

APPENDIXES 1A TO 4B

AANHANGSEL 1A

Universiteit van Pretoria
Pretoria
0002
Tel 012 420-3331

Fakulteit Opvoedkunde
Groenkloof Kampus
Departement Kurrikulumstudies

Julie 2003

Posbus _____
Rustenburg
0300

Geagte Ouer

LEERDER MET DIABETES IN DIE GRONDSLAGFASE

U seun / dogter is een van die gekose kinders wat ons graag met u toestemming wil insluit by 'n navorsingsprojek oor die leerder met diabetes. Die doel van die projek is om die behoeftes en bates van die leerder met diabetes in die grondslagfase van onderwys te identifiseer.

Daar sal van vraelyste gebruik gemaak word. Onderhoude gebaseer op die vraelyste sal ook gevoer word. Die inligting wat uit bogemelde bekom word sal streng vertroulik hanteer word.

Indien u bereid is om u kind aan hierdie projek te laat deelneem, word u versoek om die meegaande strokie te voltooi en aan mev. Irma Pistorius terug te besorg. Sy sal daarna telefonies met u in verbinding tree om 'n gepaste datum vir die voltooiing van die vraelys en die onderhoud te reël.

Indien u enige navrae oor die projek het, kan u gerus met een van die volgende persone in verbinding tree:

Dr. C J Gerda Bender	012 420-3331 (W)
	012 4604244 (H)

Mev. M E Irma Pistorius	014 5432013 (W)
	014 5439375 (H)

U samewerking word hoog op prys gestel.

Die uwe

Dr C J Gerda Bender
(Studieleier)

Mev. M E Irma Pistorius
(Navorsers)

Skrap wat nie van toepassing is nie.

Hiermee verleen ek, _____

ouer / voog van _____ my ingeligte
toestemming dat **hy / sy** aan bovermelde navorsingsprojek **mag deelneem / nie mag
deelneem nie.**

Die uwe

OUER / VOOG

DATUM

Adres: _____

Telefoon: Huis _____

Werk _____

Selfoon _____

University van Pretoria
Pretoria
0002
Tel 012 420 3331
Faculty of Education
Groenkloof Campus
Department of Curriculum Studies

July 2003

P O Box _____
Rustenburg
0300

Dear Parent

LEARNER WITH DIABETES IN THE FOUNDATION PHASE

Your son/daughter is one of the selected children we wish to include, with your permission, in our research project on the learner with diabetes. The purpose of the project is to identify the needs and assets of the learner with diabetes in the foundation phase of school education.

Questionnaires will be used in the project. Interviews based on the questionnaires will also be conducted. All information obtained from the above-mentioned will be treated as highly confidential.

If you are willing to allow your child to take part in this project, please would you fill in the details on the accompanying page, and return it to Mrs Irma Pistorius. She will telephone you later to arrange a suitable date to complete the questionnaires and hold the interviews.

If you have any enquiries about the project, you are welcome to contact one of the following people:

Dr C J Gerda Bender	012 420-3331 (W)
	012 4604244 (H)

Mrs M E Irma Pistorius	014 5432013 (W)
	014 5439375 (H)

Thank you for your kind co-operation.

Yours faithfully

Dr CJ Gerda Bender
(Supervisor)

Mrs. M E Irma Pistorius
(Researcher)

Delete whatever is not applicable.

I, _____

parent / guardian of _____ hereby give my informed consent that **he / she may / may not** participate in the above-mentioned research project.

Yours faithfully

PARENT/ GUARDIAN

DATE

Address: _____

Telephone: Home _____

Work _____

Cell _____

AANHANGSEL 2A

VRAELYS AAN OUERS: LEERDER MET DIABETES IN GRONDSLAGFASE

Voltooi asseblief die volgende vrae so volledig moontlik. U antwoorde sal van groot waarde wees by die bepaling van behoeftes van en moontlike dienste aan leerders met diabetes.

1. Naam van kind

2. Geboortedatum van kind

d	d	m	m	y	y
---	---	---	---	---	---

3. Kind se volgorde van geboorte vergeleke met ander kinders in die gesin

Oudste	2de oudste	Jongste	Ander.....
--------	------------	---------	------------

Ontwikkeling

4. Op watter ouderdom (hoeveel maande) het u kind die volgende fisiese mylpale bereik?

- Sit

- Kruip

- Loop

- Praat (eerste woorde)

5. Op watter ouderdom is u kind met diabetes mellitus (suikersiekte) gediagnoseer?

6. Beskryf kortliks die verloop van u kind se mediese geskiedenis.

10. Beskryf u kind se persoonlikheid veral met betrekking tot sy / haar positiewe eienskappe.

**Leer
Skool
Onderwysers**

11. Het u kind 'n kleuterskool bygewoon?

JA	NEE
----	-----

12. Op watter ouderdom het u kind die kleuterskool begin bywoon?

13. Tot op watter ouderdom het u kind 'n kleuterskool bygewoon?

14. Hoe sou u die kleuterskoolpersoneel se kennis en gesindheid t.o.v. diabetes beskryf?

15. Hoe sou u u kind se ervarings van die kleuterskooltydperk beskryf?

16. Hoe sou u u kind se huidige belewing van sy / haar huidige skool beskryf?

17. Meen u dat u kind vorder na wense op skool?

JA	NEE
----	-----

Verduidelik asseblief.

18. Ervaar u kind enige probleme met die uitvoering van sy / haar skoolwerk of huiswerk?

19. Wat sou u beskryf is u kind se sterkpunte t.o.v. die skool?

20. Beskryf aspekte of belewinge in die skool wat moontlik 'n goeie invloed op u kind het.

21. Hoe sou u u kind se verhouding met die onderwyser beskryf?

22. Hoe sou u die onderwyser se kennis van diabetes beskryf?

23. Hoe sou u die onderwyser se gesindheid jeens diabetes beskryf?

24. Neem u kind deel aan buitemuurse aktiwiteite? Gee asseblief die redes daarvoor.

JA	NEE
----	-----

Noem die aktiwiteite

Vriende

25. Beskryf u kind se verhouding met sy / haar maats.

26. Speel u kind by sy / haar maats se huis/e?

JA	NEE
----	-----

Indien ja, hoe dikwels?

27. Slaap u kind oor by maats, ouma, oupa of ander familieledede?

JA	NEE
----	-----

Verduidelik asseblief.

28. Vertel hy / sy ander kinders van sy / haar diabetes?

JA	NEE
----	-----

Verduidelik asseblief.

29. Beskryf aspekte van u kind se verhoudings met ander kinders, wat 'n positiewe invloed

op u kind het.

30. Beskryf eienskappe eie aan u kind wat ander kinders in hom / haar raaksien en waarvan hulle hou.

Familie

31. Beskryf u eie belewenis tydens die diagnose van u kind se diabetes.

32. Hoe sou u u man / vrou se beleving van die diagnosering van u kind se diabetes beskryf?

33. Beskryf die invloed wat die diagnosering van diabetes by u kind op die res van u gesin gehad het. Verduidelik watter invloed dit op die gesin se funksionering het.

34. Beskryf asseblief u kind se verhouding met sy / haar broers en susters.

35. Beskryf u kind se positiewe invloed op u almal as gesin.

36. Beskryf die eienskappe eie aan u kind, wat u waardeer.

Gemeenskap

37. Beskryf die positiewe eienskappe wat u kind toelaat / bemagtig om 'n positiewe bydrae tot die gemeenskap te lewer.

38. Is u bewus van enige diabetiese ondersteuningsgroep?

39. Sou u graag aan so 'n ondersteuningsgroep wou behoort?

JA	NEE
----	-----

40. Hoe gereeld het u kontak met die diabetiese kliniek in u gemeenskap?

41. Beskryf enige behoefte aan hulp en ondersteuning wat u vanuit die gemeenskap sou wou ontvang.

Baie dankie vir u vriendelike samewerking en waardevolle insette

HANDTEKENING VAN OUER

DATUM

APPENDIX 2B

QUESTIONNAIRE TO PARENTS: LEARNER WITH DIABETES IN THE FOUNDATION PHASE

Please complete the following questions as completely as possible. Your answers will be of great value for determining the needs of and possible services to learners with diabetes.

1. Name of child _____

2. Date of birth

d	d	m	m	y	y
---	---	---	---	---	---

3. Child's position compared with other children in the family

Oldest	2nd child	Youngest	Other.....
--------	-----------	----------	------------

Development

4. At what age (in months) did your child reach the following physical milestones of development?

- Sitting

- Crawling

- Walking

- Talking (first words)

5. At what age was your child diagnosed with diabetes mellitus?

6. Briefly describe the course of your child's medical history.

7. What do you think are your child's feelings about his / her diabetes?

8. What do you think are your child's feelings about his / her body?

9. To what extent would you say that your child is independent in taking care of his / her diabetes? Please explain in detail.

10. Describe your child's personality especially with regard to his / her positive characteristics.

Learning School Teachers

11. Did your child attend a nursery school?

YES	NOW
-----	-----

12. At what age did your child start to attend nursery school?

13. Until what age did your child attend nursery school?

14. How would you describe the nursery school staff members' knowledge of and attitude towards diabetes?

15. How would you describe your child's experience of nursery school?

16. How would you describe your child's experience of his / her present school?

17. Do you think that your child is making satisfactory progress at school?

YES	NO
-----	----

Please explain

18. Does your child have any difficulty with doing his / her schoolwork or homework?

19. How would you describe your child's strengths with regard to school?

20. Describe aspects or experiences at school, which may have a positive influence on your child.

21. How would you describe your child's relationship with the teacher?

22. How would you describe the teacher's knowledge about diabetes?

23. How would you describe the teacher's attitude towards diabetes?

24. Do your child take part in extramural activities? Please give reasons.

YES	NO
-----	----

Name the activities

Friends

25. Describe your child's relationship with his / her friends.

26. Does your child visit the home/s of his / her friends?

YES	NO
-----	----

If yes, how often?

27. Does your child sleep over at the home of a friend, grandfather, grandmother or other relatives?

YES	NO
-----	----

Please explain.

28. Does your child tell other children about his / her diabetes?

YES	NO
-----	----

Please explain.

29. Describe aspects of your child's relationships with other children, which have a positive influence on your child.

30. Describe characteristics unique to your child, which other children see and like in him / her.

Family

31. Describe your feelings at the time when your child was diagnosed with diabetes.

32. How would you describe your wife's / husband's feelings when your child was diagnosed with diabetes?

33. Describe the influence that your child's diagnosis of diabetes had on the rest of your family. Explain what influence it had on the functioning of your family.

34. Please describe your child's relationship with his / her brothers and sisters.

35. Describe your child's positive influence on all of you as a family.

36. Describe the characteristics unique to your child, that you appreciate.

Community

37. Describe the positive characteristics that allow / empower your child to make a positive contribution to the community.

38. Do you know of any support group for diabetes?

39. Would you like to belong to such a diabetes support group?

YES	NO
-----	----

40. How often do you have contact with the diabetes clinic in your community?

41. Describe any need for help and support that you would like to receive from the community.

Thank you very much for your kind co-operation and valuable input

SIGNATURE OF PARENT

DATE

AANHANGSEL 3A

VRAELYS VIR LEERDERS MET DIABETES IN DIE GRONDSLAGFASE

Leerders sal hierdie vraelys in samewerking met die navorser voltooi.

Naam en van _____

Ouderdom (en geboortedatum) _____

Skool: _____ Graad _____

ALGEMEEN

Die volgende algemene inligting word as inleidend beskou om met die opbou van 'n vertrouensverhouding by te dra:

- Waar woon jy? _____
- Waar gaan jy skool? _____
- Waarvan hou jy die meeste om te doen? _____

Leerder word voorsien van papier en potlode / kryt, en versoek om die volgende te teken en te beskryf.

- Teken vir my 'n mens asseblief.
 - Gee 'n naam vir jou tekening.
 - Hoe oud is hierdie mens wat jy geteken het?
 - Vertel 'n storie van die mens wat jy geteken het.
- Teken vir my jou gesin.
 - Wie is elke mens in jou tekening?
 - Wat doen elke mens?

	LEER, SKOOL, ONDERWYSERS	TERUGVOERING
1	Vertel my van jou skool. <ul style="list-style-type: none">• Van watter skoolwerk hou jy die meeste en watter die minste?	
2	Is dit vir jou lekker om huiswerk te doen?	
3	Neem jy deel aan sport / buitemuurse aktiwiteite by die skool?	

14	Word jy kwaad in die klas as ander kinders iets sê oor jou siekte?	
5	Vertel my van jou juffrou. • Hou jy van jou juffrou / onderwyser?	
6	Is dit moeilik om by die skool te wys as jy kwaad is?	
7	Is jy soms afwesig by die skool? • Wat maak jy om die werkies wat jy verloor het weer in te haal?	
8	Wat van die skool geniet jy die meeste? • Wat geniet jy die minste?	
9	Watter take of werkies sal jy graag in die klas wil doen? / Watter take of werkies doen jy reeds in die klas?	
	ONTWIKKELING	TERUGVOERING
110	Dink jy dit is belangrik om elke dag te ontspan en te rus? • Voel jy dat jy elke dag moet gaan lê of iewers stilsit voordat jy weer verder kan gaan?	
111	Slaap jy lekker? • Raak jy maklik aan die slaap, of lê jy in jou bed en sukkel jy om aan die slaap te raak? • Word jy baie in die nag wakker?	
112	Bekommer jy jou oor jou gesondheid? • Is dit vir jou sleg dat jy siek is? • Voel jy bekommerd dat jy siek is?	

113	Dink jy maklik aan ander dinge en vergeet jy soms daarvan dat jy siek is?	
14	As jy iets in jouself (jou liggaam of iets anders) kon verander het, wat sou dit wees?	
115	Vertel my wat maak jou hartseer of ongelukkig. <ul style="list-style-type: none"> • Wat maak jy as jy hartseer of ongelukkig is. 	
16	Noem vir my iets wat vir jou spesiaal is. <ul style="list-style-type: none"> • Noem iets wat jou spesiaal maak. 	
117	Is dit vir jou moeilik om vir ander mense of maats te wys hoe jy in jou hartjie voel? <ul style="list-style-type: none"> • Wys jy vir ander mense wanneer jy hartseer of kwaad is? • Hoe wys jy vir ander mense dat jy hartseer of kwaad is? 	
	VRIENDE	TERUGVOERING
118	Ken jy iemand wat dieselfde siekte as jy het?	
119	Is dit vir jou moeilik om met jou maatjies te speel wanneer jy siek is? <ul style="list-style-type: none"> • Indien nee, hoekom? 	
20	Kuier jy graag by jou maatjies se huis? <ul style="list-style-type: none"> • Wat speel jy graag by die maatjies se huis 	

21	<p>Vertel my van jou beste maatjie en hoekom dit jou beste maatjie is.</p> <ul style="list-style-type: none"> • Vertel my ook van die maatjies waarvan jy nie hou nie en hoekom jy nie van hulle hou nie. 	
22	<p>Wil ander kinders graag met jou maatjies wees?</p> <ul style="list-style-type: none"> • Verduidelik. 	
23	<p>Maak jou maatjies grappies oor jou siekte? Indien wel, hoe voel jy daarvoor?</p>	
	FAMILIE	TERUGVOERING
124	<p>As jy nie lekker voel nie wat maak jy?</p> <ul style="list-style-type: none"> • Word jy kwaad vir pappa, mamma of jou gesin? 	
25	<p>Wat maak boetie en sussie wanneer jy siek is?</p>	
26	<p>Is dit moeilik om vir jou gesin te wys dat jy kwaad is?</p>	
27	<p>Het jy spesiale take / werkies by die huis?</p> <ul style="list-style-type: none"> • Vertel my wat jy moet doen. 	
28	<p>Wie van jou gesin is vir jou baie spesiaal? (Pa, ma, broers en susters)</p>	
	GEMEENSKAP	TERUGVOERING
129	<p>Gee jy om as ander mense weet as jy siek is? Vertel my daarvan ...</p>	
130	<p>Wens jy soms dat jy soos ander mense / kinders is wat nie siek is nie</p> <ul style="list-style-type: none"> • Is dit vir jou sleg om siek te wees? 	

31	Hou jy daarvan om ander mense te help? • Vertel my daarvan.	
32	Wil jy graag met maatjies praat wat ook dieselfde siekte as jy het?	

¹ Adapted from Pilowsky, I & Spence, N.D. 1983. *Manual of the Illness Behaviour Questionnaire*. (IBQ). 2nd ed. University of Adelaide: South Australia (cited in Struwig-Scholtz, 1995).

APPENDIX 3B

QUESTIONNAIRE FOR LEARNERS WITH DIABETES IN THE FOUNDATION PHASE

Learners will complete these questionnaires in collaboration with the researcher.

Name and surname _____

Age (and date of birth) _____

School: _____ Grade _____

GENERAL		
<p style="text-align: center;">The following general information is viewed as an introduction to help in establishing a relationship of trust.</p> <ul style="list-style-type: none"> • Where do you live? _____ • What school do you go to? _____ • What do you like doing most? _____ <p>The learner will be provided with paper and pencils/crayon and requested to draw and explain the following</p> <ul style="list-style-type: none"> • Please draw a picture of a human being. <ul style="list-style-type: none"> ➤ Give your picture a name. ➤ How old is this person you have drawn? ➤ Tell me a story about the person you have just drawn. • Draw a picture of your family. <ul style="list-style-type: none"> ➤ Who is each person in your drawing? ➤ What is each person doing? 		
	LEARNING, SCHOOL AND TEACHERS	FEEDBACK
1	Tell me about your school. <ul style="list-style-type: none"> • What schoolwork do you like most and what do you like least? 	
2	Do you like doing homework?	
3	Do you take part in sport or extramural activities at school?	

14	Do you get cross in class if other children say anything about your illness?	
5	Tell me about your teacher. • Do you like your teacher?	
6	Is it difficult to show that you are angry when you are at school?	
7	Are you sometimes absent from school? • What do you do to catch up with the work you missed when you were absent?	
8	What do you enjoy most about school? • What do you enjoy least?	
9	What tasks or work would you like to do in class? / What tasks or work do you already do in class?	
	DEVELOPMENT	FEEDBACK
110	Do you think it is important to relax and rest each day? • Do you feel every day that you have to lie down or sit still somewhere before you can go on again?	
111	Do you sleep well? • Do you fall asleep easily, or do you lie awake and struggle to fall asleep? • Do you wake up often at night?	
112	Do you worry about your health? • Do you feel bad about being sick? • Are you worried about being sick?	

113	Is it easy for you to think about other things and do you sometimes forget you are ill?	
14	If you could change something about yourself (your body or something else) what would it be?	
115	Tell me what makes you feel sad or unhappy. <ul style="list-style-type: none"> • What do you do when you are sad or unhappy? 	
16	Tell me about something that is special for you. <ul style="list-style-type: none"> • Name something that makes you special. 	
117	Is it hard for you to show other people or friends how you really feel? <ul style="list-style-type: none"> • Do you show other people and friends when you are sad or angry? • How do you show other people that you are sad or angry? 	
	FRIENDS	FEEDBACK
118	Do you know anyone with the same illness as yours?	
119	Is it difficult to play with your friends when you are ill? <ul style="list-style-type: none"> • If no, why? 	
20	Do you like to visit your friends at home? <ul style="list-style-type: none"> • What do you like to play at your friends' house? 	

21	<p>Tell me about your best friend and why this is your best friend.</p> <ul style="list-style-type: none"> • Tell me about the friend you do not like and why you don't like them. 	
22	<p>Do other children want to be your friends?</p> <ul style="list-style-type: none"> • Explain. 	
23	<p>Do you friends crack jokes about your illness? If they do, how do you feel about it?</p>	
	FAMILY	FEEDBACK
124	<p>If you do not feel well, what do you do?</p> <ul style="list-style-type: none"> • Do you get cross with your dad, mom or your family? 	
25	<p>What do your brother and sister do when you are ill?</p>	
26	<p>Is it difficult to show your family that you are angry?</p>	
27	<p>Do you have special tasks or chores at home?</p> <ul style="list-style-type: none"> • Tell me what you have to do. 	
28	<p>Who in your family is very special to you? (Father, mother, brothers and sisters)</p>	
	COMMUNITY	FEEDBACK
129	<p>Do you care if other people know that you are sick?</p> <ul style="list-style-type: none"> • Tell me about it ... 	

130	Do you sometimes wish that you were like other people or children who are not sick? <ul style="list-style-type: none"> • Do you feel bad about being sick? 	
31	Do you like to help other people? <ul style="list-style-type: none"> • Tell me about it. 	
32	Would you like to talk to other children who have the same illness as yours?	

¹ Adapted from Pilowsky, I & Spence, N.D. 1983. *Manual of the Illness Behaviour Questionnaire*. (IBQ). 2nd ed. University of Adelaide: South Australia (cited in Struwig-Scholtz, 1995).

AANHANGSEL 4A

SEMI-GESTRUKTUREERDE ONDERHOUD MET ONDERWYSER: LEERDER MET DIABETES IN DIE GRONDSLAGFASE

Leer
Skool
Onderwyser

1. Hoe beleef _____ skool oor die algemeen? Is daar sekere komponente wat hy meer aangenaam as ander ervaar?
2. Hoe sou u ____ se akademiese vordering beskryf?
3. Beskryf _____ se houding teenoor die voltooiing van huiswerk.
4. Tot watter mate sou u die ondersteuning van huiswerk tuis, beskryf.
5. Hoe sal u _____ se betrokkenheid en deelname in die klas beskryf?
 - Neem hy/sy aktief deel aan klasgesprekke?
 - Neem hy/sy aktief deel aan klasaktiwiteite?
 - Verrig _____ enige take in die klas?
6. Hoe sal u _____ se gedrag in die klas beskryf?
7. Beskryf daardie komponente wat 'n goeie invloed op _____ het.
8. Hoe voel _____ oor die deelname aan buitemuurse aktiwiteite.
 - Neem _____ deel aan enige buitemuurse aktiwiteit?
 - Noem die aktiwiteit indien wel.
 - Indien _____ nie deelneem nie, waaraan sou u dit toeskryf?
9. Wat is dit wat as bates dien van _____
 - In sy/haar persoonlikheid, en
 - Ten opsigte van die skool
10. Noem die aspekte van _____ wat u voor waardering het?
11. Tot watter mate akkommodeer u leerders met diabetes in u klas?
12. Tot watter mate verskil leerders met diabetes van ander leerders in u klas?
13. Sou u sê dat u dieselfde vlak van aanvaarbare gedrag van _____ verwag as van die res van die klas
14. Hoe sal u u kennis ten opsigte van diabetes beskryf?
 - Is die leerder in u klas insulien afhanklik?
 - Hoeveel keer 'n dag is dit vir hierdie leerder nodig om hom/haar te spuit?
 - Kan u simptome van lae bloedsuiker by die leerder identifiseer?
 - Is u bewus van prosedures wat gevolg moet word sodra hoë of lae bloedsuiker by die kind vermoed word?

- Is u bewus daarvan dat die wisseling van bloedglukosevlak _____ se gedrag in die klas kan beïnvloed?

Vriende

15. Hoe sal u _____ se verhouding met sy/haar klasmaats beskryf?
16. Watter aspekte van _____ sou u as bates identifiseer wat maak dat sy / haar maats in die klas hom / haar aanvaar?
17. Is daar enige indikasies wat aandui dat _____ kwaad / gefrustreerd is?
- Gee _____ uiting aan sy / haar emosies soos byvoorbeeld wanneer hy / sy kwaad is?
18. Tot watter mate is _____ se klasmaats ingelig rakende sy / haar siektetoestand?
- Indien hulle wel ingelig is, hoe het hulle die inligting bekom?
19. Hoe reageer die klasmaats t.o.v. _____ se diabetes?
- Vra hulle 'n verduideliking van die siekte?
 - Verstaan hulle van die implikasies van diabetes soos bv;
 - Eetgoed in die klas,
 - Dat hy/sy hom/haar moet inspuit met insulien
 - Dat die bloedglukose gereeld getoets moet word
 - Dat hy/sy nie altyd aan aktiwiteite kan deelneem nie.
 - Somtyds afwesig by die skool is.

Familie

20. Beskryf u kommunikasie en verhouding met die ouers
- Hoe gereeld?
 - Tot watter mate deel die ouers sensitiewe inligting wat 'n invloed op die leersituasie, met u?
21. Sou u sê dat daar 'n behoefte aan ondersteuning vir die ouers van _____ is.
- Maak hulle op u en die skool se ondersteuning staat?
22. Is daar enige iets in verband met hierdie leerder wat u bekommer of wat u graag sal wil deel?
- Bv., sosio-ekonomiese omstandighede van gesin
 - Kulturele aspekte wat gesin raak.

Gemeenskap

23. Beskryf u behoefte aan inligting uit die gemeenskap in verband met diabetes en die hantering van die leerders?
24. Beskryf hoe u die rol van die onderwyser sien as instrument om kennis en begrip vir die leerder met diabetes in die gemeenskap te bevorder.

APPENDIX 4B

SEMI-STRUCTURED INTERVIEW WITH TEACHER: LEARNER WITH DIABETES IN THE FOUNDATION PHASE

Learn School Teacher

1. How does _____ find school in general? Are there certain components which he/she finds more pleasant than others?
2. How would you describe _____ 's academic progress?
3. Please describe _____ 's attitude towards completing his/her homework.
4. To what degree would you describe the support given to homework at home.
5. How would you describe _____ 's involvement and participation in class?
 - Does he/she take an active part in class discussions?
 - Does he/she take an active part in class activities?
 - Does _____ perform any tasks in class?
6. How would you describe _____ 's behaviour in class?
7. Please describe the components that have a good influence on _____.
8. How does _____ feel about participating in extramural activities?
 - Does _____ take part in any extracurricular activity?
 - If so, please name the activity.
 - If _____ does not take part, what do you think the reason is?
9. What serve as assets to _____
 - In his/her personality, and
 - With regard to school.
10. Please name those aspects of _____ that you appreciate.
11. To what extent do you accommodate learners with diabetes in your class?
12. To what extent do learners with diabetes differ from other learners in your class?
13. Would you say that you expect the same level of acceptable conduct from _____ as you do from the rest of the class?
14. How would you describe your knowledge about diabetes?
 - Is the learner in your class insulin dependent?
 - How many times a day does this learner need to inject him/herself?
 - Can you identify the symptoms of low blood-sugar in the learner?
 - Are you aware of procedures that have to be followed as soon as one suspects the child has high or low blood-sugar?
 - Are you aware that changes in the blood glucose level may influence _____ 's conduct in class?

Friends

15. How would you describe _____ 's relationship with his/her classmates?
16. What aspects of _____ would you identify as assets that make his/her friends in class accept him/her?
17. Are there any indications that show that _____ is angry / frustrated?
- Does _____ express his / her emotions, for example when he / she is angry?
18. To what extent are _____ 's classmates informed about his / her illness?
- If they are indeed informed, how did they obtain the information?
19. How do the classmates react with regard to _____ 's diabetes?
- Do they ask for an explanation of the illness?
 - Do they understand the implications of diabetes, such as:
 - Foodstuffs in class
 - That he/she has to inject him/herself with insulin
 - That the blood glucose levels have to be tested regularly
 - That he/she cannot always take part in activities
 - That he/she is sometimes absent from school.

Family

20. Please describe your communication and relationship with the parents
- How regularly?
 - To what extent do the parents share sensitive information with you that could have an influence on the learning situation?
21. Would you say that there is a need for support for the parents of _____ ?
- Do they rely on support from you and the school?
22. Is there anything in relation to this learner that worries you or that you would like to share?
- E.g. socio-economic circumstances of family
 - Cultural aspects affecting the family.

23. Describe your need for information from the community with regard to diabetes and the handling of the learners.
24. Describe how you see the role of the teacher as a tool to promote knowledge and understanding of the learner with diabetes in the community.

Thank you for your kind co-operation in responding to this questionnaire.