List of References


http://www.who.int/classifications/apps/icd/icd10online/


---00O00---


Diagnostic Criteria for ADHD according to the DSV-IV-TR (APA, 2000)

<table>
<thead>
<tr>
<th>Diagnostic criteria for attention deficit hyperactivity disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Either (1) or (2)</td>
</tr>
<tr>
<td>(1). Six (or more) of the following symptoms of inattention have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:</td>
</tr>
<tr>
<td><strong>Inattention</strong></td>
</tr>
<tr>
<td>a) Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.</td>
</tr>
<tr>
<td>b) Often has difficulty sustaining attention in tasks or play activities.</td>
</tr>
<tr>
<td>c) Often does not seem to listen when spoken to directly.</td>
</tr>
<tr>
<td>d) Often does not follow through on instructions and fails to finish school work, chores, or duties in the workplace (not due to oppositional behaviour or failure to understand instructions).</td>
</tr>
<tr>
<td>e) Often has difficulty organising tasks or activities.</td>
</tr>
<tr>
<td>f) Often avoids dislikes or is reluctant to engage in tasks that requires sustained mental effort (such as schoolwork or homework).</td>
</tr>
<tr>
<td>g) Often loses things necessary for tasks or activities (e.g. toys, school assignments, pencils, books, or tools).</td>
</tr>
<tr>
<td>h) Is often easily distracted by extraneous stimuli.</td>
</tr>
<tr>
<td>i) Is often forgetful in daily activities.</td>
</tr>
<tr>
<td>(2). Six (or more) of the following symptoms of hyperactivity-impulsivity have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:</td>
</tr>
<tr>
<td><strong>Hyperactivity</strong></td>
</tr>
<tr>
<td>a) Often fidgets with hands or feet or squirms in seat.</td>
</tr>
<tr>
<td>b) Often leaves seat in classroom or in other situations in which remaining seated is expected.</td>
</tr>
<tr>
<td>c) Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness).</td>
</tr>
<tr>
<td>d) Often has difficulty playing or engaging in leisure activities quietly.</td>
</tr>
<tr>
<td>e) Is often “on the go” or often acts as if “driven by a motor”.</td>
</tr>
<tr>
<td>f) Often talks excessively.</td>
</tr>
<tr>
<td><strong>Impulsivity</strong></td>
</tr>
<tr>
<td>g) Often blurts out answers before questions have been completed.</td>
</tr>
<tr>
<td>h) Often has difficulty awaiting turn.</td>
</tr>
<tr>
<td>i) Often interrupts or intrudes on others (e.g. Butts into conversations or games).</td>
</tr>
<tr>
<td>B. Some hyperactive-impulsive or inattention symptoms that caused impairment were present before age seven years.</td>
</tr>
<tr>
<td>C. Some impairment from the symptoms is present in two or more settings (e.g. at school (or work) and at home).</td>
</tr>
<tr>
<td>D. There must be clear evidence of clinically significant impairment in social, academic or occupational functioning.</td>
</tr>
<tr>
<td>E. The symptoms do not occur exclusively during the course of a Pervasive Developmental disorder, Schizophrenia, or other Psychotic Disorder and are not better accounted for by another mental disorder (e.g. Mood Disorder, Anxiety Disorder, Dissociative Disorder or a Personality Disorder).</td>
</tr>
</tbody>
</table>

**Code based on type:**
- 314.01 Attention-Deficit/Hyperactivity Disorder, Combined Type: if both criteria A1 and A2 are met for the past six months.
- 314.00 Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive type: if criterion A1 is met but criterion A2 is not met for the past six months.
- 314.01 Attention-Deficit/Hyperactivity Disorder, Predominantly Hyperactive-Impulsive type: If criterion A2 is met but criterion A1 is not met for the past six months.

Coding note: for individuals (especially adolescents and adults) who currently have symptoms that no longer meet full criteria (in partial remission) should be specified.
## Associated features of ADHD (APA, 2000)

**Associated features and disorders**

<table>
<thead>
<tr>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associated descriptive features and mental disorders:</td>
</tr>
<tr>
<td>- Depends on age and developmental stage.</td>
</tr>
<tr>
<td>- May include low frustration tolerance, temper outbursts, bossiness,</td>
</tr>
<tr>
<td>stubbornness.</td>
</tr>
<tr>
<td>- Mood liability, demoralisation, dyphoria, rejection by peers &amp; poor</td>
</tr>
<tr>
<td>self-esteem.</td>
</tr>
<tr>
<td>- Academic achievement is impaired, devalued: conflict with family and</td>
</tr>
<tr>
<td>school.</td>
</tr>
<tr>
<td>- Family relationships: resentment, antagonism.</td>
</tr>
<tr>
<td>- ADHD less schooling; poor vocational achievement.</td>
</tr>
<tr>
<td>- IQ achievement is few points lower than children their own age.</td>
</tr>
<tr>
<td>- ADHD children can also be above average and gifted IQ.</td>
</tr>
<tr>
<td>- Severe: disorder is impairing afflicting social, familial &amp; scholastic</td>
</tr>
<tr>
<td>adjustment.</td>
</tr>
<tr>
<td>- Schools related problems; inattention.</td>
</tr>
<tr>
<td>- Peer rejection and injury: hyperactivity and impulsivity.</td>
</tr>
<tr>
<td>- Inattention: socially passive, appear to be neglected rather than</td>
</tr>
<tr>
<td>rejected by peers.</td>
</tr>
<tr>
<td>- Half of ADHD children have oppositional defiant disorder or conduct</td>
</tr>
<tr>
<td>disorder, mood disorder, anxiety disorders, learning disorders and</td>
</tr>
<tr>
<td>communication disorders.</td>
</tr>
<tr>
<td>- 50% of children with Tourettes also have ADHD, but ADHD children do</td>
</tr>
<tr>
<td>not have Tourettes.</td>
</tr>
<tr>
<td>- Neurotoxin exposure: i.e. lead poisoning.</td>
</tr>
<tr>
<td>- Infections (encephalitis).</td>
</tr>
<tr>
<td>- Drug exposure in utero.</td>
</tr>
<tr>
<td>- Mental retardation.</td>
</tr>
<tr>
<td>- Low birth weight.</td>
</tr>
</tbody>
</table>

Minor physical anomalies may occur

- Hypertolerism.
- Highly arched palate.
- Low set ears.
### Appendix C

**ICD-10 ICD World Health Organisation (WHO) International Statistical Classification of Diseases and Related Health Problems 10\textsuperscript{th} Revision: Mental and behavioural disorders: (F00-F99)**

(World Health Organisation, 2007)

<table>
<thead>
<tr>
<th>Behavioural and emotional disorders with onset usually occurring in childhood and adolescence (F90-F98)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>F90</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Excludes**
- anxiety disorders (F41.-)
- mood [affective] disorders (F30-F39)
- pervasive developmental disorders (F84.-)
- schizophrenia (F20.-)

| F90.0 | **Disturbance of activity and attention** |
|---|
| Attention deficit: |
| disorder with hyperactivity. |
| hyperactivity disorder. |
| syndrome with hyperactivity. |

**Excludes:** hyperkinetic disorder associated with conduct disorder (F90.1)
### South African Educators’ Experiences Of Learners Who May Have ADHD In Their Classrooms

| Date of interview: | |
| Length of interview: | |
| Name of interviewee: | |
| School: | |
| Grade: | |
| Number of learners in a classroom: | |

#### How do educators manage their classrooms with learners in their classrooms who may have ADHD?

- How do you manage your classroom knowing there may be a learner who may have ADHD in your classroom?
- Have you adapted your classroom in any way to accommodate the learners who may have ADHD? And how?
- Do you have order, rules or regulations in your classroom? How do you maintain order/rules and regulations in your classroom?

#### How do educators experience teaching and learning of/with the learner who may have ADHD?

- Comment on the teaching and learning of learners who may have ADHD in your classroom.
- How have you been able to include learners who may have ADHD in the teaching and learning in your classroom?
- Do you find that learners who may have ADHD require more or less classroom work or homework?

#### How has the experience of educating learners who may have ADHD influenced you as educator?

- How was the experience of being a teacher to learners/ a learner who may have ADHD for you?
- How could you use this experience/s in the way you may teach in the future?
- How has including learners who may have ADHD challenged you as a person?
- How has including learners who may have ADHD challenged you as an educator?

Field Notes
To Whom It May Concern

Re: Request to interview Foundation phase educators

Dear Principal

I, hereby, request permission to interview the Foundation phase educators at your school. The interviews will inform researchers how educators experience inclusive education, particularly learners with behavioural and emotional problems in their classroom. This would entail how educators experience teaching learners with Attention Deficit Hyperactivity Disorder. The interviews form part of a study that forms part of the requirements for a PhD in Educational Psychology.

Procedure

The interview with the Foundation phase educators would take place at your (and your educators') convenience and therefore need not take place during school time. The interviews will be recorded for analysis, but interviews will be kept confidential. The interviews would also be conducted with full consent from each educator and the thesis will be made available for the educator and the principal to read.

Yours truly,
<table>
<thead>
<tr>
<th>Request for a meeting to discuss the study and interviews</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed to allow Foundation phase educators to be interviewed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Number of Foundation phase educators to be interviewed (in total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Grade 1 educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Grade 2 educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Grade 3 educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please indicate what dates and time that would best suit principal and/or educators for first meeting and/or interview</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>May 18 Thursday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 19 Friday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22 Monday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 23 Tuesday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 25 Thursday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 26 Friday 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>____________________________________</td>
<td>____________________________</td>
<td></td>
</tr>
<tr>
<td>Principal /HoD Foundation Phase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F

Educator Informed Consent

To Whom It May Concern

Re: Informed Consent

Dear Educator

The interviews will inform researchers how educators experience inclusive education, particularly learners with behavioural and emotional problems in their classroom. This would entail how educators experience teaching learners with Attention Deficit Hyperactivity Disorder.

Study requirements
The study forms part of a thesis, which is one of the requirements for a Doctorate in Educational Psychology. The Department of Educational Psychology at the University of Tshwane will thus supervise the study.

Confidentiality
The study and or interviews cannot be used for forensic purposes. Any information given in an interview will be treated as confidential. Therefore all names (learner, educator or principal) will be changed in the thesis, in order to safeguard confidentiality. The thesis will be made available for reading before publishing, if requested.

Procedure
The interview with the Foundation phase educators would take place at your convenience and therefore need not take place during school time. The interviews will be recorded for analysis, but interviews will be kept confidential.

I kindly request your consent to be able to conduct the interview

Yours truly,

T. Lopes
Consent

Confidentiality
The study and/or interviews cannot be used for forensic purposes. Any information given in an interview will be treated as confidential. Therefore all names (learner, educator or principal) will be changed in the thesis, in order to safeguard confidentiality. The thesis will be made available for reading before publishing, if requested.

Procedure
The interview would be a series of three interviews; for each educator, over several weeks. The interview with the Foundation phase educators would take place at your convenience and therefore need not take place during school time. The interviews will be recorded for analysis, but interviews will be kept confidential.

I____________________________ (print name of educator) understand and consent to the study that is to be undertaken. I fully understand the aim of the study and what it entails.

Signed

_________________________________________ __________________________
Educator Date
## List of Topics

<table>
<thead>
<tr>
<th>Major topics</th>
<th>Quotation</th>
<th>Unique topics</th>
<th>Quotation</th>
<th>Leftover topics</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td>“...but my mommy forgot...” (381)</td>
<td>Use of screens:</td>
<td>[...] they can see me... but can’t see their friends.&quot; (84)</td>
<td>Getting into trouble</td>
<td>Even negative attention is attention (171)</td>
</tr>
<tr>
<td>Parent</td>
<td>They don’t pull their part (383)</td>
<td>Rules</td>
<td>I think we make those rules to protect those children (117)</td>
<td>Getting into trouble</td>
<td>They sometimes think they have the right to do what they like because they have got this as an excuse (373)</td>
</tr>
<tr>
<td>Teacher challenges:</td>
<td>It does challenge you, we’re not perfect” (315)</td>
<td>Teachers</td>
<td>I think we see them more than the parents see them (153)</td>
<td>Behaviour</td>
<td>They become hyperactive, they don’t want to listen anymore, don’t want to do anything except play (2373)</td>
</tr>
<tr>
<td></td>
<td>Its very tiring, it drains me everyday (406)</td>
<td></td>
<td>It’s been a big challenge for me this year (341)</td>
<td></td>
<td>It’s dangerous, but nothing we can do... (2478)</td>
</tr>
<tr>
<td></td>
<td>[“they get to you sometimes” (424)]</td>
<td>Behaviour</td>
<td>But those children can’t help themselves (161)</td>
<td>Challenged</td>
<td>I mean as an educator you are a mother, you are a social worker, everything (1554)</td>
</tr>
<tr>
<td>Educators on learners</td>
<td>They write, they rub, they scratch (545)</td>
<td>Get to know learner</td>
<td>So I think you’ve get to really pay attention and focus on each child and get to know each of the children</td>
<td>Discipline</td>
<td>Yes because without stick, I don’t know what to do (1360)</td>
</tr>
<tr>
<td></td>
<td>They do everything fast (1921)</td>
<td></td>
<td></td>
<td>Food</td>
<td>After break they are so hyperactive because of the kind of food they are eating... junk (2369)</td>
</tr>
<tr>
<td>Educator on terminology</td>
<td>The one that are hype (1874)</td>
<td>Behaviour</td>
<td>By... it’s a nightmare in the class (408) about 12h00 (406- 410)</td>
<td>Teaching</td>
<td>If I don’t have tolerance, I can work with them (2513)</td>
</tr>
<tr>
<td>Colleagues</td>
<td>Share it with other colleagues (2484)</td>
<td>Teaching experience</td>
<td>It needs you to go the extra mile with them (592)</td>
<td>Behaviour</td>
<td>It’s their behaviour, it makes more difficult to work with them in most case they don’t get work done (2683)</td>
</tr>
<tr>
<td>Colleagues</td>
<td>It needs sharing as teacher (1302)</td>
<td></td>
<td>You are a mother to all of them (640)</td>
<td>Teaching</td>
<td>We do a lot of role play and we can tell them stories (2940-2942)</td>
</tr>
<tr>
<td>Not treated the same</td>
<td>Not unique in my class... (35)</td>
<td></td>
<td>They really need individual teaching and we don’t have, so, because, you must include them (638)</td>
<td></td>
<td>I try and vary the tasks... something a bit fat something a bit slow, but they don’t actually move exactly with the class (3116)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>They do everything fast (1921)</td>
<td></td>
<td>People are different - children can see that they are all different. not all children are the same</td>
</tr>
</tbody>
</table>
The following table outlines the number of interviews, participants and schools:

<table>
<thead>
<tr>
<th>No of interviews</th>
<th>Participant</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participant 1a</td>
<td>School 1</td>
</tr>
<tr>
<td>2</td>
<td>Participant 1b</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Participant 1c</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Participant 1d</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Participant 2a</td>
<td>School 2</td>
</tr>
<tr>
<td>6</td>
<td>Participant 2b</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Participant 2c</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Participant 2d</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Participant 2e</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Participant 2f</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Participant 3a</td>
<td>School 3</td>
</tr>
<tr>
<td>12</td>
<td>Participant 3b</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Participant 3c</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Participant 3d</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Participant 3e</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Participant 3f</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Participant 3g</td>
<td></td>
</tr>
</tbody>
</table>
To Whom It May Concern

Re: Reviewing of Transcripts, Themes and Feedback

Dear Educator,

Herewith in this package is the recording of the interview that was conducted in June last year. The package consists of:

1. Transcript of Interview
2. Themes
3. Comment/Feedback form

**Transcript of Interview**

Please read through the recording to make sure that the recording and your answers are correctly represented. In order to endure confidentiality your identity is represented by a number in the transcripts. Thus, your responses in the transcripts have been labelled as Participant ___.

If there are any corrections or comments that you would like to make regarding the Transcript of Interview please write this on the Comment/Feedback form and fax it back to me. Corrections and comments can then be included into the thesis.

**Themes**

The themes are the results or findings taken from all the interviews. Again if there are corrections of comments that you would like to have included in my study please write this on the Comments/Feedback form. Corrections and comments of the themes can then be included into the thesis.

If you have any queries please feel free to contact me.

Thanking you in advance.

Yours truly,

T Lopes
Appendix J

Themes

In order for the findings to be presented in my thesis I would like to present the findings to you, the participants. Therefore the following themes are the results for this PhD thesis. The themes that have come from the interviews administered to seventeen different educators from different schools from the Tshwane region are:

Firstly, the learners who may have Attention Deficit Hyperactivity Disorder (that is they might be diagnosed or not diagnosed) appear to be treated differently from the other learners. This relates specifically to the fact that these learners seem to demand a lot of attention from the educator.

Secondly, the next theme is that one of the methods most commonly used in managing learners who may have Attention Deficit Hyperactivity Disorder is to keep them busy, when they are not busy with a planned lesson activity. Thus the learner who may have Attention Deficit Hyperactivity Disorder is occupied with additional work or other tasks in and around the class so that he/she does not distract other learners.

Thirdly, the feeling that learners who may have Attention Deficit Hyperactivity Disorder challenges educators. Educators seem to be challenged with their behaviour and with the lack of learning and teaching taking place with learners who may have Attention Deficit Hyperactivity Disorder.

Fourthly, educators feel that they need assistance from other educators and from specialists. Educators feel that they need to be able to share information with other educators on how to manage and support learners who may have Attention Deficit Hyperactivity Disorder.

The last theme relates to the fact that most of the educators in this study feel that parents can play a more significant role in supporting the learner and/or the educator. Educators feel that parents of learners who may have Attention Deficit Hyperactivity Disorder sometimes do not contribute effectively to the support of their child and/or the educator.
<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Grade</td>
</tr>
</tbody>
</table>

Feedback or Comment of Transcript of Interview

Feedback or Comment of Transcript of Themes

Signed: ________________________ Date: ___________________
Appendix L

Research Ethics Committee Clearance Certificate

<table>
<thead>
<tr>
<th>CLEARANCE CERTIFICATE</th>
<th>CLEARANCE NUMBER : EP08/02/01 (Renewal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE AND PROJECT</td>
<td>PhD (Educational Psychology)</td>
</tr>
<tr>
<td></td>
<td>South African educator's experiences of learners who may have ADHD in classrooms.</td>
</tr>
<tr>
<td>INVESTIGATOR(S)</td>
<td>Maria Albertina Lopes - 95149853</td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>DATE CONSIDERED</td>
<td>12 February 2008</td>
</tr>
<tr>
<td>DECISION OF THE COMMITTEE</td>
<td>APPROVED</td>
</tr>
</tbody>
</table>

This ethical clearance is valid for 3 years from the date of consideration and may be renewed upon application.

CHAIRPERSON OF ETHICS COMMITTEE  Dr S Human-Vogel

DATE  12 February 2008

CC  Prof Irma Eloff
    Prof Sarah Howie
    Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:
1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.
### Appendix M

#### Transcripts of Interview with Participant 2f

<table>
<thead>
<tr>
<th>Time</th>
<th>RESEARCHER:</th>
<th>PARTICIPANT 2F:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1804</td>
<td>Okay, maybe I should start of ... because some of the other teachers weren't sure what ADHD is ...</td>
<td></td>
</tr>
<tr>
<td>1805</td>
<td>Yes, I wanted to know because ...</td>
<td></td>
</tr>
<tr>
<td>1806</td>
<td>Yes, okay, yes, I'm going to explain it first. I just thought I had explained it when I saw you, so that's why I just didn't write the whole name ...</td>
<td></td>
</tr>
<tr>
<td>1807</td>
<td>Yes.</td>
<td></td>
</tr>
<tr>
<td>1808</td>
<td>But ADHD stands for Attention Deficit Hyperactivity Disorder ...</td>
<td></td>
</tr>
<tr>
<td>1809</td>
<td>All right ...</td>
<td></td>
</tr>
<tr>
<td>1810</td>
<td>So it's these children that are seen as hyperactive ...</td>
<td></td>
</tr>
<tr>
<td>1811</td>
<td>All right.</td>
<td></td>
</tr>
<tr>
<td>1812</td>
<td>You know what ... which ones I'm talking about, hey?</td>
<td></td>
</tr>
<tr>
<td>1813</td>
<td>Yes.</td>
<td></td>
</tr>
<tr>
<td>1814</td>
<td>It's the children that seem to have ... that are inattentive in class ...</td>
<td></td>
</tr>
<tr>
<td>1815</td>
<td>Mmm.</td>
<td></td>
</tr>
<tr>
<td>1816</td>
<td>Hyperactive and impulsive as well. Those are the three main things that they look at. And like with inattentiveness, it can be ... they're distracted by the learners in their classroom, or by the things in the classroom, or sometimes they're distracted just inside – they sort of daydream a lot you know ...</td>
<td></td>
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<tr>
<td>1817</td>
<td>Mmm.</td>
<td></td>
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<tr>
<td>1818</td>
<td>They diff ... they find it difficult to concentrate on things ...</td>
<td></td>
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<tr>
<td>1819</td>
<td>All right.</td>
<td></td>
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<td>1820</td>
<td>So it's those kind of learners. Sometimes they also ... it's also together with being hyperactive – where they're always busy – they fidget in their seats, they cannot keep still, they always want to go out and run and be active you know ....</td>
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<tr>
<td>1821</td>
<td>All right.</td>
<td></td>
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<tr>
<td>1822</td>
<td>They're, they're ... that's ... they seem like, it's almost like as if they're like a motor – they always go somewhere.</td>
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<tr>
<td>1823</td>
<td>Mmm.</td>
<td></td>
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<tr>
<td>1824</td>
<td>Yes, just like some, some are, you know have, the IQ is high - a little bit high ...</td>
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<tr>
<td>1825</td>
<td>Yes.</td>
<td></td>
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<tr>
<td>1826</td>
<td>They finish ... whatever you give, they finish faster, then they want to get to some (indistinct section)</td>
<td></td>
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<tr>
<td>1827</td>
<td>Okay. And then the other ones, sometimes they're also quite impulsive – like they will also just you know, do things before thinking about it, like if they're sitting in your classroom and all of a sudden they see something outside the classroom they want to look at, they'll go and look before asking, or ...</td>
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<tr>
<td>1828</td>
<td>Yes.</td>
<td></td>
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<tr>
<td>1829</td>
<td>Mmm.</td>
<td></td>
</tr>
<tr>
<td>1830</td>
<td>All right.</td>
<td></td>
</tr>
<tr>
<td>1831</td>
<td>You told them to keep quiet and do their work, they won't – they'll get up and do something ...</td>
<td></td>
</tr>
<tr>
<td>1832</td>
<td>Mmm.</td>
<td></td>
</tr>
<tr>
<td>1833</td>
<td>So it's those learners.</td>
<td></td>
</tr>
<tr>
<td>1834</td>
<td>All right.</td>
<td></td>
</tr>
<tr>
<td>1835</td>
<td>More often than not they're altogether – they do all those things together – they have all that kind of behaviour ...</td>
<td></td>
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<tr>
<td>1836</td>
<td>All right, just like moving out of the class – they jump ...</td>
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<tr>
<td>1837</td>
<td>Yes.</td>
<td></td>
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<tr>
<td>1838</td>
<td>All right, yes.</td>
<td></td>
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<tr>
<td>1839</td>
<td>Yes, yes. And even if the rest of the class is quiet ...</td>
<td></td>
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<tr>
<td>1840</td>
<td>Mmm muh ...</td>
<td></td>
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<tr>
<td>1841</td>
<td>But they want to go and look at something, they'll get up and go and look at something.</td>
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<tr>
<td>1842</td>
<td>Do all, whatever they want.</td>
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<tr>
<td>1843</td>
<td>Yes, yes, whatever they want ...</td>
<td></td>
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<tr>
<td>1844</td>
<td>Yes, all the time.</td>
<td></td>
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<tr>
<td>1845</td>
<td>So it's just because they ... they just lack the ability really to think before they do something – they cannot plan beforehand ...</td>
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<tr>
<td>1846</td>
<td>All right.</td>
<td></td>
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<tr>
<td>1847</td>
<td>They have difficulty with that, yes. Okay, so does that make sense?</td>
<td></td>
</tr>
<tr>
<td>1848</td>
<td>Yes, it does.</td>
<td></td>
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</tbody>
</table>
Okay, great, all right. Okay. Do you teach Grade 3s hey?

PARTICIPANT 2F: Grade 2.

RESEARCHER: Grade 2s, okay.

PARTICIPANT 2F: Yes.

RESEARCHER: And how many learners do you have in your class?

PARTICIPANT 2F: 35.

RESEARCHER: 35. How many of those learners do you think sort of fit that description of what I described?

PARTICIPANT 2F: In my class …

RESEARCHER: Mmm.

PARTICIPANT 2F: I think there are 6.


PARTICIPANT 2F: Mmm.

RESEARCHER: How many of them are girls and how many of them are boys?

PARTICIPANT 2F: 2 Girls …

RESEARCHER: 4 Boys …

PARTICIPANT 2F: 4 Boys, yes.

RESEARCHER: Okay. How have you as an educator managed your classroom with learners who may have ADHD?

PARTICIPANT 2F: Usually I try to concentrate on them because once you have them, you have to call their name time and again you, not to disturb the classroom …

RESEARCHER: Mmm.

PARTICIPANT 2F: Every time when you do something, you have to call them, because if you don't call them, ah, then the whole class is mixed out …

PARTICIPANT 2F: Because they'll be running around and do all those things …

RESEARCHER: Okay.

PARTICIPANT 2F: They're able to concentrate.

RESEARCHER: Okay.

PARTICIPANT 2F: Because after, during whatever I have given, they will go and get a book and read, even if they're not … they don't concentrate on the book …

RESEARCHER: Mmm.

PARTICIPANT 2F: They just look at the pictures.

RESEARCHER: Okay.

PARTICIPANT 2F: Mmm.

RESEARCHER: And those that are not able to concentrate?

PARTICIPANT 2F: They are able to concentrate, they have … after doing whatever instruct I've given …

RESEARCHER: Mmm.

PARTICIPANT 2F: I have to go back to them – and try to let them concentrate, and try to direct them.

RESEARCHER: Okay.

PARTICIPANT 2F: Uhm.

RESEARCHER: All right. Do you have rules and regulations in your classroom …

PARTICIPANT 2F: Yes, we do have …

RESEARCHER: Okay.

PARTICIPANT 2F: Mmm.

RESEARCHER: They just do whatever.

RESEARCHER: I was just going to ask you, how do you maintain your rules and regulations then, considering you may have those learners who may have ADHD in your classroom – how do you maintain the order and the rules and regulations?

PARTICIPANT 2F: I try to, to remind them, "by the way, we said this in class – we don't do this in class" – always I have to just repeat - come in again – repeat whatever we have said …

RESEARCHER: Yes, okay.

PARTICIPANT 2F: Hence, "what is rule number 3?", maybe if ever he, or she is behaving against the rule. "What is
the number?” And they’ll say, “this is ... you are not supposed to do this and this and I had to sit down and do all those things”, but usually those ones they’ll sit now for 2 minutes, later on they’re up again, just like that ...

RESEARCHER: Exactly.

PARTICIPANT 2F: Mmm.

RESEARCHER: And how do you ... do you punish them, or do you ...(intervenes)

PARTICIPANT 2F: Ah no ... I try to punish, but it doesn't make any sense to them ...

RESEARCHER: Yes.

PARTICIPANT 2F: All, all ... even if we used to say ... even if you can say, "scrub the floor" – no, it's nothing – they'll do everything (indistinct) and then try ... wanted to sit down again ...

RESEARCHER: Okay.

PARTICIPANT 2F: Or even ... I had one that ... you won't be able, even if I can take a stick, try to ... you won't be able to beat him – he'll be crying like no ones business ...

RESEARCHER: Yes.

PARTICIPANT 2F: Ah no … I try to punish, but it doesn't make any sense to them ...

RESEARCHER: Yes.

PARTICIPANT 2F: Even if we use to say ... even if you can say, “scrub the floor” – no, it's nothing – they'll do everything (indistinct) and then try ... wanted to sit down again ...

RESEARCHER: Okay.

PARTICIPANT 2F: Even … I had one that … you won’t be able, even if I can take a stick, try to … you won’t be able to beat him – he’ll be crying like no ones business ...

RESEARCHER: Okay.

PARTICIPANT 2F: Mmm.

RESEARCHER: And the 6 children in your class now – the 6 learners in your class ...

PARTICIPANT 2F: Yes ...

RESEARCHER: Do you find them as difficult as that boy you just described – is it also difficult to maintain the rules and regulations in the classroom with them?

PARTICIPANT 2F: Yes, it is, it's difficult because you'll be trying, and then sometimes you'll feel like you will just kick, but you can't you know (laughter) ...

RESEARCHER: Yes.

PARTICIPANT 2F: He is just harassing you, but it’s not good, it just make me sometimes just get fed up, just say "sit down", that's the only way that you can concentrate. But some, because there's 6, the other one, she's hyper, but can concentrate ...

RESEARCHER: Yes.

PARTICIPANT 2F: And the other boy, they … it is … they can concentrate in their work. They do everything fast.

RESEARCHER: Okay.

PARTICIPANT 2F: They do everything fast, but if they don't understand, they'll come, "Madam ..." … they will be, "Madam, we don't understand what you are saying, then you have to come back to them and explain to them ...

RESEARCHER: Yes.

PARTICIPANT 2F: Then they will follow whatever you want.

RESEARCHER: Okay.

PARTICIPANT 2F: Those are the two. Then the other, this 4, they're just, they're hyper, low concentration, no attention, all those things.

RESEARCHER: Okay.

PARTICIPANT 2F: Mmm muh.

RESEARCHER: So, it brings me onto the next question – can you comment on the teaching and learning of learners who may have ADHD in your classroom – how was it like for you to teach and learn these learners who may have ADHD in your classroom?

PARTICIPANT 2F: It's ... especially ...it's easy if we have the one that were in your school ...

RESEARCHER: Mmm.

PARTICIPANT 2F: Because the, the previous teacher will come to you and explain to you, “this one is just like this.” But the new one that are from outside, no one will tell you about them ...

RESEARCHER: Oh yes.

PARTICIPANT 2F: How are you going to deal? And maybe you just, you just find yourself how they behave and then you are just to learn them, and then you don't understand them because usually if you understand them, say, "how did you work with this one?" And then the, the teacher will explain, "no, this one is like this, and they will be able to do this and this, but this one is ..." ... because even the homework, it won't be done.

RESEARCHER: Yes.

PARTICIPANT 2F: Then other, the books will be lost ...

RESEARCHER: Yes.

PARTICIPANT 2F: Every time books are lost. You say, "you must keep your books in the shelf, but theirs will be lost ...
PARTICIPANT 2F: No matter what.

RESEARCHER: I’m sure.

PARTICIPANT 2F: Every time they’re starting a new book, with no concentration at all ...

RESEARCHER: Okay.

PARTICIPANT 2F: Yes, but otherwise you are to just as a teacher, because they will say it’s inclusive, you just have to tend them somehow. But sometimes you’ll be like, maybe if you are used to them, you’ll be able to give them extra work, not even the, the normal work that you used to give others ...

RESEARCHER: Okay.

PARTICIPANT 2F: Yes, just take a page, write 1 up to 100 ...

RESEARCHER: Okay.

PARTICIPANT 2F: Then you just to keep them busy ...

RESEARCHER: Busy.

PARTICIPANT 2F: Because their concentration is not that much, that if you give them the correct job, they’re not doing it ...

RESEARCHER: Mmm.

PARTICIPANT 2F: They (indistinct) the write 1 up to this, and then those will just copy all those words ...

RESEARCHER: Okay.

PARTICIPANT 2F: Then he just trying to ...

RESEARCHER: Okay.

PARTICIPANT 2F: And then later on, if ever maybe they’re ... they are not the same ...

RESEARCHER: Yes, no.

PARTICIPANT 2F: Some, after giving them that, that work, they will be, every day will be like, “Madam, what must I do?” Then it’s better that we be able to control them ...

RESEARCHER: Uhm.

PARTICIPANT 2F: But there are others that you can’t ...

RESEARCHER: Yes.

PARTICIPANT 2F: No matter what.

RESEARCHER: Okay.

PARTICIPANT 2F: The, the best is just to, not them in one group – keep them with some of the top one that you know this one can behave, because they will help you sometimes, even to let him come to order and do all those things ...

RESEARCHER: All right. I was ... that brings me to the next question – how difficult, or how has it been for you to include all the learners then who ... those even with ADHD in your classroom – how, in the teacher/learning, how have you included them in your teaching and learning in your classroom?

PARTICIPANT 2F: The, the best is just to, not them in one group – keep them with some of the top one that you know this one can behave, because they will help you sometimes, even to let him come to order and do all those things ...

RESEARCHER: Okay.  Okay.  All right.  And do you find that these learners then, the learners who have ... who may have ADHD, do they require more work or less work?

PARTICIPANT 2F: They require more work.  Even if sometimes it’s not the work that you wanted to give the, the whole class ...

RESEARCHER: Mmm.

PARTICIPANT 2F: But if you keep them in one group, they’ll do ... be doing all the things that are not in order and then you’ll be in trouble.  But if ever they’re in, in different groups, and then those one will be trying to call her to order time and again ...

RESEARCHER: Okay.

PARTICIPANT 2F: So therefore it’s easy for you, even to understand how does he behave with other learners, because when you ... whatever ... later on they’ll be reporting “Sepoa was doing this, Sepoa was doing this, Sepoa didn’t do this ...” ... even if in group work ...
before 50s, or whatever, the 60s have been jumped and all those things ...

1984 RESEARCHER: Yes.
1985 PARTICIPANT 2F: That they (indistinct) ..
1986 RESEARCHER: Yes, yes.
1987 PARTICIPANT 2F: Mmm.
1988 RESEARCHER: Okay. And with homework, do they require less or more homework?
1990 RESEARCHER: Less homework
1991 PARTICIPANT 2F: Yes, because if you give them more, they will be no product.
1992 RESEARCHER: Okay. All right. How was the experience of being a teacher to learners who may have ADHD – how was the experience of being a teacher to these learners for you?
1993 PARTICIPANT 2F: Mmm, especially the small one ...
1994 RESEARCHER: Mmm.
1995 PARTICIPANT 2F: because usually I, I used to teach before big ones, and it was easy for me for big ones ...
1996 RESEARCHER: Yes.
1997 PARTICIPANT 2F: Because big ones, you can call them and then try to call them to order and, and state the rules – rule number this and this until they become used to the rules.
1998 RESEARCHER: Yes.
1999 PARTICIPANT 2F: And then you’ll give them less. But the small ones, you’ll be saying the one thing I, I don’t know how many times. It’s difficult for the smaller ones (laugher). For me it was difficult ...
2000 RESEARCHER: Mmm.
2001 PARTICIPANT 2F: Because even now you know, I’m, I’m afraid to even teach the, the Grade 1s ...
2002 RESEARCHER: Really.
2003 PARTICIPANT 2F: Yes.
2004 RESEARCHER: Yes. Okay. Shame. How could you use this experience maybe in your future – how can you use this experience of teaching these learners who may have ADHD in your future?
2005 PARTICIPANT 2F: Especially if ever we can have some learning equipment, just to keep them busy. Even if, if I’m teaching this ...
2006 RESEARCHER: Mmm.
2007 PARTICIPANT 2F: You keep them busy with something else. And then if the other class are busy, then you come to him ...
2008 RESEARCHER: Okay.
2009 PARTICIPANT 2F: Concentrate on him ...
2010 RESEARCHER: Yes.
2011 PARTICIPANT 2F: Try to give him something that you’ve given others because once you give him something that really concern … he concentrate on that, no, that’s no problem because maybe you have some box … blocks...
2012 RESEARCHER: Oh okay.
2013 PARTICIPANT 2F: You give that one to build some blocks and all, all those things ...
2014 RESEARCHER: Yes.
2015 PARTICIPANT 2F: And, and then, then you are busy with others ...
2016 RESEARCHER: Okay.
2017 PARTICIPANT 2F: And then after that you concentrate, especially if there are not more ...
2018 RESEARCHER: Yes.
2019 PARTICIPANT 2F: You concentrate on him, try to … I think that will help me.
2020 RESEARCHER: Okay.
2021 PARTICIPANT 2F: If we do have some equipment, that’s the main thing.
2022 RESEARCHER: Okay.
2023 PARTICIPANT 2F: Yes.
2024 RESEARCHER: How has including these learners who may have ADHD been for you – how has it been like for you as a person?
2025 PARTICIPANT 2F: I, I was against it because I thought that maybe during that time when they say if you have a, a child who’s this, you keep them to the relevant school ...
2026 RESEARCHER: Yes.
2027 PARTICIPANT 2F: Where they concentrate on that. But nowadays, you can’t do otherwise ...
2028 RESEARCHER: Mmm.
2029 PARTICIPANT 2F: You just have to learn how to deal with them.
2030 RESEARCHER: Okay. And how has this challenged you as an educator?
PARTICIPANT 2F: Eish, it was tough, it’s tough, but it needs preparation ...

RESEARCHER: Okay.

PARTICIPANT 2F: You need to prepare ...

RESEARCHER: All right.

PARTICIPANT 2F: But once you prepare yourself for them, they’re not so much of a challenge.

RESEARCHER: Okay.

PARTICIPANT 2F: Yes.

RESEARCHER: All right.

PARTICIPANT 2F: Because I, I … mostly in my class because we are not the same, and then the Grade 1s, they took especially my class, they took those ones that are a problem to my class ...

RESEARCHER: (Laughter)

PARTICIPANT 2F: Because they say at least maybe you might ...

RESEARCHER: Get them right.

PARTICIPANT 2F: Yes, but eish, if there are more, eish, it’s a problem.

RESEARCHER: Okay.

PARTICIPANT 2F: Yes. Because I, I … mostly in my class because we are not the same, and then the Grade 1s, they took those ones that are a problem to my class ...

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RESEARCHER: Get them right.

PARTICIPANT 2F: Yes, but eish, if there are more, eish, it’s a problem.

RESEARCHER: Okay.

PARTICIPANT 2F: Yes. Because I have the one that were in my school, and then I’ll be able to tell this one is like this, and then I had two that are not from my class … from my school ...

RESEARCHER: Okay.

PARTICIPANT 2F: They’re from outside.

RESEARCHER: All right.

PARTICIPANT 2F: Mmm.

RESEARCHER: And do you use learner profiles in your ...

PARTICIPANT 2F: Yes, I do.

RESEARCHER: All right. Does it help?

PARTICIPANT 2F: Yes.

RESEARCHER: Yes.

PARTICIPANT 2F: But if usually they are from outside you don’t get them.

RESEARCHER: You don’t get them?

PARTICIPANT 2F: Yes, you try to phone and they always say …. we don’t get them.

RESEARCHER: Okay.

PARTICIPANT 2F: Then you have to just discover yourself.

RESEARCHER: (Laughter)

PARTICIPANT 2F: Yes, okay. I don’t know if you have got maybe questions for me maybe?

RESEARCHER: Yes.

PARTICIPANT 2F: Yes, just later, we should just give them … because usually we do have some learners which are, you know you should pity for them, as teachers you know ...

RESEARCHER: Mmm.

PARTICIPANT 2F: Sometimes they keep … we keep them for a, for a longer time in a, in a phase ...

RESEARCHER: Mmm.

PARTICIPANT 2F: You’re going to find that when they are growing up, and then after growing up, they are a problem when they … especially when, when they are grown ups because maybe the child keeps more than … keep … take more than 4 years in a phase – like a foundation phase is a 3 year phase ...

RESEARCHER: Mmm.

PARTICIPANT 2F: You find that you don’t understand … he is from outside, he come to our school, and then they say no, this is the first time that he’s in Grade 1 ...

RESEARCHER: Okay.

PARTICIPANT 2F: Then we keep him in Grade 1, we only find it’s the second year ...

RESEARCHER: The second time, yes ...

PARTICIPANT 2F: And then from our discovery, we find that he is not ready ...

RESEARCHER: Yes.

PARTICIPANT 2F: You see? We keep him in Grade 1 ...

RESEARCHER: Mmm.
PARTICIPANT 2F: And then the age do say no, you should push her, her, but we say, no, we can’t, because the basics are not there …

RESEARCHER: Mmm.

PARTICIPANT 2F: And then the next, the next year now, she had already repeated Grade 1, she’s supposed to be in Grade 2, no matter … they say the child should not be in Grade 1 more than 4 years and all those things. Now we are pushing, we’ll be pushing that child until she’s in the next phase …

RESEARCHER: Yes.

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RESEARCHER: Yes.

PARTICIPANT 2F: And then when they come Grade 7s, they’re a problem, now they are grown up mind you, age wise and everything, whatever. I gather they’re 15 …

RESEARCHER: Yes.

PARTICIPANT 2F: And maybe they’re 16, no matter what. Now they are a problem. We have a group that’s like that. Then last time I was telling them that next time we should just study the age of the child and then just needs some help because it’s a problem. If we keep them, they become big …

RESEARCHER: Mmm.

PARTICIPANT 2F: And then in that phase maybe he fails once …

RESEARCHER: Yes.

PARTICIPANT 2F: Or whatever. And then the age do add …

RESEARCHER: Oh okay.

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PARTICIPANT 2F: And then when they come Grade 7s, they’re a problem, now they are grown up mind you, age wise and everything, whatever. I gather they’re 15 …

RESEARCHER: Yes.

PARTICIPANT 2F: And maybe they’re 16, no matter what. Now they are a problem. We have a group that’s like that. Then last time I was telling them that next time we should just study the age of the child and then just needs some help because it’s a problem. If we keep them, they become big …
PARTICIPANT 2F: And then if ever a parent is here, you can say your child is like that. When he reaches home, he try to help the child and then when he comes to school, you see there’s, there’s an improvement …

RESEARCHER: Yes.

PARTICIPANT 2F: But if ever the parents are not involved …

RESEARCHER: Yes.

PARTICIPANT 2F: You’ll call a parent, a parent don’t come, and they report … or collect their report … the child just comes to school and go back, the child come to school and go back without any intervention from the parents.

RESEARCHER: Mmm, mmm, yes, it sounds very difficult …

PARTICIPANT 2F: It’s very difficult.

RESEARCHER: Yes. Do you find that most of the parents work very late, or they just …

PARTICIPANT 2F: They’re just not interested.

RESEARCHER: They’re just not interested.

PARTICIPANT 2F: Uh huh, because some are not working …

RESEARCHER: Yes, okay.

PARTICIPANT 2F: Because usually we have … most of them they don’t pay school fees …

RESEARCHER: Uh, I’m sure …

PARTICIPANT 2F: Because they don’t have money …

RESEARCHER: But …

PARTICIPANT 2F: Even if our school fees is ttd8[ c per year, but now they won’t pay …

RESEARCHER: Yes.

PARTICIPANT 2F: He can do it for us …

RESEARCHER: Yes.

PARTICIPANT 2F: In order not to go … to take the tablecloth and give somebody to wash, (indistinct) pay.

RESEARCHER: Yes.

PARTICIPANT 2F: You see? But they won’t."

RESEARCHER: Mmm.

PARTICIPANT 2F: They just come when you say … they say, “no, we are not working …” – they say all those things. Yes, but now they are not …

RESEARCHER: They’re not interested.

PARTICIPANT 2F: Yes, they not …

RESEARCHER: Yes, that sounds very difficult.

PARTICIPANT 2F: Yes. And then when they reach Grade 7, when they are big, it’s then when it’s a problem, but it’s not our problem only, it’s there problem too now.

RESEARCHER: Yes, it’s also the parent’s, yes.

PARTICIPANT 2F: Mmm. (Laughter)

RESEARCHER: Okay. All right. Well Mrs Modiba, I’d like to come back to the school, maybe, maybe, I don’t know, but I’ll keep in contact – there’s two things – I’d like to maybe do classroom observations …

PARTICIPANT 2F: Yes.

RESEARCHER: And then I also said to Mr Mpunjane yesterday that I’d like to come back, also do a workshop with the teachers as well ...

PARTICIPANT 2F: Yes.

RESEARCHER: But once I’m finished all my research.

PARTICIPANT 2F: All right.

RESEARCHER: So maybe October, November – towards the end of the year, I’d like just to do, because my specialty or my interests are in children who have behavioural and emotional problems. Specifically children who have ADHD, but not only those children...

PARTICIPANT 2F: Mmm.

RESEARCHER: So this kind of workshop I’d like to be able to offer your teachers as well. Would that be okay?

PARTICIPANT 2F: Yes, yes, it will be ...
RESEARCHER: Oh yes.

PARTICIPANT 2F: It was family literacy.

RESEARCHER: Okay.

PARTICIPANT 2F: And then most of the parent … there, there were few …

RESEARCHER: Yes.

PARTICIPANT 2F: That were, that were interested.

RESEARCHER: Okay.

PARTICIPANT 2F: And then whatever … they gave me a lot because one of the, one of the parents said, no … he was … he's, he's also a student at Unisa …

RESEARCHER: Mmm.

PARTICIPANT 2F: But usually he just used to read for examination …

RESEARCHER: (Laughter)

PARTICIPANT 2F: Now from that day, after reading workshop, and then he's able now … he'll … he's going to be able to help his child …

RESEARCHER: Yes.

PARTICIPANT 2F: And then also himself … and the … and then it's, it's … and then they are also frequently they're at school …

RESEARCHER: Yes.

PARTICIPANT 2F: Because they have gained a lot …

RESEARCHER: Yes.

PARTICIPANT 2F: And then you say, “they should come to school …” …

RESEARCHER: That's wonderful.

PARTICIPANT 2F: Uh.

RESEARCHER: Yes.

PARTICIPANT 2F: And then if you … later on if you gauge it, assess – you assess the child, you see that there's a difference.

RESEARCHER: Yes.

PARTICIPANT 2F: Uh.

RESEARCHER: Because the parents are involved …

PARTICIPANT 2F: They're involved, yes.

RESEARCHER: And you wanted to help the child.

PARTICIPANT 2F: Yes.

RESEARCHER: Yes, okay. Okay. Good. I hope that if I can offer the workshops to the teachers, and then they go and tell the parents, "look, we're also offering this workshop", maybe we can do it together …

PARTICIPANT 2F: Mmm.

RESEARCHER: Because the idea is that you learn and you teach others as well …

PARTICIPANT 2F: Others, yes, that's the thing.

RESEARCHER: Yes, so then maybe that's one way of doing it …

PARTICIPANT 2F: Of doing, yes, because …

RESEARCHER: So then we can get the parents involved …

PARTICIPANT 2F: Even some of our educators you know, they say no, we are going for interviewing, but what about, what ... how are we going to handle those things …

RESEARCHER: Yes, no, they all ask me.

PARTICIPANT 2F: Yes, uh …

RESEARCHER: So ... and remember we ... we wanted to do intervention …

PARTICIPANT 2F:.

RESEARCHER: Because what I wanted to do was to do an intervention with the reading and the numeracy …

PARTICIPANT 2F: Yes.

RESEARCHER: And then behavioural, that was the three thing ... remember …

PARTICIPANT 2F: Yes.

RESEARCHER: With the assessments and everything.

PARTICIPANT 2F: Yes, the assessment, assessment, yes.

RESEARCHER: And when I came to doing ... planning it, my supervisor said, no, you'll never have enough time to do it, you can't, so I had to change my topic.

PARTICIPANT 2F: Yes.

RESEARCHER: So now I have to do this – it wasn't what I originally wanted to do …

PARTICIPANT 2F: Yes.
RESEARCHER: It wasn’t my intention – my intention was to do a proper intervention ...

RESEARCHER: You know, I had to change my topic, but I’d still like to come back and maybe do workshops with the … because my … that’s my interest – is to do behavioural ...

PARTICIPANT 2F: Behavioural, yes ...

RESEARCHER: And emotional problems with children, yes, to intervene with that.

PARTICIPANT 2F: Yes.

RESEARCHER: So we can still do that. Unfortunately I just had to do those workshops when I’m finished all my workshops ...

PARTICIPANT 2F: Yes, no, no, do your job, and then ...

RESEARCHER: Yes.

PARTICIPANT 2F: We’ll get the report.

RESEARCHER: But that was always my intention, you know that ...

PARTICIPANT 2F: Yes.

RESEARCHER: You know that ...

PARTICIPANT 2F: Yes, yes, for a long time, yes, uh huh.

RESEARCHER: Yes. So we’ll do that for sure.

PARTICIPANT 2F: All right, thank you.

RESEARCHER: Yes, okay.

PARTICIPANT 2F: Okay.

RESEARCHER: Thank you for your time Mrs Modiba, thank you so much ...

PARTICIPANT 2F: All right.

RESEARCHER: And I’ll keep in contact, so you’ll hear from me, if I fax or I phone you, but we’ll keep in contact. I might have to come back just for observations ...

PARTICIPANT 2F: Yes.

RESEARCHER: And that’s another thing – I brought my camera today, can I take photographs – not of the teachers, just of the learners and the school itself – the buildings you know.

PARTICIPANT 2F: All right.

END OF INTERVIEW.