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

<p>Diagnostic criteria for attention deficit hyperactivity disorder</p> <p><input type="checkbox"/> Either (1) or (2)</p> <p>(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:</p> <p>Inattention</p> <p>a) Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities.</p> <p>b) Often has difficulty sustaining attention in tasks or play activities.</p> <p>c) Often does not seem to listen when spoken to directly.</p> <p>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).</p> <p>e) Often has difficulty organising tasks a activities.</p> <p>f) Often avoids dislikes or is reluctant to engage in tasks that requires sustained mental effort (such as schoolwork or homework).</p> <p>g) Often loses things necessary for tasks or activities (e.g. toys, school assignments, pencils, books, or tools).</p> <p>h) Is often easily distracted by extraneous stimuli.</p> <p>i) Is often forgetful in daily activities.</p> <p>(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:</p> <p>Hyperactivity</p> <p>a) Often fidgets with hands or feet or squirms in seat.</p> <p>b) Often leaves seat in classroom or in other situations in which remaining seated is expected.</p> <p>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).</p> <p>d) Often has difficulty playing or engaging in leisure activities quietly.</p> <p>e) Is often “on the go” or often acts as if “driven by a motor”.</p> <p>f) Often talks excessively.</p> <p>Impulsivity</p> <p>g) Often blurts out answers before questions have been completed.</p> <p>h) Often has difficulty awaiting turn.</p> <p>i) Often interrupts or intrudes on others (e.g. Butts into conversations or games).</p>
<p>B. Some hyperactive-impulsive or inattention symptoms that caused impairment were present before age seven years.</p>
<p>C. Some impairment from the symptoms is present in two or more settings (e.g. at school (or work) and at home).</p>
<p>D. There must be clear evidence of clinically significant impairment in social, academic or occupational functioning.</p>
<p>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, Disassociative Disorder or a Personality Disorder).</p>
<p>Code based on type:</p> <p>314.01 Attention-Deficit/Hyperactivity Disorder, Combined Type: if both criteria A1 and A2 are met for the past six months.</p> <p>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.</p> <p>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.</p> <p>Coding note: for individuals (especially adolescents and adults) who currently have symptoms that no longer meet full criteria (in partial remission) should be specified.</p>

Associated features of ADHD (APA, 2000).

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

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

(World Health Organisation, 2007)

Behavioural and emotional disorders with onset usually occurring in childhood and adolescence (F90-F98)	
F90	Hyperkinetic disorders
	A group of disorders characterised by an early onset (usually in the first five years of life), lack of persistence in activities that require cognitive involvement, and a tendency to move from one activity to another without completing any one, together with disorganised, ill-regulated, and excessive activity. Several other abnormalities may be associated. Hyperkinetic children are often reckless and impulsive, prone to accidents, and find themselves in disciplinary trouble because of unthinking breaches of rules rather than deliberate defiance. Their relationships with adults are often socially uninhibited, with a lack of normal caution and reserve. They are unpopular with other children and may become isolated. Impairment of cognitive functions is common, and specific delays in motor and language development are disproportionately frequent. Secondary complications include dissocial behaviour and low self-esteem.
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)



Interview schedule

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 their may be learner who may have ADHD in your classroom?	
Have you adapted you 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	

Request to Principal

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,

—



Please fill out and fax back on the tel/fax _

Request for a meeting to discuss the study and interviews	Yes		No	
---	-----	--	----	--

Agreed to allow Foundation phase educators to be interviewed	Yes		No	
--	-----	--	----	--

Number of Foundation phase educators to be interviewed (in total)	
Number of Grade 1 educators	
Number of Grade 2 educators	
Number of Grade 3 educators	

<i>Please indicate what dates and time that would best suit principal and/or educators for first meeting and/or interview</i>	
	Time
May 18 Thursday 2006	
May 19 Friday 2006	
May 22 Monday 2006	
May 23 Tuesday 2006	
May 25 Thursday 2006	
May 26 Friday 2006	

Signed

Date

Principal /HoD Foundation Phase

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

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



The Number of Educators and Schools Interviewed

The following table outlines the number of interviews, participants and schools:

No of interviews	Participant	School
1	Participant 1a	School 1
2	Participant 1b	
3	Participant 1c	
4	Participant 1d	
5	Participant 2a	School 2
6	Participant 2b	
7	Participant 2c	
8	Participant 2d	
9	Participant 2e	
10	Participant 2f	
11	Participant 3a	School 3
12	Participant 3b	
13	Participant 3c	
14	Participant 3d	
15	Participant 3e	
16	Participant 3f	
17	Participant 3g	

Member Checking

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 or 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

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.



Feedback form

PLEASE FILL OUT AND FAX BACK TO THE TEL/FAX _
OR EMAIL TO _

Name	
School	
Grade	
Feedback or Comment of Transcript of Interview	
Feedback or Comment of Transcript of Themes	

Signed: _____ Date: _____




Research Ethics Committee Clearance Certificate



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER : EP08/02/01 (Renewal)
<u>DEGREE AND PROJECT</u>	PhD (Educational Psychology) South African educator's experiences of learners who may have ADHD in classrooms.
<u>INVESTIGATOR(S)</u>	Maria Albertina Lopes - 95146653
<u>DEPARTMENT</u>	Educational Psychology
<u>DATE CONSIDERED</u>	12 February 2008
<u>DECISION OF THE COMMITTEE</u>	APPROVED

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.



Transcripts of Interview with Participant 2f

	13 June 2006 PARTICIPANT 2F INTERVIEW
1804	RESEARCHER: Okay, maybe I should start of ... because some of the other teachers weren't sure what ADHD is ...
1805	PARTICIPANT 2F: Yes, I wanted to know because ...
1806	RESEARCHER: 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 ...
1807	PARTICIPANT 2F: Yes.
1808	RESEARCHER: But ADHD stands for Attention Deficit Hyperactivity Disorder ...
1809	PARTICIPANT 2F: All right ...
1810	RESEARCHER: So it's these children that are seen as hyperactive ...
1811	PARTICIPANT 2F: All right.
1812	RESEARCHER: You know what ... which ones I'm talking about, hey?
1813	PARTICIPANT 2F: Yes.
1814	RESEARCHER: It's the children that seem to have ... that are inattentive in class ...
1815	PARTICIPANT 2F: Mmm.
1816	RESEARCHER: 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 ...
1817	PARTICIPANT 2F: Mmm.
1820	RESEARCHER: They diff ... they find it difficult to concentrate on things ...
1821	PARTICIPANT 2F: All right.
1822	RESEARCHER: 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
1823	PARTICIPANT 2F: All right.
1824	RESEARCHER: They're, they're ... that's ... they seem like, it's almost like as if they're like a motor – they always go somewhere.
1825	PARTICIPANT 2F: Yes, just like some, some are, you know have, the IQ is high - a little bit high ...
1826	RESEARCHER: Yes.
1827	PARTICIPANT 2F: They finish ... whatever you give, they finish faster, then they want to get to some (indistinct section)
1828	RESEARCHER: 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 ...
1829	PARTICIPANT 2F: Yes, do anything ... all right.
1830	RESEARCHER: You told them to keep quiet and do their work, they won't – they'll get up and do something ...
1831	PARTICIPANT 2F: Mmm.
1832	RESEARCHER: So it's those learners.
	PARTICIPANT 2F: All right.
1833	RESEARCHER: More often than not they're altogether – they do all those things together – they have all that kind of behaviour ...
1834	PARTICIPANT 2F: All right, just like moving out of the class – they jump ...
1835	RESEARCHER: Yes.
1836	PARTICIPANT 2F: All right, yes.
1837	RESEARCHER: Yes, yes. And even if the rest of the class is quiet ...
1838	PARTICIPANT 2F: Mmm muh ...
1839	RESEARCHER: But they want to go and look at something, they'll get up and go and look at something.
1840	PARTICIPANT 2F: Do all, whatever they want.
1841	RESEARCHER: Yes, yes, whatever they want ...
1842	PARTICIPANT 2F: Yes, all the time.
1843	RESEARCHER: Yes, yes. So it's just because they ... they just lack the ability really to think before they do something – they cannot plan beforehand ...
1844	PARTICIPANT 2F: All right.
1845	RESEARCHER: They have difficulty with that, yes. Okay, so does that make sense?
1846	PARTICIPANT 2F: Yes, it does.



1849	RESEARCHER: Okay, great, all right. Okay. Do you teach Grade 3s hey?
1850	PARTICIPANT 2F: Grade 2.
1851	RESEARCHER: Grade 2s, okay.
1852	PARTICIPANT 2F: Yes.
1853	RESEARCHER: And how many learners do you have in your class?
1854	PARTICIPANT 2F: 35.
1855	RESEARCHER: 35. How many of those learners do you think sort of fit that description of what I described?
1856	PARTICIPANT 2F: Now, in my class ...
1857	RESEARCHER: Yes.
1858	PARTICIPANT 2F: I think there are 6.
1859	RESEARCHER: 6? Okay.
1860	PARTICIPANT 2F: Mmm.
1861	RESEARCHER: How many of them are girls and how many of them are boys?
1862	PARTICIPANT 2F: 2 Girls ...
1863	RESEARCHER: 4 Boys ...
1864	PARTICIPANT 2F: 4 Boys, yes.
1865	RESEARCHER: Okay. How have you as an educator managed your classroom with learners who may have ADHD
1866	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 ...
1867	RESEARCHER: Mmm.
1868	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 ...
1869	RESEARCHER: Okay.
1870	PARTICIPANT 2F: Because they'll be running around and do all those things ...
1871	RESEARCHER: Yes.
1872	PARTICIPANT 2F: Uhm.
1873	RESEARCHER: Have you adapted your classroom in any way to accommodate the learners who may have ADHD – so have you adapted the classroom?
1874	PARTICIPANT 2F: For those one, at least the one that are hyper ...
1875	RESEARCHER: Yes, how ...
1876	PARTICIPANT 2F: But they're able to concentrate.
1877	RESEARCHER: Okay.
1879	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 ...
1880	RESEARCHER: Mmm.
1881	PARTICIPANT 2F: They just look at the pictures.
1882	RESEARCHER: Okay.
1883	PARTICIPANT 2F: Mmm.
1884	RESEARCHER: And those that are not able to concentrate?
1885	PARTICIPANT 2F: They are able to concentrate, they have ... after doing whatever instruct I've given ...
1886	RESEARCHER: Mmm.
1887	PARTICIPANT 2F: I have to go back to them – and try to let them concentrate, and try to direct them.
1888	RESEARCHER: Okay.
1889	PARTICIPANT 2F: Uhm.
1890	RESEARCHER: All right. Do you have rules and regulations in your classroom ...
1891	PARTICIPANT 2F: Yes, we do have ...
1892	RESEARCHER: Okay.
1893	PARTICIPANT 2F: We do have, but those, those ones, they don't regard the rules ...
1894	RESEARCHER: Yes.
1895	PARTICIPANT 2F: They just do whatever.
1896	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?
1897	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 ...
1898	RESEARCHER: Yes, okay.
1899	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 ...
1900	RESEARCHER: Exactly.
1901	PARTICIPANT 2F: Mmm.
1902	RESEARCHER: And how do you ... do you punish them, or do you ... (intervenes)
1903	PARTICIPANT 2F: Ah no ... I try to punish, but it doesn't make any sense to them ...
1904	RESEARCHER: Yes.
1905	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 ...
1906	RESEARCHER: Okay.
1907	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 ...
1908	RESEARCHER: Yes.
1909	PARTICIPANT 2F: And then last, last time I said she should go outside – go and stand outside because she doesn't want to be in my classroom, and then he was always opening the door ...
1910	RESEARCHER: (Laughter)
1911	PARTICIPANT 2F: "Can I come in, can I come in" until, until I just said "come in and just join the class because it's not easy to discipline. I even call the parents, but they say, "he is just like that because he stays with the granny ...
1912	RESEARCHER: Okay, all right.
1913	PARTICIPANT 2F: Mmm.
1914	RESEARCHER: And the 6 children in your class now – the 6 learners in your class ...
1915	PARTICIPANT 2F: Yes ...
1916	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?
1917	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) ...
1918	RESEARCHER: Yes.
1919	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 ...
1920	RESEARCHER: Mmm.
1921	PARTICIPANT 2F: And the other boy, they ... it is ... they can concentrate in their work. They do everything fast.
1922	RESEARCHER: Okay.
1923	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 ...
1924	RESEARCHER: Yes.
1925	PARTICIPANT 2F: Then they will follow whatever you want.
1926	RESEARCHER: Okay.
1927	PARTICIPANT 2F: Those are the two. Then the other, this 4, they're just, they're hyper, low concentration, no attention, all those things.
1928	RESEARCHER: Okay.
1929	PARTICIPANT 2F: Mmm muh.
1930	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?
1931	PARTICIPANT 2F: It's ... especially ...it's easy if we have the one that were in your school ...
1932	RESEARCHER: Mmm.
1933	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 ...
1934	RESEARCHER: Oh yes.
1935	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.
1936	RESEARCHER: Yes.
1937	PARTICIPANT 2F: Then other, the books will be lost ...
1938	RESEARCHER: Yes.
1939	PARTICIPANT 2F: Every time books are lost. You say, "you must keep your books in the shelf, but theirs will be lost ...
1940	RESEARCHER: Yes.



1941	<u>PARTICIPANT 2F</u> : No matter what.
1942	<u>RESEARCHER</u> : I'm sure.
1943	<u>PARTICIPANT 2F</u> : Every time they're starting a new book, with no concentration at all ...
1944	<u>RESEARCHER</u> : Okay.
1945	<u>PARTICIPANT 2F</u> : 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 ...
1946	<u>RESEARCHER</u> : Okay.
1947	<u>PARTICIPANT 2F</u> : Yes, just take a page, write 1 up to 100 ...
1948	<u>RESEARCHER</u> : Okay.
1949	<u>PARTICIPANT 2F</u> : Then you just to keep them busy ...
1950	<u>RESEARCHER</u> : Busy.
1951	<u>PARTICIPANT 2F</u> : Because their concentration is not that much, that if you give them the correct job, they're not doing it ...
1952	<u>RESEARCHER</u> : Mmm.
1953	<u>PARTICIPANT 2F</u> : They (indistinct) the write 1 up to this, and then those will just copy all those words ...
1954	<u>RESEARCHER</u> : Okay.
1955	<u>PARTICIPANT 2F</u> : Then he just trying to ...
1956	<u>RESEARCHER</u> : Okay.
1957	<u>PARTICIPANT 2F</u> : And then later on, if ever maybe they're ... they are not the same ...
1958	<u>RESEARCHER</u> : Yes, no.
1959	<u>PARTICIPANT 2F</u> : 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 ...
1960	<u>RESEARCHER</u> : Uhm.
1961	<u>PARTICIPANT 2F</u> : But there are others that you can't ...
1962	<u>RESEARCHER</u> : Yes.
1963	<u>PARTICIPANT 2F</u> : No matter what.
1964	<u>RESEARCHER</u> : Okay.
1965	<u>PARTICIPANT 2F</u> : Mmm.
1966	<u>RESEARCHER</u> : 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?
1967	<u>PARTICIPANT 2F</u> : 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 ...
1968	<u>RESEARCHER</u> : Okay.
1969	<u>PARTICIPANT 2F</u> : Because 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 ...
1970	<u>RESEARCHER</u> : Okay.
1971	<u>PARTICIPANT 2F</u> : 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 ...
1972	<u>RESEARCHER</u> : Mmm.
1973	<u>PARTICIPANT 2F</u> : Then therefore, "Sepoa didn't add anything, Sepoa was playing ..." ...
1974	<u>RESEARCHER</u> : Yes.
1975	<u>PARTICIPANT 2F</u> : "Sepoa did all those things ..." ...
1976	<u>RESEARCHER</u> : Yes, okay.
1977	<u>PARTICIPANT 2F</u> : Yes. That's the best to include him or her in a group that is working.
1978	<u>RESEARCHER</u> : 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?
1979	<u>PARTICIPANT 2F</u> : They require more work. Even if sometimes it's not the work that you wanted to give the, the whole class ...
1980	<u>RESEARCHER</u> : Mmm.
1981	<u>PARTICIPANT 2F</u> : But if you give them something that will just keep them busy and try to concentrate, because if ever you say you want 1 up to 10, you just write something, maybe even if it's not correct ...
1982	<u>RESEARCHER</u> : Yes.
1983	<u>PARTICIPANT 2F</u> : But if it's 1 up to 100, then later on you come, come to him or her, just try to count, whether it was (indistinct) or correct, because sometimes it will be 1 up to a 100, you'll find that in, in between, there will be 60s



	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?
1989	PARTICIPANT 2F: Less.
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 (laughter). For me it was difficult ...
2000	RESEARCHER: Yes.
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.
2023	RESEARCHER: How has including these learners who may have ADHD been for you – how has it been like for you as a person?
2024	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 ...
2025	RESEARCHER: Yes.
2026	PARTICIPANT 2F: Where they concentrate on that. But nowadays, you can't do otherwise ...
2027	RESEARCHER: Mmm.
2028	PARTICIPANT 2F: You just have to learn how to deal with them.
2029	RESEARCHER: Okay. And how has this challenged you as an educator?



2030	PARTICIPANT 2F: Eish, it was tough, it's tough, but it needs preparation ...
2031	RESEARCHER: Okay.
2032	PARTICIPANT 2F: You need to prepare ...
2033	RESEARCHER: All right.
2034	PARTICIPANT 2F: But once you prepare yourself for them, they're not so much of a challenge.
2035	RESEARCHER: Okay.
2036	PARTICIPANT 2F: Yes.
2037	RESEARCHER: All right.
2038	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 ...
2039	RESEARCHER: (Laughter)
2040	PARTICIPANT 2F: Because they say at least maybe you might ...
2041	RESEARCHER: Get them right.
2042	PARTICIPANT 2F: Yes, but eish, if there are more, eish, it's a problem.
2043	RESEARCHER: Okay.
2044	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 ...
2045	RESEARCHER: Okay.
2046	PARTICIPANT 2F: They're from outside.
2047	RESEARCHER: All right.
2048	PARTICIPANT 2F: Mmm.
2049	RESEARCHER: And do you use learner profiles in your ...
2050	PARTICIPANT 2F: Yes, I do.
2051	RESEARCHER: All right. Does it help?
2052	PARTICIPANT 2F: Yes.
2053	RESEARCHER: Yes.
2054	PARTICIPANT 2F: But if usually they are from outside you don't get them.
2055	RESEARCHER: You don't get them?
2056	PARTICIPANT 2F: Yes, you try to phone and they always say we don't get them.
2057	RESEARCHER: Okay.
2058	PARTICIPANT 2F: Then you have to just discover yourself.
2059	RESEARCHER: (Laughter)
2060	PARTICIPANT 2F: (Laughter)
2061	RESEARCHER: Yes. Okay. I don't know if you have got maybe questions for me maybe?
2062	PARTICIPANT 2F: Yes, I just wanted to know otherwise, how can we deal with them, just like we, we have said with ...
2063	RESEARCHER: Yes.
2064	PARTICIPANT 2F: These type of children – do you have any idea how can we ...
2065	RESEARCHER: Yes, I do have lots of ideas ...
2067	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 ...
2068	RESEARCHER: Mmm.
2069	PARTICIPANT 2F: Sometimes they keep ... we keep them for a, for a longer time in a, in a phase ...
2070	RESEARCHER: Mmm.
2071	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 ...
2072	RESEARCHER: Mmm.
2073	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 ...
2074	RESEARCHER: Okay.
2075	PARTICIPANT 2F: Then we keep him in Grade 1, we only find it's the second year ...
2076	RESEARCHER: The second time, yes ...
2077	PARTICIPANT 2F: And then from our discovery, we find that he is not ready ...
2078	RESEARCHER: Yes.
2079	PARTICIPANT 2F: You see? We keep him in Grade 1 ...
2080	RESEARCHER: Mmm.



2089	<u>PARTICIPANT 2F</u> : 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 ...
2090	<u>RESEARCHER</u> : Mmm.
2091	<u>PARTICIPANT 2F</u> : And then the nest, 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 ...
2092	<u>RESEARCHER</u> : Yes.
2093	<u>PARTICIPANT 2F</u> : And then in that phase maybe he fails once ...
2094	<u>RESEARCHER</u> : Mmm.
2095	<u>PARTICIPANT 2F</u> : Or whatever. And then the age do add ...
2096	<u>RESEARCHER</u> : Oh okay.
2097	<u>PARTICIPANT 2F</u> : 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 ...
2098	<u>RESEARCHER</u> : Yes.
2099	<u>PARTICIPANT 2F</u> : 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 ...
2100	<u>RESEARCHER</u> : Mmm.
2101	<u>PARTICIPANT 2F</u> : And then when they are big, just like I used to maybe in lower grades ...
2102	<u>RESEARCHER</u> : Mmm.
2103	<u>PARTICIPANT 2F</u> : I was able to handle them.
2104	<u>RESEARCHER</u> : Yes.
2105	<u>PARTICIPANT 2F</u> : And then now they're in Grade 7 ...
2106	<u>RESEARCHER</u> : It's, it's a problem.
2107	<u>PARTICIPANT 2F</u> : It's tougher for that teacher because she, she is even new in our school you know...
2108	<u>RESEARCHER</u> : Oh yes.
2109	<u>PARTICIPANT 2F</u> : She just see problem ...
2110	<u>RESEARCHER</u> : Yes.
2111	<u>PARTICIPANT 2F</u> : And then when we come just like now, I know them, maybe I know them from foundation phase, and then I know him, I say, "uh huh, Andrea here ..." then the child ... it's then that you'll be able to discipline them ...
2112	<u>RESEARCHER</u> : Yes.
2113	<u>PARTICIPANT 2F</u> : But the ... for the new teacher, it's a problem ...
2114	<u>RESEARCHER</u> : Okay.
2115	<u>PARTICIPANT 2F</u> : She carries her bag every time when she moves up and down, she cannot leave her bag there.
2116	<u>RESEARCHER</u> : Yes, I'm sure.
2117	<u>PARTICIPANT 2F</u> : Mmm.
2118	<u>RESEARCHER</u> : (Laughter)
2119	<u>PARTICIPANT 2F</u> : It's a problem.
2120	<u>RESEARCHER</u> : (Laughter), or she locks the classroom hey?
2121	<u>PARTICIPANT 2F</u> : (Laughter), eish, and it's a problem because sometimes it's our problem.
2122	<u>RESEARCHER</u> : Mmm.
2123	<u>PARTICIPANT 2F</u> : Then it's because if we don't know where to take them ...
2124	<u>RESEARCHER</u> : Okay.
2125	<u>PARTICIPANT 2F</u> : Where to take them.
2126	<u>RESEARCHER</u> : All right ...
2127	<u>PARTICIPANT 2F</u> : So ...
2128	<u>RESEARCHER</u> : So if I understand you correctly, a lot of the behavioural problems and maybe you don't get the cooperation from the parents as well ...
2129	<u>PARTICIPANT 2F</u> : Mmm. Especially the parents are not involved in their children's education. They should be involved ...
2130	<u>RESEARCHER</u> : Yes.
2131	<u>PARTICIPANT 2F</u> : And then usually if the parents is, in involved, no matter a, a learner has a problem in learning ...
2132	<u>RESEARCHER</u> : Mmm.
2133	<u>PARTICIPANT 2F</u> : You'll be, be able to help because, we are, we are two ...
2134	<u>RESEARCHER</u> : Yes.
2135	<u>PARTICIPANT 2F</u> : We're a tripod now.
2136	<u>RESEARCHER</u> : Yes.



2137	<u>PARTICIPANT 2F</u> : 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 ...
2138	<u>RESEARCHER</u> : Yes.
2139	<u>PARTICIPANT 2F</u> : But if ever the parents are not involved ...
2140	<u>RESEARCHER</u> : Yes.
2141	<u>PARTICIPANT 2F</u> : 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.
2142	<u>RESEARCHER</u> : Mmm, mmm, yes, it sounds very difficult ...
2143	<u>PARTICIPANT 2F</u> : It's very difficult.
2144	<u>RESEARCHER</u> : Yes. Do you find that most of the parents work very late, or they just ...(intervenes)
2145	<u>PARTICIPANT 2F</u> : They're just not interested.
2146	<u>RESEARCHER</u> : They're just not interested.
2147	<u>PARTICIPANT 2F</u> : Uh huh, because some are not working ...
2148	<u>RESEARCHER</u> : Yes, okay.
2149	<u>PARTICIPANT 2F</u> : Because usually we have ... most of them they don't pay school fees ...
2150	<u>RESEARCHER</u> : Uhm, I'm sure ...
2151	<u>PARTICIPANT 2F</u> : Because they don't have money ...
2152	<u>RESEARCHER</u> : But ...(intervenes)
2153	<u>PARTICIPANT 2F</u> : Even if our school fees is ttdde8[c per year, but now they won't pay ...
2154	<u>RESEARCHER</u> : Yes.
2155	<u>PARTICIPANT 2F</u> : Yes, but when you call them ... because we usually say if a parent is not working, then he can come to school, we have many things ...maybe he want to provide the tablecloth and all this ...
2156	<u>RESEARCHER</u> : Yes, yes.
2157	<u>PARTICIPANT 2F</u> : He can do it for us ...
2158	<u>RESEARCHER</u> : Yes.
2159	<u>PARTICIPANT 2F</u> : In order not to go ... to take the tablecloth and give somebody to wash, (indistinct) pay.
2160	<u>RESEARCHER</u> : Yes.
2161	<u>PARTICIPANT 2F</u> : You see? But they won't...
2162	<u>RESEARCHER</u> : Mmm.
2163	<u>PARTICIPANT 2F</u> : They just come when you say ... they say, "no, we are not working ..." – they say all those things. Yes, but now they are not ...
2164	<u>RESEARCHER</u> : They're not interested.
2165	<u>PARTICIPANT 2F</u> : Yes, they not ...
2166	<u>RESEARCHER</u> : Yes, that sounds very difficult.
2167	<u>PARTICIPANT 2F</u> : 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.
2168	<u>RESEARCHER</u> : Yes, it's also the parent's, yes.
2169	<u>PARTICIPANT 2F</u> : Mmm. (Laughter)
2170	<u>RESEARCHER</u> : 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 ...
2171	<u>PARTICIPANT 2F</u> : Yes.
2172	<u>RESEARCHER</u> : 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 ...
2173	<u>PARTICIPANT 2F</u> : Yes.
2174	<u>RESEARCHER</u> : But once I'm finished all my research.
2175	<u>PARTICIPANT 2F</u> : All right.
2176	<u>RESEARCHER</u> : 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...
2177	<u>PARTICIPANT 2F</u> : Mmm.
2178	<u>RESEARCHER</u> : So this kind of workshop I'd like to be able to offer your teachers as well. Would that be okay?
2179	<u>PARTICIPANT 2F</u> : Yes, yes, it will be ...
2180	<u>RESEARCHER</u> : Yes, yes. And maybe if you feel confident, then maybe it would be an idea to maybe give a workshop to the parents on behavioural and emotional problems as well ...
2181	<u>PARTICIPANT 2F</u> : Yes.
2182	<u>RESEARCHER</u> : Because that's one way of getting the parents involved you know?
2183	<u>PARTICIPANT 2F</u> : Yes, yes, just like last time when ...on the 4 th , we had workshop in reading ...



2184	RESEARCHER: Oh yes.
2185	PARTICIPANT 2F: It was family literacy.
2186	RESEARCHER: Okay.
2187	PARTICIPANT 2F: And then most of the parent ... there, there were few ...
2188	RESEARCHER: Yes.
2189	PARTICIPANT 2F: That were, that were interested.
2190	RESEARCHER: Okay.
2191	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 ...
2192	RESEARCHER: Mmm.
2193	PARTICIPANT 2F: But usually he just used to read for examination ...
2194	RESEARCHER: (Laughter)
2195	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 ...
2196	RESEARCHER: Yes.
2197	PARTICIPANT 2F: And then also himself ... and the ... and then it's, it's ... and then they are also frequently they're at school ...
2198	RESEARCHER: Yes.
2199	PARTICIPANT 2F: Because they have gained a lot ...
2200	RESEARCHER: Yes.
2201	PARTICIPANT 2F: And then you say, "they should come to school ..." ...
2202	RESEARCHER: That's wonderful.
2203	PARTICIPANT 2F: Uh.
2204	RESEARCHER: Yes.
2205	PARTICIPANT 2F: And then if you ... later on if you gauge it, assess – you assess the child, you see that there's a difference.
2206	RESEARCHER: Yes.
2207	PARTICIPANT 2F: Uh.
2208	RESEARCHER: Because the parents are involved ...
2209	PARTICIPANT 2F: They're involved, yes.
2210	RESEARCHER: And you wanted to help the child.
2211	PARTICIPANT 2F: Yes.
2212	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 ...
2213	PARTICIPANT 2F: Mmm.
2214	RESEARCHER: Because the idea is that you learn and you teach others as well ...
2215	PARTICIPANT 2F: Others, yes, that's the thing.
2216	RESEARCHER: Yes, so then maybe that's one way of doing it ...
2217	PARTICIPANT 2F: Of doing, yes, because ...
2218	RESEARCHER: So then we can get the parents involved ...
2219	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 ...
2220	RESEARCHER: Yes, no, they all ask me.
2221	PARTICIPANT 2F: Yes, uh ...
2222	RESEARCHER: So ... and remember we ... we wanted to do intervention ...
2223	PARTICIPANT 2F:.
2224	RESEARCHER: Because what I wanted to do was to do an intervention with the reading and the numeracy ...
2225	PARTICIPANT 2F: Yes.
2226	RESEARCHER: And then behavioural, that was the three thing ... remember ...
2227	PARTICIPANT 2F: Yes.
2228	RESEARCHER: With the assessments and everything.
2229	PARTICIPANT 2F: Yes, the assessment, assessment, yes.
2230	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.
2231	PARTICIPANT 2F: Yes.
2232	RESEARCHER: So now I have to do this – it wasn't what I originally wanted to do ...
2233	PARTICIPANT 2F: Yes.



2234	RESEARCHER: It wasn't my intention – my intention was to do a proper intervention ...
2235	PARTICIPANT 2F: intervention, yes.
2236	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 ...
2237	PARTICIPANT 2F: Behavioural, yes ...
2238	RESEARCHER: And emotional problems with children, yes, to intervene with that.
2239	PARTICIPANT 2F: Yes.
2240	RESEARCHER: So we can still do that. Unfortunately I just had to do those workshops when I'm finished all my workshops ...
2241	PARTICIPANT 2F: Yes, no, no, do your job, and then ...
2242	RESEARCHER: Yes.
2243	PARTICIPANT 2F: We'll get the report.
2244	RESEARCHER: But that was always my intention, you know that ...
2245	PARTICIPANT 2F: Yes.
2246	RESEARCHER: You know that ...
2247	PARTICIPANT 2F: Yes, yes, for a long time, yes, uh huh.
2248	RESEARCHER: Yes. So we'll do that for sure.
2249	PARTICIPANT 2F: All right, thank you.
2250	RESEARCHER: Yes, okay.
2251	PARTICIPANT 2F: Okay.
2252	RESEARCHER: Thank you for your time Mrs Modiba, thank you so much ...
2253	PARTICIPANT 2F: All right.
2254	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 ...
2255	PARTICIPANT 2F: Yes.
2256	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.
2257	PARTICIPANT 2F: All right.
	END OF INTERVIEW.