invitation and agree/ do not agree to participate in the study. I also give/ do not give the researcher a permission to audio and video record the focus group session and lesson presentation as part of data collection.

_____   _____   _____
Therapist's name   Therapist's signature   Date

_____   _____   _____
Researcher's name   Researcher's signature   Date

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto
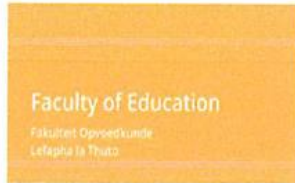
CONSENT FORM TO BE SIGNED BY SMT MEMBER

SMT MEMBERS' CONSENT FORM TO PARTICIPATE IN THE FOCUS GROUP DISCUSSION AT ALBERTINA SISULU SPECIAL SCHOOL

This is to confirm that I, _____ (your name), SMT member at _____ (name of school) have read and understood the information about the study. I accept the invitation/do not accept the invitation and agree/do not agree to participate in the study. I also give/ do not give the researcher a permission to audio and video record the focus group session and lesson presentation as part of data collection.

_____   _____   _____
SMT member name   SMT member signature   Date

_____   _____   _____
Researcher's name   Researcher's signature   Date

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Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

CONSENT FORM TO BE SIGNED BY THE PRINCIPAL

PRINCIPAL OFFICIAL CONSENT FORM TO PARTICIPATE IN THE INTERVIEW SESSION AT HIS/HER OFFICE

This is to confirm that I, _____(your name), Principal of _____ (name of school) have read and understood the information about the study. I accept the invitation/do not accept the invitation and agree/do not agree to participate in the interview at my Office. L also give/ do not give the researcher a permission to audio and video record the interview session as part of data collection. I agree/ do not agree to avail the school profile and curriculum management file for analysis

_____   _____   _____
Principal's name   Principal's signature   Date

_____   _____   _____
Researcher's name   Researcher's signature   Date

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CONSENT FORM TO BE SIGNED BY SENIOR EDUCATION SPECIALIST

SENIOR EDUCATION SPECIALIST CONSENT FORM TO PARTICIPATE IN THE INTERVIEW SESSION AT HIS/ HER OFFICE

This is to confirm that I, _____ (your name), Senior Education Specialist (SES) of _____ (name of District) has read and understood the information about the study. I accept the invitation/do not accept the invitation and agree/do not agree to participate in the interview at my Office I. I also give/ do not give the researcher a permission to audio and video record the interview session as part of data collection. I also agree/ do not agree to avail working documents for analysis.

_____   _____   _____
SES: name   SES: signature   Date

_____   _____   _____
Researcher's name   Researcher's signature   Date

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ANNEXURE C: Confidentiality form
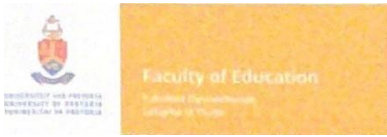
CONFIDENTIALITY FORM FOR THE PROFESSIONAL PHOTOGRAPHER

1,_____(name & surname) ID:_____THE UNDERSIGNED,

HEREBY COMMIT MYSELF TO KEEP THE MATTERS DISCUSSED DURING

THE FOCUS GROUP DISCUSSIONS AND THE INDIVIDUALS

INTERVIEWING PROCESS CONFIDENTIAL. UNDER NO

CIRCUMSTANCES, SHALL 1, DIVULGE ANY PIECE OF INFORMATION OR

ANYTHING THAT RELATES TO THE DELIBERATIONS REGARDING THE

FOCUS GROUP DISCUSSIONS AND INDIVIDUAL INTERVIEWS

PROCESSES.

BY APPENDING MY SIGNATURE BELOW, 1 PROMISE TO ABIDE BY THE

AFORE - MENTIONEDCONFIDENTIALITY CLAUSE.

_____

Print name: (Photographer)

Signature: _____   Date: _____

ANNEXURE D: Example of field notes made by researcher

3

Focus Group Discussion: 26 July 2018
PL1 Educators.

Classify acc 2 ability
Have individualised attention
No standardised lesson pla-
lesson plan for individual (eg copy/paste-
Abilities not the same.
multigrade intervention -

I care for mainstream: we teach the
same in one class without considering
individual attention no wish for
concrete evidence = Multi-level teaching
and ~~use~~ straddle between methods.

P (d) We should use lesson plan as a guide
what is wrong when one deviates from
the lesson plan.

Sometimes I use/guide individual attention

P (e) School is for profound
from grade 1 - 3. Individualised attention
that does not give good results. as a result of
overcrowding
design iEP = impossible

New Curriculum imposes a lot of changes
we've been using what we learnt from
Mainstream.
Skills & Academic = 50 50.
Always out of the lesson plan.

(f)

Differentiation — group according to abilities
eg copy / transcribe
intervene according to support needs
They can learn & read

We use all methods - un-aware - eg learner
centred. A cluster of methods. I try many
styles —
Everyday — You are stunned as to what will I
do. All these approaches are used. including
the traditional methods.
Homes do not work hand in hand with
the school. Homes are too sympathetic
they handle them with Kid gloves.
Lesson plan can be smaller.

For the severely we need to use pictures
Picture reading & pasting according

198

15a

3rd F.G Discussions   30 July 20

SCHOOL BASED THERAPISTS.

QUESTION ONE:

What type of instructional approaches are use
for teaching learners who are facing severe to prof
Intellectual disabilities in your school.

- Are you part of the lesson plan including
assistance in the development of the individ
learning profiles.
- Are you Aiding in the development of
differentiated instructional approaches

QUESTION THREE

How is your role as a therapist understood and incorp
to support teachers in determining the appropriate
instructional approaches for each learner?

- Is it through pull-out system.
- Co-teaching with educator.
- How are those interventions/approaches dete
-

* With the emergence of the awareness of disability Righ
in South Africa & Therapists of different specialism tie
were appointed to make recommendations for Suppo
Services and special needs (EJ WP 6 on special need)

The focus of the therapist would be that of
enabling the teachers to best meet the needs of
all individuals in the classroom.

In Case of Q
The ED WP6 states that "District support te
are/will be required to provide curriculum, assess-
and instructional support in the form of illustrativ
learning programmes, Learner support materials and
equipment, assessment instruments & professional
support for learners, educators @ special school

PRINCIPAL'S INTERVIEW   01 AUGUST   216

THULA SIZWE SCHOOL FOR AUTISM

Q1: What type of instructional approaches are used
for teaching learners who are facing severe to profo
intellectual disabilities in your school?

R1 Individual edu plans — draw goals —
They may be eight learners in one class — but a
of them present with unique support needs
Our learners are more visual — we use visual
gestures & pics !

Q2: How does your professional training and experience
help you to manage the implementation of instructional
approaches used in teaching learners who are facing
severe to profound intellectual disabilities

R2. It was a general training — I found myself
teaching in the special school.
Theory is never like practical.

201

IW SES 1on1 Interview   03 Aug 2...

R1 · Should know your learners, Approach
     is different from each learner, differentiate
     curriculum offerings. Use learners to teach
     other learners.
     I idealised classroom roll that must be respected
     Need for Teacher assistants — Resource —
     now —
     Admission :— multidisciplinary approach is
     accumulated.

R·2 Training did not prepare me to working
     multidisciplinary approach.

     Inhibite — Resource that existed
     pre — 1994

     You manage — special school across
     Colour line.

R3   Use the schools that have more
     Resource to help the ones who does
     not have. (Pull out system) —— I said.
     in the DATS (District Assessment.

column right side (partly cut off):
learn...
Cer...
Socio...
backg...
Many ...
of app...
as long ...
it suite...
Directe...
towards...
learner...
Teaching ...
about...

Confor...
= Resou...

Fee-pa...
schoo...
Sgb...
able ...
fundi...
(forme...
model...
C.

visit language,
we consult and refer your school to
the SID = Lang/Numeracy/Liter & life skills.
& we make sure that schools have effective
SBST. This structure will support teachers
and learners in the classroom in terms of many
support needs that the school may face.

SBST
Consistence
SMT leading
SBST.

Arrangement
for support
needs

Use other more resourceful schools to
access those past papers. It is in my
duty responsibility to close gaps of
resources.

In a multidisciplinary approach one has to
apply different from one learner to the next
CAPS is a Policy that gives the prescribes
the curriculum, however

ANNEXURE E: Example of verbatim transcripts

1   **Focus group discussion with the PL1 Educators**

2

3   **Q1**: *what types of instructional approaches are used for*
4   *teaching learners who are facing severe to profound*
5   *intellectual disabilities in your school*?

6

7   **P (a)** I think in my school we're looking at each and every
8   learner's needs. For example, in my class I have fourteen kids.
9   So what we do is to look at what they can do as individuals.
10   We put them in terms of their abilities. So this one can do this.
11   He can do this. So when we teach, we are going to look at what
12   each can do.
13   So anything that has to do with the activities that we do in class,
14   each and every learner is going to do a different activity
15   altogether. So I will have maybe the student (a), (b) and (c) and
16   (d). So when I do the lesson, each and every learner is going to
17   have [inaudible: 00:22:50] and each and every learner is going
18   to have their own activities, even if the two pieces because we
19   are looking at each and every learner individually. So our
20   approaches are leaner centred. We **don't have a standardised**
21   **teaching and learning systems** where you control, teach all
22   same way and then we start lessons like. You will have your
23   lessons where the teacher will say this is the topic. Maybe the
24   topic is on food. They are looking at healthy food. So when we
25   do the lesson prepared for each, so learner, he will be able to
26   identify, if a learner can identify. Learner (b) will be able to copy.
27   Learner (c) will be able to paste. So the activities are going to
28   be based on their abilities.

29

30

31

32

33   It's not possible if I continue that. I have to teach them anguage,

Individual support needs & Recognition of learner's individual ability

Differentiated lesson plan and instructional approach

No single approach/ **Lack of standardise instructional approach/ guidance**

Differentiated lesson plan, activities, assessments based on learners' individual abilities.

34 maths all by myself. And if **I were to try and give them**
35 **individual attention, it's very, very difficult because of the**
36 **numbers**. There are different types of challenges that they do
37 experience in one class. And I think you'll also find that at an
38 interesting period at a special school because now in June, July,
39 we went for this DCAPS workshop where we are supposed to
40 change how we approach or how we arrange a learning for our
41 learners. So there have been a lot of changes proposed.
42 Because what we had been doing was a watered down as you
43 know what is done in school. Because you just take what is
44 easier for our learners. So now we are trying to cater more
45 because in terms of how you develop a lesson plan for our
46 learners, we will now also look at age. Age will also come into
47 being when we look at the material that your learners are going
48 to be taught on. And we have also been in instructed to say that
49 we will now go up to grade five. Previously we only stopped at
50 grade three in terms of the curriculum that we're following.
51 So the level of the curriculum is going to be determined by the
52 age as well. So that now **we go up to grade five depending**
53 **on her age sometimes it presents a problem**. And when it
54 comes to curriculum in class and also in the part of the school.
55 We have tried to make it fifty-fifty. But challenges become more
56 because of work programmes that we are following. We were all
57 of the time developing our own curriculum. So now with new
58 curriculum I see now they are getting a lot of assistance in terms
59 of developing new work programmes for teachers
60
61 **P (h)**: Okay. With my experience at special schools, I need to
62 indicate that, we kind of use **all methods of teaching** but we
63 don't notice that. Especially with me. Like learners and perhaps
64 grouping, guidance, we use all of that but we're not aware.
65 Because it's my learners I have to teach in my class.
66

Differentiated instructional approaches

Recognition of learner's individual ability

Individualised attention and additional support

Learner centred pace

Differentiated instructional approaches

Individualised attention and additional support

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67 It's not possible if I continue that. I have to teach them
68 language, maths all by myself. And if **I were to try and give**
69 **them individual attention, it's very, very difficult because of**
70 **the numbers**. There are different types of challenges that they
71 do experience in one class. And I think you'll also find that at an
72 interesting period at a special school because now in June, July,
73 we went for this DCAPS workshop where we are supposed to
74 change how we approach or how we arrange a learning for our
75 learners. So there have been a lot of changes proposed.
76 Because what we had been doing was a watered down as you
77 know what is done in school. Because you just take what is
78 easier for our learners. So now we are trying to cater more
79 because in terms of how you develop a lesson plan for our
80 learners, we will now also look at age. Age will also come into
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87 **on her age sometimes it presents a problem**. And when it
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90 because of work programmes that we are following. We were all
91 of the time developing our own curriculum. So now with new
92 curriculum I see now they are getting a lot of assistance in terms
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96 indicate that, we kind of use **all methods of teaching** but we
97 don't notice that. Especially with me. Like learners and perhaps
98 grouping, guidance, we use all of that but we're not aware.
99 Because it's my learners I have to teach in my class.
.00

Challenges in implementation of Individual support

Changes and interventions introduced by the DoE

Recognition of learner's individual ability

Adaptation

No single approach/

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ANNEXURE F: Schools' profiles

School A

SCHOOL PROFILE

INTRODUCTION

School A was built in 1948 initially as a mainstream school and continued to operate until the end of 2015. On the 18 January 2016 the school was converted and reopened as a special school that caters for learners with Autism. It is now known as School A. This came to be as there was a need to open such schools in Soweto. The School is the first of its kind to accommodate learners with Autism in the Township.

The School

The School has enrolled 78 learners age between 5 and 18 years. There are 10 Classrooms, a gross motor room and smart board room. The School has a separate Cottage that accommodates the Speech Therapist, Occupational Therapist, Sick bay, Sensory room and Deputy Principal's Office. The School has a steel container that is used as a Kitchen for feeding scheme. The playground is well equipped with the jungle gym, Trampoline, Sand pit and it has artificial grass to allow the learners to play

Curriculum

The School offers an adapted Curriculum that is suitable for learners with Autism. There are two Phase classified as follows:

ECD AND FOUNDATION PHASE	AGE GROUP	INTERMEDIATE AND SENIOR PHASE	AGE GROUP
TIGER CLASS	5-6 Years	GIRAFFE CLASS	9-11 years
IMPALA CLASS	6-7 Years	ZEBRA CLASS	10-12 years
KUDU CLASS	7-8 Years	RHINO CLASS	12-13 years
ELEPHANT CLASS	7-8 years	LION CLASS	14-18 years
BUFALLO CLASS	8-9 years		

The focus for our curriculum is on training our learners to be independent and this is achieved through the development of an individualized learning program i.e. for each learner.

STAFF ESTABLISHMENT

The School has 7 Teachers, 9 Class Assistants, Speech Therapist, Occupational Therapist, 2 Admin Assistants, Driver, 1 General Assistant, 2 HOD and a Principal.

SCHOOL FEES

Parents contribute R600 per annum.

TRANSPORT

The school has one Sprinter bus that is used to transport learners on a daily basis to come to school. Due to the learner's condition, they are not able to use public transport to come to school. The school is still in need of two more mini buses to transport all the learners.

ADMISSIONS

Admissions are conducted in line with the admission circular for special and specialized schools. We admit learners who have been formally diagnosed with ASD.

For admission purposes contact the District Office at:

[Contact details removed for confidentiality]

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School B

THE SCHOOL

The school was established in Orlando West, Soweto in 1961 by the then Department of Bantu Education historically for learners with severe mental handicapped(SMH) which later changed to learners with special education needs(LSEN) and is presently a school for Learners Facing Severe Intellectual Challenges.

PHYSICAL ADDRESS
[Removed for confidentiality]

POSTAL ADDRESS
[Removed for confidentiality]

PHYSICAL INFRASTRUCTURE

The school has just been given a holistic revamping by The Department of Infrastructure and Development which includes new roofing, ceiling boards, electricity installation, replacement of galvanised pipes with PVC , new toilets with wall and floor tiles, additional toilets for staff, 9 additional classrooms(mobiles), 4 from GDE and 5 donated by DID. An old unused building has been converted into an Occupational Therapy Room and Social Worker's Office. The Gauteng on Line Computer Lab has also been redone. The yard has been paved, Main Kitchen also revamped and all buildings have been freshly painted. 7 classes have been converted into the following Skills Centres: Hair Salon, Massage and Beauty Spa, Beadwork Room, Laundromat, Domestic Science and 2 Sewing Classes. The school still does not have a dining hall for learners, which is important for the development of proper social skills in our learners (this is part of our curriculum) as well as a staff communal room. These could not be added as the DID only authorised refurbishment and not erection of new buildings.

STAFF ESTABLISHMENT

The school's staff establishment is as follows: 1 Principal, 2 Deputy Principals, 8 HOD's, 19 Teachers, 1 Counsellor, 1 Social Worker, 1 Occupational Therapists, 1 Professional Nurse, 4 Administration Assistants, 1 Driver and 14 General Assistants. All these posts have been filled except the one OT's post. This brings the total number of staff to 51. Teacher/Learner ratio is 1:13. There is overall staff shortage as each class has minimum 16 learners and only 8 of the 22 classrooms have teacher assistants. This as a result of there being no Norms and Standards for Post Provisioning for Public Special and Specialised Schools and those for Public Ordinary Schools continue to be used across the board.

LEARNER ENROLLMENT OVER 5 YEARS (2010-2017/2018)

The learner enrolment has been on an upward moving trend from an initial 275 to 290 in 2010, 2011 and 306 in 2013 continuing to grow to 316 in 2014 and 2015. 2016 and 2017 has seen learner enrolment increase further by 331 and 362 learners. This is the number at which the school could not do any further enrolment as there was a shortage of classes. There is a huge need within the community to enrol more learners as schools continue to identify learners who are facing severe intellectual challenges who must be exposed to the proper learning environment for the necessary skills development to be effected.

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ADMISSION

The school admits learners who have been diagnosed as facing severe intellectual challenges. Severe Intellectual challenges is conceptualised as a developmental disorder that manifests before the age of 18 years and is characterised by significant limitations both in intellectual functioning(reasoning, learning, problem solving) and adaptive behaviour(social skills and practical life skills.

AGE COHORT

The school admits learners from 6 years as per the Gauteng Department of Education's Admission Policy for Special Schools. The exit age is 21 years. All learners are categorised according to their ability and as a result the school does not have grades, only phases.

BASIC FUNCTIONALITY OF THE SCHOOL

The school is presently functioning satisfactorily but learners are. Daily operational systems are continually being put in place to improve the level of functioning of the school. Job descriptions have been drawn in line with the needs of the school. Staff has been reallocated to line functions as per the school needs. In order for the daily operations to be effective the EPWP Patrollers have been incorporated into the school to add to the human resource.
The one challenge to maximum functionality of the school is the OT post that is yet to be filled as the school has now embarked on drawing up individual education programs per learner who is high care. This retards the implementation of this program.

LEADERSHIP, MANAGEMENT AND, COMMUNICATION.

The school is under strong leadership that is consultative in that the SMT of the school works as a unit and everyone has responsibilities that they are accountable for. There are consultative plenary sessions before any system is implemented. Information is cascaded to the staff at the school through meetings of CS staff with the SMT, SMT with PS Staff as well as Staff meetings for all different levels of staff.

There are INSET programs that are offered to staff as per the SDT action plan per term. These up skilling programs are done either internally or by outside service provider. Parents receive information through newsletters and parent body meetings. There are good communication lines between the school and all other stake holders.

The District office has been continually offering support to the school to ensure that we function at the maximum level expected of a school of our nature. The school is run effectively and as a result all District submissions are done within allocated time frames.

GOVERNANCE AND RELATIONSHIPS

The school has a functional SGB that is supportive of the school's program. There is however capacitating required for SGB members to be able to function effectively and fully understanding their roles. The SGB has been newly elected in this year; their term of office runs from 2015-2018. The chairperson and treasurer have been elected and a proper FINCOM has been instated. The principal and the IDSO have been offering capacity building to the SGB and the district has been requested to come in and give support.

QUALITY OF TEACHING AND LEARNING AND EDUCATOR DEVELOPMENT

The school is in the process of implementing ILP's for learners to address their individual needs. This is a programme that will be more beneficial to our learners, but the District and Head Office are bent on full implementation of CAPS as it is the National Approved Curriculum for schools. The challenge is that the learners who have been referred to us were experiencing challenges with this very CAPS which resulted in them being referred out to us. Also nationally there is not DoE approved adapted curriculum for Special and Specialised Schools. This presents a challenge for teachers because learners become frustrated with this curriculum being taught to them. IEP's are the most suitable for 85% of our learners.

Teacher development is at the topmost of all priorities. The school has teamed up with sister school Albertina Sisulu Centre to internally do INSET or get outside service providers to assist. Teacher development is the responsibility of the SDT and it happens at the least once per term, but to date there have been more INSET programs for teachers.

Teachers are also continually encouraged to enrol with institutions of higher learning to improve their qualifications and as a result there are those studying towards honours degrees in dealing with learners facing intellectual challenges.

CURRICULUM PROVISIONING AND RESOURCES

Since our school is rated as a high care school, curriculum offered focuses on elementary self care skills which implies that, 90% is skills development and 10% academic development for those learners who may benefit from such a curriculum. In such cases the academic curriculum offered is in line with CAPS though it is an adapted curriculum.

INDIVIDUALISED EDUCATION PROGRAM(IEP).

All learners have individualised education programs to cater for diverse and unique different support needs. IEP's are developed by a multi-disciplinary team that comprises of a social worker, therapists, school nurse, parents and educators.

SKILLS OFFERED

- Basic & Advanced Beadwork
- Basic & Advanced Sewing & Embroidery
- Home economics.
- Gardening
- Wire and metal Art
- Hairdressing
- Beauty Spa
- Laundromat
- Interior Deco
- Practical Computing
- Computer Literacy

ACADEMIC PROGRAM OFFERED

- Functional Mathematics
- Communication(learners are taught to integrate into communities)
- Basic Life Skills(self care. food prep

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EXTRA CURRICULA ACTIVITIES

SPORTING ACTIVITIES

➢ Learners in the school participate in the following sporting codes
➢ Soccer
➢ Netball
➢ Basketball
➢ Swimming
➢ Indoor Rowing
➢ Black Ball(Pool)
➢ Cricket
➢ Futsal
➢ Golf
➢ Snooker
➢ Athletics

CULTURAL ACTIVITIES

➢ Ballroom Dance
➢ Modern Dance
➢ Cultural Dance

INDEGENOUS GAMES

➢ Diketo
➢ Mgusha
➢ Dibeke
➢ Morabaraba

RESOURCES

Adequate resources are bought for the different sections of the school for both academic and skills. Teachers draw up their needs and these are then addressed with the school administrator and the FINCOM to ensure proper procurement procedure is followed. The SGB and the SMT ensure there are always adequate teaching and learning resources. Inventory and recovery are done per term and there proper management tools used to ensure proper management of these resources.

LEARNER ACHIEVEMENT

Teaching is done according to the learner's capability as well as pace of mastery of skills taught.

EXTRA CURRICULA ACTIVITIES

SPORTING ACTIVITIES

- Learners in the school participate in the following sporting codes
- Soccer
- Netball
- Basketball
- Swimming
- Indoor Rowing
- Black Ball(Pool)
- Cricket
- Futsal
- Golf
- Snooker
- Athletics

CULTURAL ACTIVITIES

- Ballroom Dance
- Modern Dance
- Cultural Dance

INDEGENOUS GAMES

- Diketo
- Mgusha
- Dibeke
- Morabaraba

RESOURCES

Adequate resources are bought for the different sections of the school for both academic and skills. Teachers draw up their needs and these are then addressed with the school administrator and the FINCOM to ensure proper procurement procedure is followed. The SGB and the SMT ensure there are always adequate teaching and learning resources. Inventory and recovery are done per term and there proper management tools used to ensure proper management of these resources.

LEARNER ACHIEVEMENT

Teaching is done according to the learner's capability as well as pace of mastery of skills taught.

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SCHOOL SAFETY, SECURITY AND DISCIPLINE

There is a Safety committee established which is tasked with ensuring the learners, staff, parents as well as all visitors to the school including the school buildings are safe. Challenges identified which are being addressed include no identity for people working in the school so that outsiders can be easily identified. The intervention identified is to get every staff member a dust coat with the school name and logo on it so that the entry into the school can be properly controlled. The school has installed CCTV cameras for extra security but because there are openings between classrooms which pose a serious security risk, the Safety Committee with the Principal SMT and SGB to enlist the services of a security company with armed response. This is done because the patrollers allocated to the school only patrol the school and are not equipped to deal with break-ins and robbery and are not armed.

Learner discipline was a challenge to the school but there are strategies put in place to ensure that learners are better behaved. Teachers will receive up skilling in learner discipline to be able to manage the behaviour and attitude of learners. Orlando SAPS is also involved with the school to assist with search and seizure of dangerous weapons and brain altering substances like Alcohol, Dagga, Nyaope and other related drugs.

PARENTS AND THE COMMUNITY

Our parents do not participate fully in their children's schooling. We have found that parents only come to the school when they feel they or their children have been ill-treated by the school. When they are invited to come to the school to collect their children's reports at the end of the term few actually attend with the rest depending on the drivers to bring the reports for them. The strategy identified to remedy this is to ensure that communication with the parents is done as frequently as possible so that parents are kept abreast with the goings on at the school. The school is also looking at having a fun day where parents can come and see what their children do in the skills period.

The school has partnership with Orlando SAPS and have collectively agreed to work together in a program meant teach learners about the dangers of involving themselves in illegal activities. The social worker is also making inroads with organisations such as NICRO, SADAC and other service providers within the community to help us with managing the challenges brought on by deviant behaviour as well as getting learners off brain altering substances.

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School C

SCHOOL PROFILE

School C for learners with Special Educational Needs is located in Diepkloof Soweto, alongside the Lesedi Private Clinic, a stone throw away from the Chris Hani Baragwanath Hospital, which is the biggest tertiary hospital in the Southern African Region. The school is approximately 500 metres away from the Bara Taxi Rank, the busiest transport hub in and out of Soweto, which is the gateway to Soweto, Johannesburg and surrounding areas. This central location of the school, presents the society with numerous advantages in terms of easy access to the school for learners, parents and community members.

The school was built by Anglo American and De Beers Mining Companies as a special project for the community of Soweto, who at the time was struggling with similar facilities for children with special educational needs that require constant attention and care. It was through the concerted efforts of the community, relevant role-players and luminaries like Dr. Nthatho Motlana that the school was officially opened on the 28th March 1992.

From its humble beginnings with 30 learners and 5 educators, the school has grown to **299 learners**, ranging in age from 6 – 21 years and 81 staff members. The learners are registered in grades under the auspices of the Gauteng Department of Education, providing a holistic curriculum. A total number of **128 learners** are resident in the school's boarding facilities and a wholly dependent on the school for their up-keep. **171 learners** are day scholars who commute on daily basis to and from the school.

VISION

To develop independent self – reliant and responsible citizens

MISSION

By equipping the learners with the necessary skills that will sustain them for open employment

VALUES AND BELIEFS

At School C for the Learners with Special Educational Needs we believe that in order to inspire our learners to be productive members of society, the following principles must underpin our activities and engagements;

- Well-being of the learner is of paramount importance
- Trust and mutual respect amongst and within all our stakeholders must be upheld
- Promotion of honest and open communication
- Value of collaboration and engagement with students, parents and the community we serve
- Providing a safe and stimulating place for learners to thrive

ESSENTIAL CHARACTERISTICS

- Community centred institution
- Learner focused curriculum
- Well qualified staff consisting of educators, administrators, counsellors, nursing facilitator, occupational therapist, House – keepers, food aides, maintenance practitioners, security officials and drivers.
- Dynamic management team
- Active School Governing Body made up of parents, co-opted community members and school staff

2

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- Well maintained facilities that include the school, kitchen, dormitories, sick bay and offices

- Central location near Bara taxi rank

SERVICES

Schoot C for Learners with Special Educational Needs is on the fore front in the provision of remedial education in Soweto and surrounding areas. The school accommodates learners from all areas of Soweto and areas as far as Diepsloot, in the North of Johannesburg, as well as from Orango Farm, to the South of Johannesburg.

The school offers learners a curriculum in Special Education to meet the challenges of the children based on their diagnosis and assessment. The curriculum comprises of the following training programme and skills development requirements;

- English, Maths and Life skills

- Integrated Skills training

- Arts and Culture

- Extra – Curricular Skills training

The school is an inclusive institution with residential boarding facilities catering for boarders as well as day scholars. The school has a record of excellent learner's success, which is achieved through positive community engagement. Meaningful engagement with all the stakeholders to support student learning has yielded positive spinoffs for the school and enhanced the reputation as a school of choice for remedial education.

Schoot C for Learners with Special Needs, partners with various community groups to meet the needs of our learners and their families. To this end, the school works with various organisations such as local church groups, local South African Police Services, local Social Workers and Social groups that come to partake and add value to the work of the school.

SCHOOL GOVERNING BODY

The School Governing Body for Schoot C for Learners with Special Educational Needs has a dynamic council that serves as a conduit between the

3

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community and the school, particularly in the articulation of the school vision and mission. The council is made up of biological parents of the learners that attend the school, co-opted members from the surrounding community as well as 3 staff members from the school, which includes the Principal.

BUDGET

To achieve the success and continuous well-being of all the learners in the school, the budget is made of the following components;

- Allocation from the Gauteng Department of Education **(75%)**
- Learner school fee contribution **(3%)**
- Donations **(22%)**

The allocation from the Gauteng Department of Education excludes the salaries of the staff members, as these are paid directly by the Department to the staff. The total allocation from the Department amounts to **R134, 000** per month.

EXPENDITURE

To achieve the requirements of service delivery, for the well-being of the learners and the community, the following expenses are dependent on this budget;

- Administrative **(15%)**
- Electricity **(18%)**
- General Services and Supplies **(15%)**
- Groceries **(22%)**
- Learner Support and Teaching Material **(15%)**
- Maintenance **(5%)**
- Sundry **(5%)**
- Vehicle Maintenance **(5%)**

The school fee contribution is to a larger extent an ad-hoc item, which given the level of poverty of the parents of learners in the school, fluctuates and at best, is a nil contribution. The school is also designated as a no-fee paying school which is accordingly classified as a quintile 1 institution.

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The value of donations cannot be down-played, as it represents a significant portion of the budget. In the last few years, the school has experienced dwindling numbers of significant benefactors, thereby creating a vacuum in this regard.

The school currently experiences a backlog in terms of the maintenance schedule. In terms of the government standard, maintenance expense is required to be at 25% of the budget at any given time. Groceries which are essential to the well-being of the learners in the school account for the greater portion of the budget, given the reality that learners have to be provided with breakfast, lunch and dinner.

School C for Learners with Special Educational Needs will continue to strive to be a front-runner in Soweto and surrounding areas, in our quest to accommodate learners who are severely disabled intellectually and make the quality of their learning a whole-sum experience.

ACHIEVEMENTS

Over the years, the school has notched up numerous achievements that belie the status of the institution, most notably;

- The learners have undertaken numerous excursions to places Kruger National Park, Cape Town, Durban etc.

- Learners participated in the various sporting codes and some even took part in the special Olympics for schools with learners with special educational needs

- Learners have participated in numerous skills development programmes organised by the SETA, empowering them with life-long kills in beadwork, knitting and art

- Learners have performed in many dance competitions in and around Soweto.

- The school organised staff Awards for the 1st time last year in recognition of the excellent work that the staff puts in to make the lives of our learners more productive.

Name of principal at the bottom of this document removed to ensure confidentiality

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ANNEXURE G: Classroom observation protocol

LESSON OBSERVATION PROTOCOL

NAME: School A (Autism School) DATE: 31-08-2018

OBJECTIVE:

Learning area: Life Orientation –
Modes of transport. Learners to know about
different types of transport (i.e. Air, rail
road & sea/water)

PHYSICAL ARRANGEMENT

A classroom with three workstation
half educational charts, learner
ID photos & hygiene material such
as washing wracky toothbrush & paste

RESOURCES/LTSM

Pictures: picture exchange
communication systems. on the
wall eg: date

School A

OBSERVATION NOTES

Lesson structure: Introduction: morning ring activities such as greetings and register Learning content & assessment (questions and answers)

Teacher learner interactions: Teacher learner communication is facilitated through singing, Makaton, picture exchange communication. Learners clap hands to applause a correct response of a learner

Use of resources/LTSM: Since it is an Autism School, they use pictures, Makaton and picture exchange communication

REFLECTIONS NOTES:

The teacher's approach is a communication facilitator making sure to reach every learner through the use of communication symbols such as verbal, signing (makaton) and picture exchange communication system through repitition. Due to repetition nature of lesson presentation, learners seem to respond positive. A combination of instructional methods used by a teacher in one class promote a participation from non-verbal learners to verbal learners and to those who rely on concrete evidence. However, this process disrupt the process of a lesson. During this time, the purpose of class assistant become handy to reach out to other learners who need different approach.

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LESSON OBSERVATION PROTOCOL

NAME: _SCHOOL B_ (DIFFERENT TYPES OF DISABILITIES.) DATE: _24 August 2018_

OBJECTIVE:

Learning Area: Mathematics – shapes
Learners to identify & know diferent types
of shapes & how to draw them by
followings dots as prompts.

PHYSICAL ARRANGEMENT

16 learners fill the class as one group
Tradtional seating arrangement (Teacher
in front of a class). Few learners the
educational charts on the wall of
a classroom.

RESOURCES/LTSM

Plastic shapes: different type of shapes
made in plastic and pictures.

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SCHOOL B

OBSERVATION NOTES

Lesson structure: Introduction, (RPL) recognition of prior learning — through questions and answers. Lesson presentation & assessment

Teacher learner interactions: Language of teaching & learning is English, however, teacher make use of language code switching to reach all learners

Use of resources/LTSM: Teacher use picture & physical objects to demonstrate & illustrate different types of shapes. Learners have to follow instructions by picking up shapes·objects.

REFLECTIONS NOTES

Teacher facilitates self learning of learners. Language of learning & teaching is English but a teacher uses language code switching to to facilitate interactions between teacher & learner and between learner to teacher. However, non-verbal & introverts are not accommodated in this system.

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LESSON OBSERVATION PROTOCOL

NAME: SCHOOL C (DIFFERENT TYPES OF DISABILITIES)   DATE: 24 August 2018

OBJECTIVE:

Learning area: English - different types of plants. Learners must be able to identify & name the different type of plants and their purposes.

PHYSICAL ARRANGEMENT

18 learners Fill the class as one group Traditional seating arrangements (Teacher in front of a class). Few educational charts on the wall of a classroom

RESOURCES/LTSM

Pictures, books, Chalkboard & concrete evidence.

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SCHOOL C

OBSERVATION NOTES

Lesson structure: Introduction, recognition of prior learning through questions & answers. Lesson presentation & assessment.

Teacher learner interactions: Language of learning & teaching is English, however, teacher make use of language code switching to reach all learners

Use of resources/LTSM: The use of pictures, books and concrete evidence & chalkboard facilitated understanding & conceptualisation learning objects because learners touched vegetable, smell & felt vegetables that is through the use of four senses.

REFLECTIONS

A construction of instructional approach through the use of picture & concrete evidence promoted the grasping of subject matter. Language code switching is highly used in these classes for without which no effecty learning could take place.

ANNEXURE H: Lesson plans

Daily programme Lion class week 6 - 7 Theme: Transport Teacher: MR Elmon Mpangane   Assistant: Nonkululeko. Dates: 20/08/18 – 31/08/18   Term 3

(SCHOOL FOR AUTISM)

Days 8:00-8:30	1 · 8:30-9:00	2 · 9:00-9:30	3 · 9:30-9:45	4 · 9:45-10:00	5 · 10:00-10:30	10:30-11:00 / 11:00-11:30	6 · 11:30-12:00	7 · 12:00-12:30	8 · 12:30-13:00	9 · 13:00-13:30
Mon	Toilet routine / Check the school bag / And line up / Brushing of teeth / Roll on	Morning ring / Colours / Weather / Days of the week / Months of the year / Daily register	Types of air transport / Number concepts	Numeracy / Matching / Number / Sensory / Activities / Different types of texture	Fine motor skills training / Literacy work station	BREAK TIME	Structured play in class and cool time / Indigenous game	Self-help skills	Gross motor Activities / Smart board	Life skill / Pack up and home
Tue	Toilet routine / Check the school bag / And line up / Brushing of teeth / Roll on	Morning ring / Colours / Weather / Days of the week / Months of the year / Daily register	Types of air transport / Number concepts	Numeracy / Matching / Number / Sensory / Activities / Different types of texture	Literacy names of class mate / Workstation	BREAK TIME	Structured play in class and cool time / Indigenous game	Self-help skills	Grooming	Life skill / Pack up and home
Wed	Toilet routine / Check the school bag / And line up / Brushing of teeth / Roll on	SPORTS PERIOD — SOCER INDIGENOUS GAMES HOPPING — SACK, PARA SHUT ROLLING			Literacy names of class mate / Workstation	BREAK TIME	Structured play in class and cool time / Indigenous game	Self-help skill / Dressing / Grooming	Self-help skill / Dressing / Grooming	Life skill / Pack up and home
Thu	Toilet routine / Check the school bag / And line up / Brushing of teeth / Roll on	Morning ring / Colours / Days of the week / Month of the year / Weather / Daily register	Types of air transport / Number concepts	Numeracy / Matching / Number / Sensory / Activities / Different types of texture	Literacy names of class mate / Workstation	BREAK TIME	Speech therapy Mthandeni / Structured play in class and cool time / Indigenous game	Structured play in class and cool time / Indigenous game	Self-help skill / Dressing / Grooming	Life skill / Pack up and home
Fri	Toilet routine / Check the school bag / And line up / Brushing of teeth / Roll on	Morning ring / Colours / Days of the week / Month of the year / Weather / Daily register	Types of air transport / Number concepts / Occupational Therapy Michel	Numeracy / Matching / Number / Sensory / Activities / Different types of texture	Literacy names of class mate / Workstation	BREAK TIME	Structured play in class and cool time / Indigenous game	Structured play in class and cool time / Indigenous game	Self-help skill / Dressing / Grooming	Life skill / Pack up and home

(handwritten) SA Maibulo 27/7/18

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SCHOOL B

SUBJECT :MATHEMATICS		TERM : 3
: REASONS CHART		WEEK :
DURATION 5 days		DATE : 20-24 Av

		ACTIVITY		
MONDAY 20-08-2018	NUMBER, OPERATIONS AND RELATIONSHIPS	**ACTIVITY:** IDENTIFY NUMBERS it-I PICTURES DOT		
		GROUP 1:	GROUP 2: Both groups identify given	GROUP 3: numbers in pictures
TUESDAY 21-08-2018	PATTERNS, FUNCTIONS AND ALGEBRA	**ACTIVITY:** P4 → EXTEND AND CREATE OWN PATTERNS ICTURES		
		GROUP 1 :	GROUP 2: Both groups copy in their books	GROUP 3: and complete pattern
WEDNESDAY 22-08-2018	SPACE AND SHAPE	**ACTIVITY:** JLOUR i SORT 3-D SHAPES |OBJECTS AND 2-D ACCORDING TO COLOURS		
		GROUP 1:	GROUP 2: Learners sort 3- according to colours 3-D	GROUP 3: and 2-D skohCA red, blue, yellow green and
THURSDAY 23-08-2018	MEASUREMENT	**ACTIVITY:** EASONS CHART - THE FIRST DAY AFTER THE SCHOOL IY THE TEACHER SHOULD ASK LEARNERS WHAT THEY URING HOLIDAYS		
		GROUP 1:	Learners discuss w about the school holi during holidays. GROUP 2:	GROUP 3: th their teacher days, things they did
FRIDA 24-08-2018	DATA HANDLING	**ACTIVITY:** ORT THE NAME CARDS ACCORDING TO THE NUMBER F LETTERS IN EACH NAME		
		GROUP 1 :	GROUP 2: Both groups sort the name cards according to the number of letters.	GROUP 3:

-rypES OF 4S ESSMENT: (oral, observation, practical, written, demonstration)
M TOOLS: ASSESSME   (rubric, checklist, recording in workbooks)
AssF.SSMEh1 m'ETHODS: (teacher, self, peer, group)

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Educator	T. S. Nxele
Phase	
Date	20 August 2018
Subject	English
Topic	Plants and seeds
Duration	60 minutes

<p style="text-align:center">SCHOOL C</p>

Area Content	Listening & Speaking Reading & viewing Phonics Writing Handwritin
Objectives	By the end of the lesson learners will be able to: • Listen to and respond to simple questions • Read sight words and simple sentences • Know why we need plants Write simple sentences • Recognise and identify words that end on
Introduction/ Prior Knowledge	Learners to look around the classroom and mention lants the know
Learner Activities	**Group I** DBE Life Skills in English Book 2 page 18-19 • Learners to answer the story by writing in their exercise books • Learners to read individually
	Group 2 DBE Life Skills in English Book 2 page 18-19 • Answer question from the story orally • Learners to look for sight words from the sto and write them down
	Group 3 DBE Life Skills in English Book 2 page 18-19 • Answer questions from the story orally • Learners to cut pictures showing things we get from plants and paste them in their books
Resources	DBE Workbook Projector, Pencils, Crayons, Glue, Ma azines
Assessment	Formal and Informal

Educator reflection

ANNEXURE I: Example of reflective diary

1

24/09/2016

As I'm going through the literature regarding curriculum issues for learners with severe/profound intellectual disabilities, I am reminded of a book I once came across and on this subject it said:
"Have you ever considered what life would be like if you could not read/write. Life would be difficult for you, and not only for you, but for everyone with whom you came across. because you would not be able to travel or be directed to find your way — because you would not read street name addresses, train station etc.

What is the direction of curriculum for the SID learners in S.A.

What direction should special education / staff needs for SID take in order to compensate for their limitations.

What should be the philosophy guiding its implementat.
Who should be interpreting & implementing curricul. delivery

. Document / Content Analysis: 30/05/2017
Material for analysis:
– Mission & Vision statement
– School profile — its link to the mission.
– Assessment Report
– Lesson plans – structure.

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2

Clarity on:
1. Volume of Data
2. & Individual interview.   09 Feb 2018

<u>One</u>: What informs the selection of —   Participants (sou
                                                  Field (i.e. the a place
                                                  What data is requ
                                                  (Documents, etc)

Instruction approaches can be described as an a
that is located within the following key areas of da
sources; these includes: & methods of data collection.   Questions

⇒ Who is involved ? Re ⇒ Teachers, HOD's, SMT
⇒ What documents are required ? ⇒ Guiding docume
⇒ What is being taught & → see & Work schedules, less.
   Why ?   closest learning programmes g
   Where ← does it take place ⇒ special schools.

1.1 Challenge: Linking together data (information) acr
    multiple data source (like: Teachers, SMT, Principal
& multiple data collection methods? Focus group discussi
2 sessions of 9 x @ teachers & 9x SMT, plus
3x individual interviews with the school Principals.
2 x interviews with 2 district officials from D,
3 officials from D 12.

Is it allowed (can one interview 2 informan
the same time? (How do I record their inform

✳ How do I Link information from all their.

The value of a study relies heavily on the quality of data
collection — and analysis.
Poor collection and management of data result in a poor
study. (Matthew, Shered & Cotin, 2010)
We're looking @ ability to:
— Articulate key issues to consider when developing data mngmt plans
— Understand the benefits &, challenges of data base containing multiple
   data sources
→
     (Our Previous meeting, I was required to)
     (Show what this study is all about

Is it about   10/03/2017
the Curriculum or about
teaching methods?
What do I study here?
✳ Investigating curriculum for
   learners who are facing sever
   and profound Intellectual
   disabilities?
                    OR   method
✳ Teaching strategies,
   for teaching LSP ID ?
                    OR
Investigating Instructional
Approaches use in teaching
LSP ID ?

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Demonstrate that you made scholarly judgement. Reference by 5 years.

5 Discussion NB&P it is where you impose your decision. Form an opinion. Through <u>Literature Review</u>

Qual/Quantitative - <u>Approach</u>
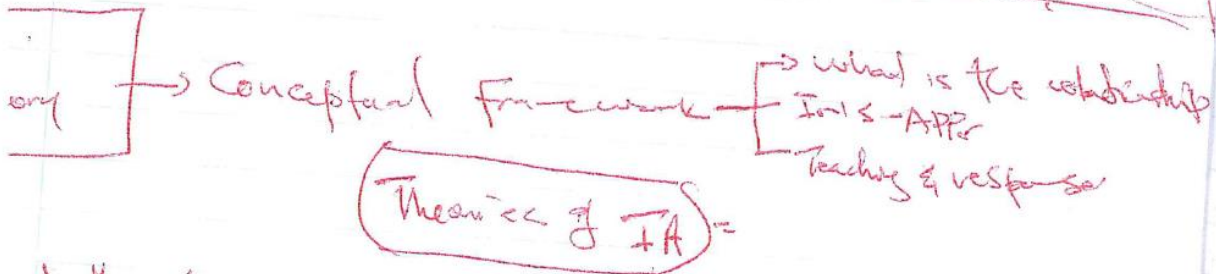Case study <u>Method</u>

Justify Approach and method in relation questions.

(3 Columns with respective sub-heading Research Questions, Source of data, data collection instrument; to briefly show how you will 'collect data' to answer each research question

Different Column
Sequence =
Introduction
Problem of the
study = Research
Questions aligned
to Problem statement

Conduct Pilot study - If need be especially for validating your instruments.

What does a literature say about the relationship btwn language proficiency & achievement?

ory → Conceptual Framework → what is the relationship
Ini's - APP's
Teaching & response

(Theories of TA) =

What are u going to look at

8   2/10/2018

Not so much the "D" As the PH
PH = Philosophical critic

Why do Research?

Service provider to the community
Research is a ~~service~~ Service activity — produces
and end-user/Consumer. Knowledge created

⇒ A U : Your scientific legacy is largely
about the ~~research~~ outputs — or publications.
You left behind.

⇒ You wish to extend human knowledge

xx If ur research does not generate papers it
might as well not have been done!!

<u>Research & (Notional) Expertise</u>

— inform and drive the development of policies &
  practices
— Improve performance in various areas
— Progress in education

          What = what it is
          How = Procedural knowledge
          Why = → Conditional knowledge
                →

xx Connect Literature Review to the reason
why you want to investigate/study/do
research. Where is your Point of departure

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ANNEXURE J: Monitoring tool and operational plans of SES

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION
SPECIAL SCHOOL READINESS INSTRUMENT
VERIFICATION - TERM 2: 2020

A1 SCHOOL DETAILS: (PRE-POPULATED - BUT ALLOW FOR CHANGES DURING COMPLETION)

1. SCHOOL DETAILS

1.1 District	JW	1.2 Name of School	ALBERTINA SISULU SPECIA
1.3 Gauteng Registration (EMIS) Number	700400095	1.4 Telephone Number	0627388342
1.5 Cell Phone Number	0627388342	1.6 E-Mail Address (Working)	info@albertinasisulucentre.com
1.8(a) Curriculum offering	NCS CAPS for Grade R-9	1.8(b) Curriculum offering	NCS CAPS for Grade R-5
1.8(c) Curriculum offering	NCS CAPS for Grade R-5	1.9 School fees per annum	0
1.10 Hostel fee per annum	0	1.11 Transport fee per annum	862,500

2. CONTAINING THE SPREAD OF COVID 19

2.1 Will the school be reopening during the first week of phasing in of schools?	YES
2.2 Does the school have plans in place for the cleaning and sanitisation of the school?	YES
2.3 Does the school have a water and sanitation supply?	YES
2.4 Has the school consulted the Department of Health about the Screening, Testing and Tracing of the learners and staff?) (Availability of Health Workers	YES
2.5 Does the school have plans to work with the Department of Health on how to deal with the hygiene and health of learners and assistive devices?	YES

2.6 How many learners will be returning to school weekly in accordance with a phased in approach?

Week 1	106	Week 2	200	Week 3	106	Week 4	200	Week 5	106	Week 6	

2.7 Has the school planned a workshop with all groups of staff to mediate safety guidelines to contain the COVID-19 virus?	YES
2.8 Does the school have plans in place to ensure social distancing of learners and educators in the classrooms?	YES
2.9 Does the school have plans in place to ensure social distancing of learners and staff members during break time?	YES

2.10 How many learners will be making use of school transport daily in accordance with a weekly phase in approach?

Week 1	0	Week 2	0	Week 3	0	Week 4	0	Week 5	0	Week 6	

2.11 Has the school planned for the cleaning and sanitising of school buses?	YES

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2.12 Has the school put measures in place to ensure social distancing on school buses?	YES
2.13 Has the school planned with private bus services to ensure social distancing on buses?	YES
2.14 How many learners in the school have pre-medical conditions e.g. asthma, diabetes, hypertension etc to determine at risk learners?	0
2.15 What arrangements have been made for learners with pre-medical conditions?	room to rest while precautionary measures are taken and parents ⊞
2.16 Has the school received Health and Sanitation packages	YES
2.17 Has the school received thermometers?	YES
2.18 Does the school have capacity to provide psychosocial support to Learners and Staff?	YES
2.19 Systems in place to deal with learners and staff needing psychosocial support?	YES
2.20 Does the school have a communication strategy in place to communicate vital information about the schools reopening, specifically to parents?	YES

3. ADMISSIONS

3.1 Is the school admissions in line with Circular 31 of 2009 (Verify)					YES
3.2 Do all the learners in the school have an LSEN number (Verify)					NO
3.2.1 Does the school have approved DBE123b forms in place for all learners placed since 1 April 2020?(Verify)					YES
3.3 Do all learners enrolled in the school receive a programme of support according to their disability (Verify)					YES
3.4 Does the DBST consult you on a waiting list for the school?					YES
3.5 Does the school still admit learners outside the approved admissions processes e.g. without DBE 123b SIAS forms approved on Provincial level?					NO
3.6 Does the school still recruit learners from other special schools outside the Province?					NO
3.7 Has the District conducted capacity audit of the schools in line with the Norms and Standards for School Infrastructure (Verify)					
3.8 What is the school's approved learner capacity?	School	306		Hostel	0
3.9 What is the current number of learners enrolled?	School	306		Hostel	0
3.10 What is the current number of available space	School	Indicate number in table below		Hostel	

Grade 1	Grade 2	Grade 3	Grade 4	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
1	0	0	3		3						

Grade 12		Skill 1		Skill 2		Skill 3		Skill 4		Skill 5	

Support Required:	Admission of learners

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4. PROVISION OF RESOURCES

LEARNER, TEACHER, SUPPORT MATERIALS (LTSM):

4.1.1 Has the LTSM Committee completed the LTSM audit/Blitz for Term 1? (Verify)	YES
4.1.2 Indicate the percentage of textbooks retrieved up to March 2020? (Indicate percentage)	0
4.1.2.1 Does the school's LTSM Policy have plans on how to deal with lost/damaged LTSM? (Verify)	YES
4.1.3 Has the school been trained on LTSM processes, e.g. Needs Analysis, Ordering, Payment, etc.?	YES
4.1.3.1 If no, indicate the training needs of the school	
4.1.4 Has the LTSM Committee updated the LTSM stock register for LTSM received in 2020? (Verify)	YES
4.1.5 Has the school started consultation with staff to compile the Needs Analysis for LTSM ordering for 2020?	YES
4.1.6 If there is a shortage of Learner, Teacher, Support Materials, does the school have a contingency plan to ensure that teaching and learning is not hampered? (verify using plan)	YES
4.1.7 Has the school procured the needed assistive devices?	YES
4.1.8 Has the school procured the needed therapeutic and support material?	YES

Support Required:	The detailed structure of the LTSM splits in the special school

4.1.9 Complete the following table with regards to the subsidy allocation for the school

Category	Subsidy Amount Allocated	Amount - Orders Placed	Amount - Deliveries Received
LTSM in total	1,247,655.75	0	0
LTSM - Stationery	412,355.75	0	0
LTSM - text books/learning material	5,123,300	0	0
LTSM - therapeutic material	100,000	0	0
LTSM - assistive devices	100,000	0	0

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5. SCHOOL SUBSIDIES AND FINANCE:

5.1 Does the school use the services of a registered Auditing firm? *(Verify)*	YES
5.2 Does the audited financial statement show alignment and compliance with the annual subsidy certificate	YES
5.3 Provide the registration number of the Auditing firm used?	2014/141168/07
5.4 Did the school inform the appointed Auditing firm to comply with the requirements for reporting outlined in the Indicative budget letter? *(Verify)*	YES
5.5 Does the school have any outstanding water and electricity bill (a month or more)? *(Verify)*	NO
5.5.1 If yes, indicate the reason:	
Comment	we have been assisted by the auditor to comply 100%

6. SCHOOL MANAGEMENT:

6.1 Indicate the percentage of EDUCATORS arriving late for school in the following categories:			
6.1.1 A week prior to the survey date	1	6.1.2 As per date of survey	3
6.2 Indicate the percentage of LEARNERS arriving late for school in the following categories:			
6.2.1 A week prior to the survey date	31	5.2.2 As per date of survey	31
6.3 Does the duty roster of the school cater for management of late-coming? *(Verify)*			YES

7. SCHOOL GOVERNANCE:

7.1. Does the school have a full complement of SGB members? *(Verify)*	YES
7.2. Has the school's SGB attended the policy mediation programme conducted by GDE? *(Verify)*	YES
7.2.1 Is the SGB of the school functional? *(Verify)*	
7.2.2 Does the SGB have a Year Plan/Annual Management Plan, indicating their dates of meetings and other activities? *(Verify)*	YES
7.2.3 Does the SGB keep a minute book/file with signed minutes? *(Verify)*	YES
7.3 Has the SGB developed School Improvement Plan? *(Verify)*	YES

7.4 Has the SGB developed the documents/policies listed below:

7.4.1 SGB Constitution	YES	7.4.2 Mission Statement	YES
7.4.3 Finance Policy	YES	7.4.4 Admissions Policy	YES
7.4.5 Language Policy	YES	7.4.6 Policy On Religion	YES
7.4.7 Code of Conduct for Learners	YES	7.4.8 Maintenance Policy	YES
7.4.9 Health, Safety and Security Policy	YES	7.4.10 Substance Abuse Policy	YES
7.4.11 Inclusion Policy	YES	7.4.12 Emergency Evacuation Plan	YES
7.5 Is the SGB and SMT aware of GDE Circular 1 of 2020 (Whole School Improvement?			YES

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8. SA-SAMS READINESS

8.1 Is the school using SA-SAMS as a school administration system?	YES
8.2 If you have responded NO to 8.1 above, please indicate the software package (3rd Party) that you using at school:	
8.3 If you have indicated YES to 8.1 above, please provide answers to the following questions:	

8.4.1 Please indicate the version of SA-SAMS currently used at the school:	Latest version	
8.4.2 Are all the registered learners details captured on SA-SAMS per grade and class?		YES
8.4.3 Does the system show an allocation of subjects for each learner in SA-SAMS?		NO
8.3.4 Has the school captured and set tasks / SBA's per subject for all grades using SA-SAMS?		NO
8.4.5 Is the school using the time-table module contained in the SA-SAMS software?		NO
8.4.6 Is the school using SA-SAMS software to prepare the examination schedules (termly/ and end of year)?		NO
8.4.7 Is the school using SA-SAMS to extract statistical data of learner performance per task/exam?		NO
8.4.8 Is the school using SA-SAMS software to print learner performance reports on a termly basis?		NO
8.4.9 Does the school use SA-SAMS to capture learner attendance?		NO
8.4.10 Does the school use SA-SAMS to capture educator attendance?		YES
8.4.11 Does the school use SA-SAMS to capture PS-staff attendance?		YES
8.4.12 Is the school using the financial module contained in SA-SAMS?		YES
Support Required:	The use of SA - SAMS for assessments ,Marks, subjects allocation	

9.1 SCHOOL BASED SUPPORT TEAM (SBST) FUNCTIONALITY

9.1.1 Has the principal appointed members of the SBST per the prescribed composition?	YES
9.1.2 Is minutes of SBST meetings available ? This includes the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.3 Is a schedule of SBST activities available.? This includes the activities of the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.4 Has the DBST been informed of the school schedule of SBST activities available for the term? This includes the activities of the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.5 How many learners will exit the school at the end of 2020?	6
9.1.6 Is there an exit plan in place for each of the exiting learners?	YES
9.1.7 How many learner exit plans has been mediated to parents	6
9.1.8 How many times did the DBST support the SBST in 2020? Verify with school log book.	2
9.1.9 How many DBST meetings has the school attended? (Verify with minutes)	2
9.1.10 What was the general nature of DBST support?	School SBST proper composition
Support Required:	facilitation of the disciplinary cases of a learner

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8. SA-SAMS READINESS

8.1 Is the school using SA-SAMS as a school administration system?	YES
8.2 If you have responded NO to 8.1 above, please indicate the software package (3rd Party) that you using at school:	
8.3 If you have indicated YES to 8.1 above, please provide answers to the following questions:	
8.4.1 Please indicate the version of SA-SAMS currently used at the school:	Latest version
8.4.2 Are all the registered learners details captured on SA-SAMS per grade and class?	YES
8.4.3 Does the system show an allocation of subjects for each learner in SA-SAMS?	NO
8.3.4 Has the school captured and set tasks / SBA's per subject for all grades using SA-SAMS?	NO
8.4.5 Is the school using the time-table module contained in the SA-SAMS software?	NO
8.4.6 Is the school using SA-SAMS software to prepare the examination schedules (termly/ and end of year)?	NO
8.4.7 Is the school using SA-SAMS to extract statistical data of learner performance per task/exam?	NO
8.4.8 Is the school using SA-SAMS software to print learner performance reports on a termly basis?	NO
8.4.9 Does the school use SA-SAMS to capture learner attendance?	NO
8.4.10 Does the school use SA-SAMS to capture educator attendance?	YES
8.4.11 Does the school use SA-SAMS to capture PS-staff attendance?	YES
8.4.12 Is the school using the financial module contained in SA-SAMS?	YES
Support Required:	The use of SA - SAMS for assessments ,Marks, subjects allocation

9.1 SCHOOL BASED SUPPORT TEAM (SBST) FUNCTIONALITY

9.1.1 Has the principal appointed members of the SBST per the prescribed composition?	YES
9.1.2 Is minutes of SBST meetings available ? This includes the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.3 Is a schedule of SBST activities available.? This includes the activities of the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.4 Has the DBST been informed of the school schedule of SBST activities available for the term? This includes the activities of the School Admission Team, the School Assessment Team and the School Based Accommodations Committee	YES
9.1.5 How many learners will exit the school at the end of 2020?	6
9.1.6 Is there an exit plan in place for each of the exiting learners?	YES
9.1.7 How many learner exit plans has been mediated to parents	6
9.1.8 How many times did the DBST support the SBST in 2020? Verify with school log book.	2
9.1.9 How many DBST meetings has the school attended? (Verify with minutes)	2
9.1.10 What was the general nature of DBST support?	School SBST proper composition
Support Required:	facilitation of the disciplinary cases of a learner

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9.2 DISTRICT BASED SUPPORT TEAM (DBST) FUNCTIONALITY

9.2.1 Has the DBST provided the school with a schedule of activities to take place in Term 2?	YES
9.2.2 Does the DBST initiate support to the school?	YES
9.2.3 How many District Admissions Team for Special Schools (DATSS) meetings are scheduled for your school in Term 2?	4
9.2.4 How many District Based Accommodations meetings are scheduled for your school in Term 2?	2
9.2.5 How many Individual Support Plans did your SBST discuss with the DBST in a meeting? Verify with minutes	4

10 THERAPEUTIC SUPPORT SERVICES

	Physio Therapy	Occupational Therapist
101. Mark with an]X] the therapeutic/specialised support service provided at the school		
10.2 Do all the therapists have a designated working space?		YES
10.3 Do all therapists have clearly defined reporting lines		YES
10.4 How many learners in total have access to weekly group therapy/support		0
10.5 How many learners in total have access to weekly individual therapy/support		41
10.6 How many learners were advised to access private therapy/support		0
10.7 Does the individual therapist time tables make provisioning for a minimum of 85% contact time		YES
10.8 How many therapist posts are allocated?		3
10.9 How many posts are vacant?		1
10.10.1 Did you employ support staff other than physiotherapists, Occupational Therapists, Speech Therapists?		YES
10.10.2 Do you consult Dir: ISS when intending to appoint professionals other than Physiotherapists, Occupational Therapists and Speech Therapists?		YES
10.11 Are therapeutic oversight processes in place at school?		YES
10.12 Are individual therapist time tables available?		YES
10.13 Do you have newly appointed therapists in need of orientation?		NO

11 SIAS IMPLEMENTATION

11.1 Have all SMT members attended SIAS training?	YES	
11.2. Are all educators familiar with SIAS process to follow?	YES	
11.3 How many SNA 2 forms did the school submit to the DBST		2
11.4 How many SNA 3 forms did the school receive from the DBST		0

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12 SCHOOL CAPACITY	
Considering your current infrastructure and curriculum offering:	
12.1 What is the learner capacity of the school?	306
12.2 What is the current capacity of the school?	306
12.3 Is the school capacity reflected in the school admission policy?	YES
12.4.1 Is the school over-enrolled?	NO
12.4.2 If yes, provide details e.g. current enrolment, number of learners per class, educator needs etc	
12.4.3 Outline the school's plan to ensure the implementation of an appropriate curriculum delivery and learner support catch up plan for the remainder of 2020?	
learners are allocate according to weeks, the learners that are not coming are given activities to do at their homes according to weeeks	

13 LEARNER TRANSPORT

13.1.1 Number of learners making use of school transport on a daily basis						Morning:	0	Afternoon:	0
13.1.2 Transport being used	16 seater kombis:	NO	Number	0	Sprinters:	NO	Number	0	
32 seater busses:	NO	Number	0	72 seater busses:	NO	Number	0	Other	NO

Specify:	transport is planned to be used in the following year and will be specified for the most severe learners

13.1.3 Kilometres per route	40
13.1.4 Description of routes i.e. Kempton Park- Germiston	Soweto
13.1.5 Description of vehicle storage	Garages and Carports

13.1.6 Are vehicles modified to ensure accessibility for learners with certain disabilities?	N/A
13.1.7 Number of learners making use of public transport on a daily basis	0
13.1.8 Are learners using public transport supported by the school to ensure able learners can afford this means of transportation?	NO
13.1.9 Do the learners needs require vehicles to be modified?	YES
13.1.10 Do learners experience difficulty in accessing school due to limited or lack of transport services	YES
13.1.11 Based on increased transport subsidy allocation for 2020 has the school ensured to decrease parental costs for transport?	YES
13.1.11.1 If NO provide a reason	
13.1.11.2 Has the school submitted business plans for the once off transport allocation to be provided in 2020?	YES

13.1.12 Cost Indicators

13.1.12.1 Repairs and Maintenance of vehicles	Annual Cost:		30,000	
13.1.12.2 Licences, CFOs and PDPs	Annual Cost:		5,000	
13.1.12.3 Insurance	Annual Cost:		10,000	
13.1.12.4 Workshop equipment	Annual Cost:		10,000	
13.1.12.5 Driver Training and Miscellaneous Expenses	Annual Cost:		0	
13.1.12.6 Rental of Busses	Annual Cost:		0	
13.1.12.7 Driver Salaries	Annual Cost:		-13,000	
13.1.12.8 Fuels and oils	Annual Cost:		12,000	
13.1.12.9 Capital Expenditure (e.g. replacement of vehicles)	Annual Cost:		100,000	
13.1.12.10 Other Expenditures	Specify	0	Annual Cost:	0
13.1.12.11 Other Expenditures	Specify	0	Annual Cost:	0
13.1.12.12 Total Transport Cost Per Annum			862,500	

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JOB DESCRIPTION ANNEXURE 1

A. JOB INFORMATION SUMMARY

NAME:	DATE:

JOB TITLE: SENIOR EDUCATION SPECIALIST (SES)

SALARY GRADE: 8

COMPONENT: EDUCATION	DIRECTORATE: EOS	UNIT: ISS

LOCATION: JOHANNESBURG WEST
20 Goldman Street, Florida, Roodepoort

B. JOB PURPOSE

To clarify, monitor, implement policies in schools and render support and development to educators that fall under their area of responsibility.

C. KEY PERFORMANCE AREAS (KPAs)

a) Provide professional guidance through the implementation of systems and structures that allow for effective management. These will include the following:

- Conduct regular on-site support visits to teachers in schools;
- Represent the district at other relevant forums;
- Coordinate and manage district priorities and projects;
- Ensure effective and efficient utilisation of resources and information services; and
- Work collaboratively with schools and other relevant stakeholders to improve learner performance.

b) Facilitate correct interpretation and ensure effective planning, implementation, monitoring and evaluation of policies;
c) Conduct analysis of data collected in order to inform and improve teaching and learning;
d) Facilitate and arrange workshops on training sessions on behalf of their sections/area of responsibility;
e) Collate and compile reports based on visits and provide feedback to learning institutions;
f) Report to line managers regarding interventions and progress at schools; and any other reasonable function assigned by the employer within the job function.

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14 HOSTESL (TO BE COMPLETED ONLY BY SPECIAL SCHOOLS WITH HOSTELS)

14.1 Does the school have plans in place for the cleaning and sanitisation of the hostel?	
14.2 Does the hostel have water and sanitation?	
14.3 Has the school consulted with the Department of Health in terms of the appropriate care and support of learners in hostels whilst ensuring preventing the spread of COVID 19?	

14.4 How many learners will be returning to school weekly in accordance with a phased in approach?

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6

14.5 Does the school have plans in place to ensure the cleaning and sanitisation of bedding and linen on a daily basis?	
14.5 Does the school have plans in place to ensure the cleaning of bathrooms, dining rooms and kitchens frequently throughout the day?	
14.6 Has the school ensured availability of protective clothing for staff members working in hostels?	
14.7 Has the school consulted the Department of Health about the Screening, Testing and Tracing of the learners and staff in the hostel?	
14.8 What was the general nature of DBST support?	

POSITION	SCHOOL PRINCIPAL	GDE OFFICIAL
NAME IN PRINT	Mr. Zwane N.V	L. Hlalele
CELL NUMBER	0627388342	0820410530
SIGNATURE	*(signature)*	*(signature)*
DATE	03/09/2020	03/09/2020

Print Form

Submit by Email

PLEASE GIVE A PRINTED COPY OF THE COMPLETED INSTRUMENT TO YOUR CIRCUIT MANAGER BY 10 MAY 2020 AFTER SUBMITTING AN E-COPY VIA THE E-PLATFORM PROTOCOL

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JOB DESCRIPTION ANNEXURE 1

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