INCLUSIVE EDUCATION IN SOUTH AFRICA:

THE CHALLENGES POSED TO THE TEACHER

OF THE CHILD WITH A HEARING LOSS

by

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ABSTRACT

TITLE:	Inclusive education in South Africa: the challenges posed to the teacher of the child with a hearing loss.
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The entire context of South African education is undergoing a slow, yet definite metamorphosis, and inclusion is now nationally both a constitutional imperative and an unequivocal reality. Teachers are the key role-players in determining the quality of implementation of this new policy. They are expected to embrace the new philosophy, to think and to work in a new frame of reference. Unfortunately, too often change in education has failed because insufficient attention has been paid to the challenges posed to those who are expected to put the change into effect.

Against this background the aim of this study is to determine the challenges posed to the teacher of the child with a hearing loss in inclusive education. In order to attain this aim, the study was divided into two sections: a literature study and an empirical study.

The literature study offers a review of the development of the inclusive philosophy, with specific reference to the educational inclusion of the child with a hearing loss. The knowledge and attitude of teachers towards inclusive education as well the responsibilities of the teachers of a child with a hearing loss within the South African education system are critically discussed.

During the empirical research a descriptive design was followed comprising of questionnaire surveys followed by focus group discussions. The questionnaire surveys explored the knowledge, attitudes and training needs of 220 teachers and 81 student teachers. Focus group discussions were conducted with four parents, five speech

therapist/audiologist and four teachers (all actively involved in inclusion programmes) and these results were used to substantiate findings from the questionnaire survey.

The results of this study indicate that the teachers in regular education as well as the student teachers had sufficient knowledge about the theoretical aspects of inclusion but they lack knowledge regarding the child with a hearing loss. Aspects that were significantly related to the teachers' lack of knowledge were their unwillingness to include a child with hearing loss and to a lesser extent their years of teaching experience. It was clear that both the teachers and student teachers appear to have negative attitudes towards the inclusion of children with hearing loss. The negative attitudes of the teachers were, as in the case of knowledge, significantly related to their unwillingness to include a child with a hearing loss and their years of teaching experience, but also to their personal experience with hearing loss. The teachers and student teachers indicated specific needs in terms of further training and the content of training. A wide variety of demands that are posed to teachers with regard to the unique South African context were identified, for example lack of support, lack of training, high teacher/child ratios etc.

The implications of this study, which amongst other factors include the motivation for the promotion of educational audiology in order to support and train the teachers of children with a hearing loss in inclusive education, are discussed. The education system is challenged to address the needs of teachers in order to ensure the successful implementation of inclusive education for children with hearing loss.

Key words: inclusive education, children with hearing loss, teachers of children with hearing loss, educational audiology, educational audiologist, inclusion, challenges in inclusive education, teacher training, teacher support, inclusion of the child with a hearing loss, teachers knowledge, teachers attitudes.

OPSOMMING

TITEL: Inklusiewe onderrig in Suid Afrika: die uitdagings gerig tot die onderwyser van die kind met 'n gehoorverlies.

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Die Suid Afrikaanse opvoedkundige stelsel ondergaan tans 'n stadige, tog definitiewe gedaanteverandering. Insluitende onderwys het op nasionale vlak 'n konstitusionele imperatief en 'n onomwonde werklikheid geword. Onderwysers is die sleutelrolspelers in die suksesvolle implementering van hierdie nuwe wetgewing. Daar word van hulle verwag om die nuwe filosofie te aanvaar en te funksioneer in 'n nuwe verwysingsraamwerk. Ongelukkig het die positiewe veranderinge in onderwysstelsels dikwels reeds gefaal op grond van die feit dat onvoldoende aandag geskenk is aan die uitdagings wat gerig word aan diegene wat 'n beslissende rol speel in die suksesvolle implementering van hierdie filosofie.

Teen hierdie agtergrond is die doel van die studie om te bepaal watter uitdagings aan die onderwyser van die kind met 'n gehoorverlies gerig word in insluitende onderwys in Suid Afrika. Ten einde die doel te bereik, is die studie in twee verdeel: 'n literatuurstudie en 'n empiriese studie.

Die literatuurstudie bied 'n oorsig oor die ontwikkeling van die insluitende filosofie, met spesifieke verwysing na die opvoedkundige insluiting van die kind met 'n gehoorverlies. Die kennis en houdings van onderwysers jeens insluitende onderwys asook die verantwoordelikhede van die onderwyser van die kind met 'n gehoorverlies in insluitende onderwys teen die raamwerk van die Suid-Afrikaanse konteks is krities bespreek.

Tydens die empiriese ondersoek is 'n beskrywende navorsingsontwerp gevolg wat uit 'n vraelysopname en fokusgroepbesprekings bestaan het. Die vraelysopname het die kennis, houdings en opleidingsbehoeftes van 220 onderwysers en 81 onderwysstudente

bepaal. Fokusgroepbesprekings is met vier ouers, vyf spraak- en taalterapeute/oudioloë en vier onderwyser (almal aktiewe deelnemers aan insluitingsprogramme) gevoer en die resultate is gebruik om die bevindinge van die vraelysopname te bevestig.

Die resultate van die studie het getoon dat die onderwysers en onderwysstudente oor voldoende kennis rakende die teoretiese aspekte van insluitende onderwys beskik, maar nie ten opsigte van die kind met 'n gehoorverlies nie. Die onderwysers se onbereidwilligheid om 'n kind met 'n gehoorverlies in te sluit en tot 'n mindere mate hul jare onderrigervaring staan in 'n betekenisvolle verband met hierdie beperkte kennis. Die onderwysers en onderwysstudente het negatiewe houdings jeens die insluiting van die kind met 'n gehoorverlies getoon. Soos in die geval van hul kennis, is 'n betekenisvolle verband tussen die onderwysers en onderwysstudente se houdings en hul onbereidwilligheid om 'n kind met 'n gehoorverlies in te sluit verkry, asook persoonlike ervaring met gehoorverlies. Verskeie behoeftes rakende verdere opleiding en die inhoud daarvan is aangetoon. Eise wat aan die onderwyser gestel word in die unieke SA konteks is geïdentifiseer soos onvoldoende ondersteuning, onvoldoende opleiding, hoë onderwyser/kind ratio ens.

Die implikasies van hierdie studie, onder andere die bevordering van opvoedkundige oudiologie in die SA-konteks ten einde die onderwyser van die kind met 'n gehoorverlies te ondersteun en op te lei, is bespreek. Direkte uitdagings word aan die onderwysstelsel gerig ten einde die behoeftes van onderwysers aan te spreek om sodoende die suksesvolle implementering van insluitende onderwys van die kind met 'n gehoorverlies te verseker.

Sleutelwoorde: insluitende onderwys, kind met gehoorverlies, onderwysers van kinders met gehoorverlies, opvoedkundige oudiologie, opvoedkundige oudioloog, uitdagings in insluitende onderwys, onderwysopleiding, onderwyssteun, insluiting van die kind met 'n gehoorverlies, kennis van onderwyser, houdings van onderwysers.

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CHAPTER 1

INTRODUCTION, BACKGROUND AND RESEARCH PROBLEM

"… the dogmas of the quiet past are inadequate to the stormy present.
The occasion is piled high with difficulty and we must rise with the occasion.
As our case is new, so we must think anew, and act anew."

Abraham Lincoln (1809 – 1865)

1.1   INTRODUCTION

These words directed by Abraham Lincoln to the Congress of the United States in 1862 can justifiably be applied to the present time in South Africa, a time which is characterised by constant change, development and adjustment. Fundamental changes are being affected in one of the most pivotal activities of the South African community, i.e. the field of education and training. New directions in government policy, the acceptance of the *Bill of Rights* in a new constitutional environment, the desegregation of schools and a general movement away from the outdated system of single medium schools have found their way into education for the **disabled** child as well. This was demonstrated in practice by the publication of Draft White Papers on Education and Training (Departement van Onderwys, 1994:1-63, 1995:1-83), White Paper No. 6 on *Special Needs Education* (Department of Education, 2001:1-56) and more recently by the impact of Curriculum 2000 and the introduction of the system of outcomes-based education (Naicker, 1999:21). Within a short space of time most 'traditionally privileged' schools have become faced with bigger classes, with learners from a variety of cultures and with an extremely diverse learner population, including children with diverse disabilities (Lomofsky, Roberts & Mvambi, 1999:71).

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In the old system of specialised schools, which was initially developed to accommodate learners with specific educational needs[1], it soon became clear that a significant percentage of these learners were confronted by the so-called barriers to learning in these very schools. It therefore became necessary to reconsider the whole issue of special and specialised services to these learners. At the same time it became clear that in the context of modern education provision, the available facilities and finances were simply inadequate to accommodate these learners in a specialist setup and that other means of support would have to be provided in order to reach a greater number of learners (Muthukrishna & Schoeman, 2000:318).

The practical situation resulted in a change in the philosophical mindset with regard to education provision. The focus has shifted from emphasis on the child's specific problems arising from his/her disability (the so-called medical model that forms the basis of an approach towards disability) to the child's **potential** (the social model). New strategies regarding classroom management and methodologies, adaptability of the curricula and changes of attitude have evolved. No longer does the learner with specific educational needs have to adapt to the norms of the ordinary classroom; it is rather the 'classroom' and all it encompasses that has to adapt to accommodate all children. "Ordinary schools have to recognize that they must create a welcoming environment for all pupils, recognizing and addressing their diversity and individual abilities" (Hugo, Louw, Engelbrecht, Schoeman, Kachelhoffer & Henning, 1998:4). The placement of learners with specific educational needs in mainstream education and inclusive education has thus become a theoretical possibility: currently no pupil should be denied access to an ordinary classroom on the grounds of any disability anymore. Ballard makes the following remark in this regard: "An inclusive school defines 'differentness' as an ordinary part of human experience, to be valued and organised for. Schools that practice exclusion define differentness as not ordinary, as outside their area of responsibility and, by implication, as not as valuable as 'ordinariness'. Inclusive (organisational) arrangements create disability as an experience to be addressed within a context of diversity. Exclusive arrangements create disability as sickness, personal tragedy and object of charity ('special' needs

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[1] The term learner with specific education needs has developed as an all-inclusive term for children with various forms of disabilities who need to receive specialised teaching and support.

may not be met as of right, but only on application for 'special' help) within a context that privileges some characteristics over others. In such ways do paradigms and the language of paradigms construct and create different kinds of relationships." (Ballard, 1995 in Hugo et al., 1998:3).

The movement towards inclusive education has various potential advantages – not only for the child with specific educational needs, but also for the child without any disability (Graves & Tracy, 1998:220). In the case of the child without a disability, this can lead to positive changes in attitude towards disability. In addition, growing opportunities for social contact with fellow pupils who are not disabled can create tolerance towards diversity and facilitate friendships (Roeyers, 1996 in Byrnes & Sigafoos, 2001:409). Given the fact that higher academic demands are made on individuals, this can result in the disabled child achieving better academic results (Caissie & Wilson, 1995 in Byrnes & Sigafoos, 2001:409). Finally, the contact with non-disabled learners can offer the learner with specific educational needs the opportunity to develop skills for optimal functioning in the community (Gearhart & Weishahn, 1984 in Byrnes & Sigafoos, 2001:409).

In recognition of the above, this chapter aims to state the problem and rationale for the study by focusing on education reform in a democratic South Africa (in respect of inclusive education) in general and on children with a hearing loss in particular. A brief outline of the chapters and clarification of terminology used in the study will be provided, and a proposed solution to the problem will be offered.

1.2   STATEMENT OF THE PROBLEM AND RATIONALE

In view of the theoretical advantages of inclusion, an increasing number of children with specific educational needs have been placed in inclusive environments (Sands, Kozleski & French, 2000:4). This is particularly relevant in the instance of a **learner with a hearing loss** for whom the principle of inclusive teaching is based in particular on the availability of the so-called least restrictive environment. This implies that all children with hearing loss have a right to the most effective teaching **within the least restrictive learning environment** (Stoefen-Fisher & Balk,

1992:25). In the USA this resulted in 83% of the learning population with hearing disabilities finding themselves in some form of inclusive teaching system (Luckner & Muir, 2001:435). According to Luckner and Muir (2001:435-436) this tendency is likely to increase, specifically when the following facts are taken into consideration:

- The positive results of early intervention that allow pupils with hearing disabilities to be identified at birth and thus receive early intervention. Should early intervention begin before the age of 6 months, there is a strong possibility that the child will exhibit speech and language development within normal limits (Yoshinaga-Itano, 1999:317) and will eventually function successfully in the contexts of education and career.

- The phenomenal growth in technology, particularly with regard to improved sound enhancement systems and hearing aids that contribute towards the optimal use of residual hearing and hearing in group situations like the classroom.

- The successful implementation of cochlear implant programmes that now provides the previously deaf child with effective access to the hearing world. Recent studies indicate that the sooner the implant, the stronger the possibility that the child will be able to master language skills appropriate to his/her age group (Hammes, Novak, Rotz, Willis, Edmondson & Thomas, 2002:74) and thus cope with the reality of inclusive education.

Although the above-mentioned facts support the inclusion of children with hearing loss, the practical reality in South Africa is not so positive. It has become increasingly clear that the successful outcome of placing a child with a hearing loss in an inclusive teaching environment is not necessarily a foregone conclusion. The question must be asked whether there really is a place for children with hearing loss in inclusive education in South Africa. The complexity of the situation is clearly indicated in Figure 1.1, which shows a number of the variants that can determine the success of the inclusion of a child with a hearing loss.
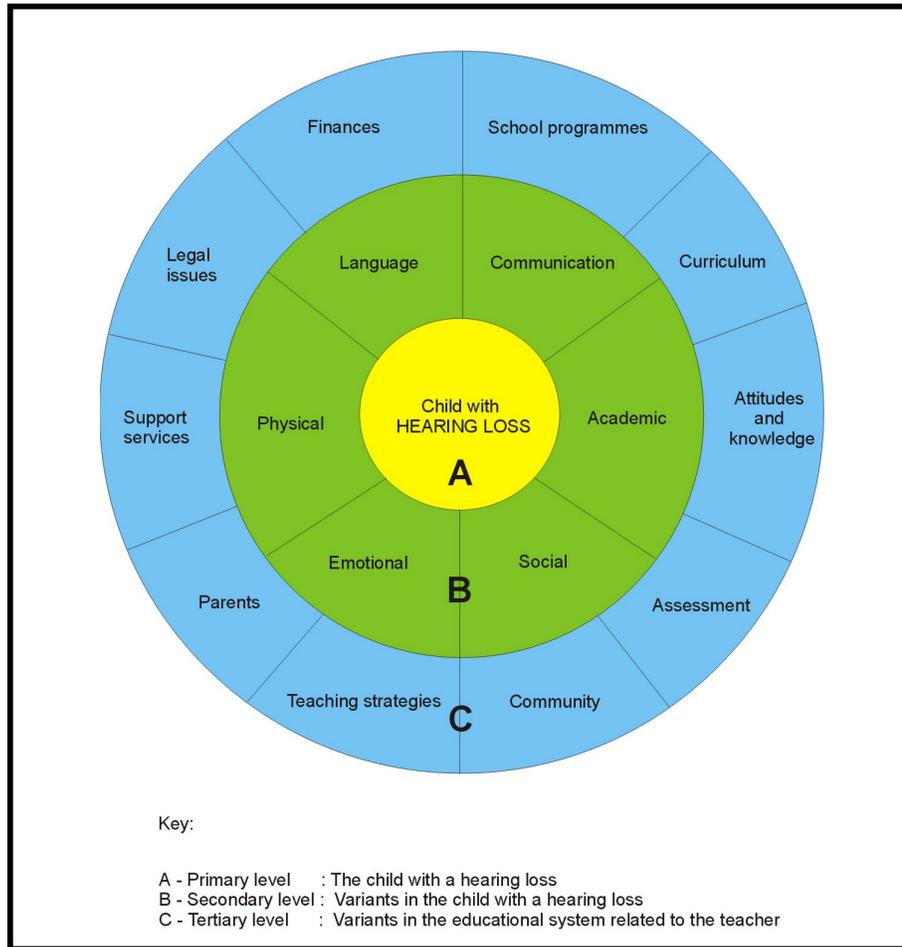
Figure 1.1 The child with a hearing loss: variants that could determine success in the inclusive system

This figure indicates three types of variants organised in three concentric circles – the innermost circle (A) citing the child with a hearing loss, the next circle (B) the primary variants related to the child with the hearing loss and the outer circle (C) the variants in the education system that could determine success in the inclusive system.

Firstly (with reference to circle A), it is a known fact that hearing loss constitutes a so-called barrier to learning (Department of Education, 1997:18). On a physical level, it causes a distortion or weakening of sounds and thus limits the child's ability to effectively implement acoustic clues in understanding speech and language. The

nature and degree of hearing loss, which can vary from minimal hearing loss to total hearing loss, significantly influence the specific educational needs of the child, which in turn determine the intervention, placement of and aid to the child (Anderson & Matkin, 1991:1).

Secondly (circle B), the child's problem is not always primarily confined to a hearing loss but can extend to unique problems in the learning process as a result of limitations that derive from the hearing loss. "Without being seen, hearing loss robs children of academic achievements that otherwise they may have possessed the potential for. It robs them of language and educational levels they may have otherwise gained, and vocational, social, and personal achievements that may have accompanied them" (Hull, 1984:3). The development of language, speech, reading and listening skills, as well as complex cognitive functions, are largely dependent on the ability to listen (Flexer, 1993:176; Flexer, Wray & Ireland, 1989:12). The classroom in particular, being an acoustic-verbal environment in which the child is normally expected to spend 45% of the day on listening activities (Flexer et al., 1989:12), underlines the fact that hearing is crucial to academic achievement. The ability to hear is therefore the cornerstone of any teaching system. English (1995:153) further emphasise these facts when she indicates that high noise levels and reflection of sound, as well as weak lighting and visual distraction – phenomena typical of the ordinary classroom – can also be detrimental to academic development. The correct functioning, use and maintenance of the child's hearing aids, as well as the adaptation of the listening and acoustic environment, are all important when creating an optimal learning environment.

Further aspects, which can be seen as variants influencing inclusive education, are the social and emotional development of the child with hearing loss. According to the literature (Alpiner, Kaufman & Hanavan, 1993:10; Shevlin & O'Moore, 2000:23), these children often have trouble in fitting into their surroundings socially. A low or even negative self-image often results from not being accepted by their normal-hearing peer group and the community because of social inabilities. Although inclusion in this population provides valuable opportunities for interaction between them and the peer group, it is no guarantee of their successful socialising or social integration (Cambra, 2002:38).

In addition, it seems that the philosophy underlying inclusion cannot be applied without exception to all children with a hearing loss, because of the resultant communication problems. They can have difficulties in communicating messages due to their speech and/or language characteristics (Most, 2002:113). As listeners, they may have difficulties in perceiving the spoken language signal, and have to rely on visual clues such as speech reading in order to prevent communication failure. Due to these communication problems, a given classroom can place limits on the child's potential. For example, a child who is able to rely on his residual hearing (using his hearing aids) and has appropriate language and speech skills to cope with the curriculum, would be restricted by an environment that does not exploit these capabilities (Ross, Brackett & Maxon, 1991:69). Particularly children with hearing loss who use Sign Language as a medium of communication have to be considered in this regard. Just as normal-hearing children can communicate directly with their teachers and fellow learners, so this child has the right to successful communication with teachers and fellow learners (Innes, 1994:155). However, classrooms in ordinary schools could well place further restrictions on this child because of the fact that the medium of teaching is not Sign Language (DEAFSA, 1997). Misapprehensions regarding the morphological, syntactic, pragmatic and semantic structures of Sign Language, which is in its own right a complex language similar to spoken language, result in the learner with a hearing disability having to learn by means of the spoken language or the so-called 'signed spoken languages' (Department of Education, 1997:17). The Deaf Federation of South Africa (1997) concurs with this by indicating that inclusion is indeed an option, provided that the specific system is able to address the needs of the learner, especially with regard to Sign Language. In their opinion it is essential that there should be enough qualified interpreters and/or teachers who are fluent in Sign Language (DEAFSA, 1998b). However, this ideal situation has practical problems, particularly considering that there are presently only four qualified interpreters in South Africa and only a few teachers in inclusive teaching who can use Sign Language (DEAFSA, 1997). Furthermore, the mere provision of interpreters in the inclusive system is no guarantee that the system will be truly 'inclusive', even if only on the grounds of the dynamics and limitations involved in the use of interpreters that lead to an 'inherently unequal situation' (Innes, 1994:155). Using an interpreter often means one-way communication (Hawkins, Harvey & Cohen, 1994:166) and cannot compensate for

the loss of communication between teacher and learner. Further limitations are placed on communication between the child and fellow learners when the interpreter cannot always be present.

For the teaching situation to be optimal in terms of communication and the facilitation of speech and language development, it is important that the teacher and fellow learners use the same means of communication (Sign Language). Considering that Sign Language is a language in its own right, and has to be learned like any other language, this is an almost impossible demand in the South African context. Thus, the question of the language of the child with hearing loss clearly proves to be a limiting factor with regard to inclusion.

Thirdly (refer to circle C), the large number of external variants that play a role in the education of learners with hearing loss emphasises the multilevel nature of the problem and implies that simple solutions are not always possible. Children with hearing loss must be guided to realise their potential within the context of variants such as legal factors, finances, nature of educational services, types of educational programmes, support services, knowledge and attitudes of teaching staff involved, and school activities (each with sub-divisions). Parents/Families and communities can also exert influences that will determine the success or failure of the entire educational process of children with hearing loss (DeConde Johnson, 1987:261). In the South African context there are unique variants which, as barriers to learning (Lomofsky & Lazarus, 2001:311-312; Department of Education, 2002:131-141; Muthukrishna & Schoeman, 2000:324-325), could play a role in the success or failure of the inclusion of the child with hearing loss. Some of these are:

• Poverty and under-development, which are mostly the result of unemployment, and which mean limited access to basic services. Communities in underprivileged areas often suffer from limited teaching facilities, big classes with high learner/teacher ratios, under-trained staff and inadequate learning and teaching materials. Consequently, an optimal teaching environment in terms of intervention and rehabilitation for the child with hearing loss is non-existent.

- Negative attitudes towards disability in communities, which mean that people with disabilities are 'marked' and consequently placed in special learning contexts.

- A rigid curriculum in which the diverse needs of the learners are not addressed and fixed teaching strategies that have a negative effect on 'learning'.

- Limited parental involvement because of the absence of the parents, or the fact that the role of the parents as primary caregivers is not acknowledged. Negative attitudes towards parental involvement and limited resources to facilitate involvement and empower parents, play an added role.

- Lack of appropriate training of teachers to enable them to deal with diversity in the classroom.

- Limited support structures for teachers. In the case of the learner with hearing loss in particular, the teacher needs the assistance of an educational audiologist. Unfortunately, few such posts exist and there are no funds for itinerant services. Long distances between schools and bad, even impassable roads in many service areas are realities that further complicate the situation.

The above-mentioned issues pose the question as to the feasibility of successful inclusion of the child with hearing loss. The possibility arises that children with hearing loss will be regarded as learners with specific educational needs for whom other 'special' alternatives, with all the disadvantages of alienation, segregation, high financial costs and potentially inadequate teaching standards, unfortunately always have to be created.

However, a positive aspect is that a number of basic solutions for some of these barriers to learning have already been addressed (theoretically) in a recent draft document (Department of Education, 2002:15-166):

- The development of some ordinary schools to 'full-service schools' that provide quality teaching to any pupil on the grounds that the specific educational needs of the learners can be fully addressed there.

- The development of special schools into so-called resource centres which, in cooperation with district-based support groups, can provide support to 'full-service schools' and ordinary schools.

- The establishment of district-based support groups that can facilitate the development of effective learning and teaching in the schools by identifying and dealing with the so-called barriers to learning.

The adaptation of curricula, assessment and teaching strategies to satisfy the diverse needs of the learner population

It is clear that the development of an inclusive system is more complicated than merely teaching **all** learners in their nearest regular school.

The focal point in this process is the person who is primarily responsible for the day-to-day implementation of the inclusive philosophy, namely **the teacher.** The needs of this vital role player are often underestimated or negated. *"An analysis of relevant policy and other documents in South Africa regarding support services reveals that although a systemic approach is emphasized, there is currently a conspicuous absence of specific support strategies that will address the needs of teachers in order to ensure successful implementation of inclusive education"* (Engelbrecht, Forlin, Eloff & Swart, 2001:82). Clearly, the demands and challenges that face teachers in the performance of their professional role and responsibilities must be addressed. This is supported by the fact that successful inclusion is linked by a number of authors (Marshall, Ralph & Palmer, 2002:212; Opdall, Wormnaes & Habayeb, 2001:143; Graves & Tracy, 1998:222) to the attitude, knowledge and skills of the teacher. This not only implies a better knowledge and understanding of various disabilities and children who have these disabilities, but also the expertise to make appropriate adaptations to curricula and teaching strategies (D'Isa Turner,

2001:2; Voltz, Brazil & Ford, 2001:4). Teachers are thus expected to accept new responsibilities and to extend their roles as facilitators to new, perhaps even personally threatening areas (Mc Leskey & Waldron, 2002:4).

In addition to the demands of extending knowledge and developing skills, the inclusion programme in schools also requires a certain **attitude** from the teacher, which could play a deciding role in the process. A variety of elements has been identified, which have direct relevance to the attitude of teachers. A few of these are described below.

Firstly it seems that the **nature and degree of the disability** influence the attitudes. The worse the disability, the less positive the teacher (Forlin, Douglas & Hattie, 1996:19). Regarding children with hearing loss, it seems that most teachers have an ambivalent attitude towards having these children in their classrooms (Chorost, 1988:9; Luckner, 1991:302).

Secondly, the teachers' **previous experience** also stands in direct relationship to their attitude. Positive contact and interaction with individuals who have a disability encourage teachers' support of inclusion (Leyser, Kapperman & Keller, 1994:2). According to Luckner (1991:303) and Bunch (1987:250), most teachers have never before encountered a child with hearing loss, nor have they had any applicable experience with regard to the teaching of the individual with hearing loss.

Finally, the presence of a child with hearing loss in the classroom demands **skills** and **knowledge** that can influence the attitude of the teacher (Luckner, 1991:302). *"These teachers are well-prepared to fulfill the role of teacher for hearing students but may feel ill-prepared to meet the needs of hearing-impaired children"* (Conway, 1990:131). Indeed, staff development is regarded as one of the key elements in the success of inclusion and also in the facilitating of positive attitudes towards inclusion (Leyser et al., 1994:2). An important study in this regard that was conducted in six countries, including South Africa, showed that the training of the teachers can be seen in direct relation to their attitude towards learner diversity. What is more, training was identified as one of the key elements in the success of the development of inclusive teaching (Marchesi, 1998:116).

However, a positive attitude, well-developed skills and extensive knowledge is not enough to ensure the successful inclusion of children with hearing loss. The teacher does not function in a vacuum, but in a working environment, which can also affect the success or failure of the inclusion.

Aspects that exert an influence on teachers' **working conditions** also play an important role in their attitude, it seems (Opdal et al., 2001:145). Not only are collaboration and consultation with fellow teachers and support personnel important, but adequate support services for the child and the teacher in the classroom are also essential. Research has shown that teachers feel they are not sufficiently well prepared for or capable of guiding a child with hearing loss. They would prefer teaching such children in their classes with the help of specific support services, for instance assisted by a qualified teacher or audiologist, or supported by systems of available in-service training (Martin, Bernstein, Daly & Cody, 1988:88).

What makes the situation worse for the teacher in the South African context in comparison with other inclusive systems worldwide, is the fact that these teachers have an added responsibility with regard to the specific educational needs of the child. This is due to the fact that teachers do not necessarily have day-to-day support services such as educational audiologists at their disposal and thus have to depend on their own knowledge and insight in order to provide the best education possible for the child with hearing loss. Further complicating issues that increase the onus on the teacher are the geographical environment of schools and limited parental involvement (Engelbrecht et al., 2001:82).

Teachers consequently find themselves in a predicament. While they are held responsible for the teaching of the child, they are confined by the deficiencies/ shortcomings in their circumstances so that they cannot effectively address their learners' needs (Dockrell & Lindsay, 2001:370). In the light of this particular reality, it seems logical that many teachers in the South African context cannot regard inclusion with anything but negative feelings and even suspicion.

This negative attitude displayed by teachers is often described as 'unfounded' opposition to change. Such an approach is however contra-productive, as the negative attitudes and uncertainties experienced by the teachers are labelled as an 'attitude problem' rather than as a natural reaction to professional change – change that is always accompanied by anxiety, frustration and uncertainty (McLeskey & Waldron, 2002:8). "Blaming 'resistance' for the slow pace of reform also keeps us from understanding that individuals and groups faced with something new need to assess the change for its genuine possibilities and for how it bears on their self-interest" (Fullan & Milles in Mc Leskey & Waldron, 2002:8).

Against this background, and in order to understand and acknowledge the role of the teacher of the child with hearing loss, the following research question may be posed: **What challenges, unique to the South African context, are posed to the teacher of a child with hearing loss in inclusive education?**

1.3   PROPOSED SOLUTION TO THE PROBLEM

Research into the environment and context of children with hearing loss in the education system constitutes the necessary first step towards a solution – not only in order to obtain a comprehensive idea of the knowledge and attitudes of teachers, but also to develop an understanding of the aspects that have to be addressed in the process of inclusion (McLeskey & Waldron, 2002:8).

The redefinition of the demands that are made on the teachers of children with hearing loss is of vital importance, as this can serve as a basis for further professional development (Moltzen & Mitchell, 2000:13). Such development may include aspects like formal training and in-service training.

Within the framework of the above discussion, the question can be asked why the researcher who is an audiologist (thus a non-teacher) has a specific interest in the challenges facing the teacher who is involved with the child with hearing loss in the inclusive classroom. Three facts explain the rationale of the audiologist's involvement in this regard:

- Audiology is the science of which the essential field of study is normal and abnormal hearing; the functioning of the hearing and non-hearing, and the role of this within communication and for the communicating individual.

- Audiologists are currently the only professional group in South Africa who has formal qualifications in the evaluation and rehabilitation of people with hearing loss. Part of their training includes the child with hearing loss, as well as a recent development in the field of audiology namely Educational Audiology – the practice of audiology in the school environment.

- The specific educational needs of the child with hearing loss stem from his/her lack of hearing.

It is logical that the audiologist can play an important role in the teaching situation and in related research in this field. Close cooperation/linking between educators and audiologists is essential in order to satisfy the needs of the child with hearing loss. On the grounds of their primary involvement with the child with hearing loss, audiologists can provide valuable inputs in the teaching situation and in this way bridge the gap between the sciences of education and audiology (Pottas, 1998:33). With this background in view, the planned study can be positioned as follows:

Key:

A : The child with a hearing loss in inclusive education
B : The audiologist qualified as professional in the evaluation
and rehabilitation of the child with a hearing loss
C : The teacher of the child with a hearing loss
D : The child with a hearing loss in the classroom - the
role of the teacher and the audiologist - area of current
research
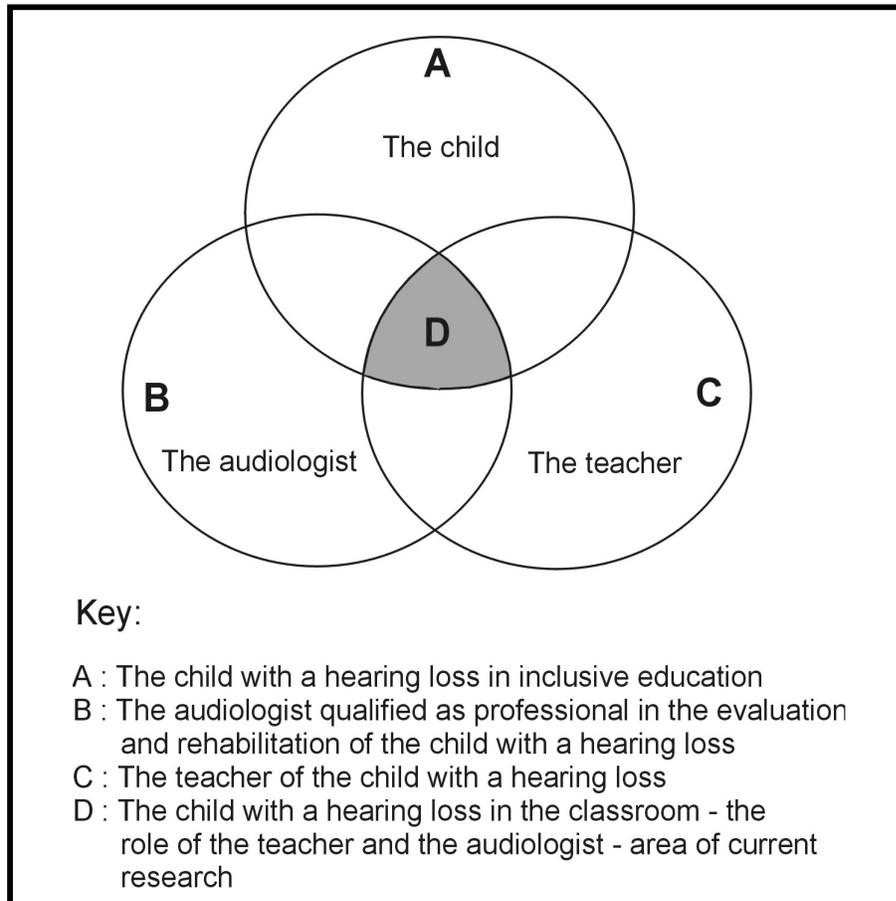
Figure 1.2 Positioning of the study

1.4   BRIEF OUTLINE OF CHAPTERS

The primary focus of this study is to determine the demands posed to the teacher of the child with a hearing loss in inclusive education in South Africa.

Chapter 1 provides the background against which this study was developed. It describes the development of the inclusive philosophy and focuses specifically on reform in education in a democratic South Africa. The statement of the problem, rationale for the study and proposed solution to the problem were placed against this background. A section dealing with terminology concludes the chapter.

Chapter 2 places the child with his/her hearing loss and specific educational needs within the unique context of inclusive teaching in South Africa. The worldwide tendency towards inclusive teaching is the first topic of discussion with specific emphasis on changes in South Africa. New legislation and the practical application of such legislation with regard to the child with hearing loss are examined.

The unique situation of the teacher of the child with hearing loss is closely examined in Chapter 3. The larger body of research on teachers' attitudes towards inclusion is discussed in order to elucidate some of the factors that might impact on the forming of these attitudes. A specific focus on the teacher of the child with a hearing loss in inclusive education, includes a discussion of teachers' knowledge of and attitudes towards this unique population. The essential competencies necessary to teach these children are defined, followed by a discussion of the unique context in South Africa that has a decisive influence on the professional role and responsibility of the teacher.

Chapter 4 contains a discussion of the methodology used in this study in order to determine the demands made on the teacher of the child with a hearing loss in inclusive education. The objectives for achieving these aims are also specified. Detailed descriptions of the two research phases are provided in terms of the subject selection and material. The research procedures contain a detailed description of the development of the two questionnaires, the discussion guide, as well as the pilot studies for both. Finally, procedures relating to the collection, recoding and analysis of the data are discussed.

Chapter 5 organises, analyses and discusses the results according to the main aim and objectives of the study. This section commences with an overview of the general trends of the results and is followed by a detailed analysis and discussion of the teacher's and student's knowledge and attitudes regarding inclusive education and the child with a hearing loss.

Chapter 6 presents the conclusions that have been derived from the results and that have served as the basis for formulating the implications of the current research. It also

introduces the recommendations made for future research. In conclusion, an evaluation of the study is provided**.**

1.5   CLARIFICATION OF TERMINOLOGY

It is necessary to clarify the following terms that are used frequently throughout the study:

- **'Mainstream / integration'**

Placement of the learner with specific educational needs in a particular kind of system or integrating him/her into the existing system. The learner is provided with extra support if necessary in order to 'fit in' or be integrated into the 'normal' classroom routine. This system focuses on the learner in terms of the changes that should take place in the learner in order to 'fit in' (Department of Education, 2001:17). This term will only be used if used by other authors and if it is important for the general comprehension of the content under discussion.

- **'Inclusion'**

"Inclusion is about recognising and respecting the differences among all learners and building on the similarities" (Department of Education, 2001:17). This system acknowledges and respects differences in learners: differences in age, gender, ethnicity, language, class, disability or HIV status. All learners, educators and the system as a whole are supported in inclusive education so that a full range of learning needs can be met. The participation of all the learners are maximised by changes in attitude, behaviour, teaching methodologies, curricula and the environment to meet the needs of all the learners and to overcome barriers to learning (Department of Education, 2001:17).

- **'Barriers to learning'**

'Barriers to learning and development' are those factors that lead to the inability of the system to accommodate diversity, that lead to learning breakdown or that prevent learners from accessing education provision. These factors can be located within the learner, the centre of learning, the education system or in the broader social, economic and political context (Department of Education, 2002:131).

- **'Child with hearing loss'**

A child with a disorder of the hearing sense, whether permanent or fluctuating, that adversely affects a child's ability to learn language and achieve academically. This term encompasses children with mild hearing losses as well as those with the most severe losses. *"*Various diagnostic labels have a way of determining treatment and placement, and it is vital that a child's management be based on his or her characteristics and not on categorizing labels*"* (Ross, Brackett & Maxon, 1991:2). In this study, the term 'child with hearing loss' is viewed as a general, all-inclusive, generic term for a specific child/group of children and not as a description of a child's auditory functioning or capacities. Terminology that has been used in the past regarding the child with a hearing loss (i.e. hard of hearing, deaf, etc.) will only be used if used by other authors and if it is important for the general comprehension of the content under discussion.

1.6   SUMMARY

This chapter serves as an introduction and gives the necessary information regarding the motivation for and background to this study. It finds its focus in the statement of the research problem based on a motivated rationale. An outline is provided of the chapters of the thesis, as well as a clarification of terms as they are applied in the study.

CHAPTER 2

INCLUSIVE EDUCATION IN SOUTH AFRICA AND THE CHILD WITH A HEARING LOSS: A THEORETICAL PROBABILITY OR PRACTICAL POSSIBILITY?

"A school should not be a preparation for life. A school should be life"
- Elbert Hubbard (Vargo & Vargo, 1995:45) -

2.1   INTRODUCTION

"For many learners, attending school with their peers in their neighbourhood schools, learning the core curriculum that their school community deems essential, participating in all facets of school life, and having relationships with people of their own choosing are reality" (Grenot-Scheyer, Fisher & Staub, 2001:1).

For years the traditional education systems worldwide have provided special education and related services to students with disabilities. As the educational, social, political, and economic needs of society underwent rapid change, it became increasingly evident that these traditional ideas of schools and classrooms were becoming outdated (Sands, Kozleski & French, 2000:4). It was now clear that increasing student diversity and changing economic and social conditions were straining the capacity of any education system to produce well-educated learners. The effectiveness of current education systems was questioned and as a result thereof, the concept of 'inclusive school practices' was widely discussed as a philosophical basis for the development of one education service delivery system to serve **all** learners.

It is the aim of this chapter firstly to provide an overview of world initiatives for the development of such education delivery systems. Secondly, the direct impact of these initiatives in the South African context will be discussed, with specific emphasis on relevant policies. As the diverse characteristics of learners, and their individual needs, must necessarily challenge schools to understand the individual characteristics of learners and respond flexibly, this chapter will finally focus on the child with a hearing loss.

Various questions arise when the feasibility of inclusive education for this unique population is considered, namely: What are the goals of inclusive education for the child with a hearing loss? What needs and issues must be addressed and what decisions must be made to achieve these goals in an ever-changing South African context, having its own unique barriers to learning? A discussion of these aspects will highlight the complexity and challenge of instituting inclusive education in South Africa, especially for the child with a hearing loss.

2.2   WORLD INITIATIVES FOR INCLUSIVE EDUCATION

During the 1960s the idea of *normalisation* emerged in Western societies as one of the outcomes of a series of earlier socio-economic and cultural transformations (Engelbrecht & Snyman 1999:7). Changes in world views, the explosion of media technologies, political shifts, etc., led to the development of a liberal-progressive society in which acknowledgement of diversity and equality of opportunities began to be promoted.

In the 1970s these changes in liberal, critical and progressive democratic thoughts had a direct influence on the education system as the traditional practice of segregating learners with special needs in separate schools was challenged to an increasing extent (Engelbrecht & Snyman.1999:7).

Since 1975 education for individuals with disabilities has received worldwide attention and commitment, both as a result of United Nations (UN) activities and through global statements and initiatives endeavouring to bring about 'Education for

All' (Smith-Davis, 2002:77). In the *Declaration of the rights of disabled persons*, UN member countries confirmed their support for human rights, education, integration, full employment, and conditions of economic and social progress for persons with disabilities. Since 1981 different initiatives have been published to promote the rights of the disabled (Smith-Davis, 2002:77), such as the following:

- The world programme of action concerning disabled persons (1982)

- The world declaration on education for all (1990)

- Standard rules on the equalisation of opportunities for persons with disabilities (1993)

In 1994, representatives of 92 governments and 25 international organisations met in Salamanca, Spain, with the aim of promoting inclusive education for children, youths and adults with special needs. The so-called Salamanca statement of principles, policy and practice in special needs education and framework for action states that regular schools with an inclusive orientation are "… the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system" (UNESCO, 1994:10) This conclusion implies that the placement of children in special schools or special classes should be the exception and not the rule.

With reference to developing nations (i.e. those nations designated for UN technical assistance) it was noted that, although education for individuals with disabilities in these countries might still be at an early stage, ideas on special education should strive not to replicate the earlier segregated approaches that had been abandoned in many countries.

In April 2000 the *Dakar Framework for Action: Education for All* was adopted at the World Education Forum in Dakar, with the aim of achieving worldwide education for

all by 2015 (Smith-Davis, 2002:77). Aspects that were emphasised were early childhood education, literacy, gender equity and education for all – including the disadvantaged and those with special learning needs. In order to provide legally binding standards for protecting the rights of people with disabilities in every country, the UN voted to start planning a Convention on the Human Rights of People with Disabilities in November 2001.

From the above it is clear that international patterns and trends regarding disability have undergone major shifts, focusing mainly on the move from a medical discourse to a rights discourse (Naicker, 1999:12). Impairment is no longer linked with disability, but seen as a social construct. Equal opportunities, self-reliance, independence and *wants* rather than *needs* are of importance now in order to extend full citizenship to all people.

2.3   INCLUSIVE EDUCATION AS A SOUTH AFRICAN POLICY

The changes in world initiatives regarding inclusive education have to a large extent influenced the motion towards inclusive education in South Africa (Naicker, 1999:12). The first important shift towards inclusive education occurred when the move from the medical model, utilised for so long in the field of special education, changed to an ecological and systems theory (Hay, 2003:135). The medical model utilises the patient-diagnosis-treatment sequence, emphasising pathology, using as its point of departure the philosophy that the child and his impairment is the problem (Hall, 1997:74) and cause for educational failure (Avramidis, Bayliss & Burden, 2000b:277*).* The solution was to adapt the child and his circumstances to the requirements of the world as it is (Hall, 1997:74). This model reflects particular diagnostic criteria and rarely comes with clear guidance about the educational impact of the child's difficulties in learning and relationships (Dockrell & Lindsay, 2001:370).

The strong movement away from this theory can probably be ascribed to: "…the realization that unique human beings cannot be classified into simple medical-disability diagnosis and that learners may have different medical disabilities, but

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similar educational needs" (Hay, 2003:135) The changed viewpoint no longer places the focus on the individual who needs to fit in, but on the potential and responsibility of the circumstances in which the individual is placed (Swart et al., 2002:176). The environment (system) must change to accommodate every individual, irrespective of any disability. This approach is best described by the concept 'inclusion', which is more commonly applied in education systems but is also true for the wider context of communities, workforces and all social, economic and emotional life situations.

The concept of inclusion is, however, not monolithic. In terms of education it is becoming increasingly evident that inclusion has different meanings in different contexts, in spite of the fact that various countries share a commitment towards inclusion (Swart et al., 2002:176). Although varieties of inclusive practices are beginning to emerge, each offering different solutions, some critical aspects fundamental to this concept are commonly agreed on, such as the principles of social justice, equitable education systems and the responsiveness of schools towards diversity (Swart et al., 2002:176). The implementation of this can and should first of all be evaluated against the framework of relevant education policies.

Since a democratic dispensation was introduced in South Africa in 1994, the country has been in the process of social, political, economic and educational transformation aimed at developing a more inclusive society (Hay, Smit & Paulsen, 2001:213).

Policy development has received a lot of attention and reflects the commitment of the South African government to address the diversity in the learner population and provide a continuum of support within a democratic South Africa. International guidelines such as *The Universal Declaration of Human Rights - 1948*; *The United Nations Convention on the Rights of the Child – 1989*; *The standard rules on the equalisation of opportunities for disabled persons – 1993* and the *World Conference on Education for All – 2000* provide an overall framework for policy development (Lomofsky & Lazarus, 2001:307).

Relevant government initiatives[1] include:

- The *White Paper on Education and Training in a Democratic South Africa* (Department of Education, 1995)

- The *South African Schools Act* (Department of Education, 1996)

- The *White Paper on an Integrated National Disability Strategy* (Ministery in the Office of the Deputy President, 1997)

- The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services (Department of Education, 1997)

- *White Paper 6*: *Building an Inclusive Education and Training System* (Department of Education, 2001)

The most important government policies that have influenced inclusion are analysed in Table 2.1, and an indication is given of the specific policy, the premise of the policy and the key initiatives involved in each.

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[1] The government policies included in this discussion do not include a complete list of all policies, but only those relevant to the specific discussion and thus selected with the specific research question (indicated in part 1.2) in mind.

Table 2.1   **Important/Primary government policies that influence inclusive education**

Policy and premise	Key initiatives
The White Paper on Education and Training in a Democratic South Africa – 1995 "Education and training are basic human rights. The State has an obligation to protect and advance these rights, so that all citizens irrespective of race, class, gender, creed or age, have the opportunity to develop their capacities and potential, and make their full contribution to society." (Department of Education, 1995:21)	• To restore respect for diversity and the culture of teaching and learning - The Culture of Teaching, Learning and Services (COLTS). • To give recognition to prior knowledge and the concept of life-long learning - The National Qualifications Framework (NQF). • To develop a curriculum that responds to the diverse learner needs, respects individuality and is based on the belief that all learners can achieve success. It is 'inclusive' by nature and focuses on the processes whereby learners achieve the desired outcomes. - An Outcomes-Based Curriculum (OBE). • To recognise 12 official languages – including Sign Language - The New Language Policy. • To develop a holistic and integrated approach regarding education support services (ESS).
The South African Schools Act – 1996 "… the governing body of a public school must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school" (Department of Education, 1996:14 (section 20:1a))	• To provide quality education for all learners. • To allow for greater autonomy in school governance and funding at local level through the use of School Governing Bodies (SGBs).
The White Paper on an Integrated National Disability Strategy – 1997 (Conducted simultaneously with the NCSNET/NCESS. Recommendations incorporated into the Commission's Report)	• To ensure that people with disability are able to access the same fundamental rights and responsibilities as any other citizen. • To recognise the need to restructure society, including the physical environment, to enable everyone to participate fully in society. • To provide life skills training for independent living. • To provide assistive devices and specialised equipment.

Compiled from: Department of Education, 1995:21; Department of Education, 1996:14; Lomofsky & Lazarus, 2001:308-310; Muthukrishna & Schoeman, 2000:318.

The paradigm shift from the medical model to a more social model is reflected clearly in these documents. It also indicates the first initiatives towards moving away from a dual, special and/or general education system in a search for the transformation of general education so that it recognises and addresses the diverse learning needs of **all** learners.

These initiatives were developed even further in the education policies that followed. In July 2001 the South African Ministry of Education released *Education White Paper 6: Special Needs Education – building an inclusive education and training system*. This policy was initiated in 1996 when the Ministry of Education appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) to undertake a needs analysis and make recommendations on all aspects of special needs and support services in education and training in South Africa (Department of Education, 1997). The scope of the investigation was broad and covered all bands of education: early childhood development, the general education and training phase, further education and training, higher education and adult education. All aspects of education, including organisation and governance, funding, curriculum and institutional development, utilisation and development of human resources had to be included (Muthukrishna & Schoeman, 2000:320). The Final Report of this investigation was released on 28 November 1997 (Muthukrishna & Schoeman, 2000:322).

The key task of the NCSNET/NCESS was to come up with proposals regarding a vision, principles and strategies for the future. As this report is quite a comprehensive document of more than 218 pages, Figure 2.1 has been compiled to summarise its findings as well as the strategies envisaged to achieve the vision.

Key findings

- Specialised education and support were provided predominantly for a small percentage of learners with disabilities within 'special' schools and classes.
- Where provided, specialised education was provided on a racial basis, with the best human, physical and material resources reserved for whites.
- Most learners with disabilities either fell outside of the system or were 'mainstreamed by default'.
- The curriculum (and education system as a whole) generally failed to respond to the diverse needs of the learner population, resulting in massive numbers of drop-outs, push-outs and failures.
- While some attention was given to the schooling phase with regard to 'special needs and support', other levels or bands of education seriously neglected this aspect.
- Different learning needs may arise because of the following:
  - Socio-economic barriers
  - Negative attitudes and stereotyping
  - An inflexible curriculum
  - Inappropriate language or languages of learning and teaching
  - Inappropriate communication
  - Inaccessible and unsafe built environments
  - Inappropriate and inadequate support services
  - Inadequate policies and legislation
  - Lack of parental recognition and involvement
  - Lack of human resource development
  - Disabilities

The vision

"*The development of an education and training system that promotes education for all and fosters the development of inclusive and supportive centres of learning that will enable all learners to participate actively in the education process so that they can develop and extend their potential and participate as equal members of society.*"

(Department of Education, 1997:53)

Key strategies required to achieve the vision	**Principles**
- Transforming the system - Developing an integrated system of education - Infusing support services - A holistic approach to institutional development - Development of a flexible curriculum - Promoting the rights and responsibilities of parents - Development of a community-based support system - Development programmes for educators and other human resources - A preventative and developmental approach to support	- Principles and values contained in the Constitution and White Papers on Education and Training - Human Rights and social justice for all learners - Participation and social integration - Equal access to a single, inclusive education system - Access to the curriculum - Equity and redress - Community responsiveness - Cost effectiveness

Figure 2.1   NCSNET/NCESS Report: Central findings, the vision, principles and key strategies

Besides all the key findings summarised in Figure 2.1, another very important aspect that NCSNET/NCESS dealt with was the terminology regarding 'special education needs' and 'education support'. They found the use of the words 'special education

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needs' problematical, as the phrase signifies that the learners who are referred to in such terms by implication do not 'fit into' the system. Their 'needs' highlight their personal inadequacies rather than challenge social inadequacies in the system (medical model). According to the Commission it is important to identify the causes for learning breakdown in the system and focus the need for 'education support' on the development of the system rather than merely on the support of individual learners (ecological systemic approach). The concept of 'barriers to learning' was proposed in order to identify all the aspects that could possibly lead to the inability of the system to accommodate diversity, which could in turn lead to learning breakdown or prevent learners from accessing education provision (Lomofsky & Lazarus, 2001:311). It was stipulated that the barriers could be located within the learner, within the centre of learning or school, within the education system or/and within the broader social, economic and political contexts (Muthukrishna & Schoeman, 2000:324). "The challenge is to minimize, remove and prevent barriers to learning and development and thereby assist the education system to become more responsive to the diverse needs of the learner population" (Lomofsky & Lazarus, 2001:311).

The concept of barriers to learning can be effectively applied to the South African context and as such the following most important barriers were identified (Department of Education, 1997:11-19; Department of Education, 2001: Eleweke & Rodda, 2002:116-119, Lazarus, Daniels & Engelbrecht, 1999:53; Lomofsky & Lazarus, 2001:311-312):

- *Socio-economic barriers*: As effective learning is fundamentally influenced by the availability of educational resources to meet the needs of society, socio-economic disadvantages have had a negative effect on education. Poverty, underdevelopment and lack of basic services are contributing to learning breakdowns. Access to basic services is a big problem as these services are sparse or non-existent, or because learners, especially those with disabilities, are unable to reach learning centres due to lack of transport and/or inferior or even absent roads. Poor living conditions, undernourishment, lack of proper housing and unemployment have a negative impact on all learners. Conditions may arise within the social, economic and political environment in which learners live in

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dysfunctional families, or even have to suffer sexual and physical abuse, civil war, violence and crime, or chronic illnesses including HIV/AIDS. These factors threaten the physical and emotional well-being and development of these learners.

- *Attitudes*: Negative and discriminatory attitudes in society towards differences in terms of race, class, gender, culture, disability and religion become barriers when directed towards learners in the education system.

- *An inflexible curriculum:* The rigid and inflexible nature of the curriculum that does not allow for individual differences can lead to learning breakdown. Socio-economic disadvantages that have had a negative effect on education will include aspects such as lack of relevance of subject content, lack of appropriate learning materials, resources and assistive devices, inflexible styles of teaching and classroom management, and inappropriate ways of assessment of learning.

- *Language and communication:* In South Africa, teaching and learning takes place through a language that is often not the first language of the child. As a result, communication breakdowns can occur in the classroom, resulting in learning breakdown, as communication is essential for learning and development in both formal and informal contexts.

- *Inaccessible and unsafe physical environments:* Many of the school environments are not suitable for education and are not adapted to the needs of learners with physical and/or sensory disabilities.

- *Support services:* Inappropriate and inadequate provision of support services in the system does not facilitate the development of learners.

- *Lack of parental recognition and involvement:* Active involvement of parents in the teaching and learning process is central to effective learning and development. Negative attitudes towards parental involvement, scant recognition of their role, lack of resources to facilitate involvement and lack of parental

empowerment contribute to inadequate parental involvement in the education system.

- *Lack of human resource development:* Inadequate on-going teacher development and training is a unique barrier to learning as teachers are the key to any inclusive system.

- *Lack of protective legislation and policy* hampers the development of an inclusive education and training system.

- *Disability:* As a result of the barriers already discussed, the particular needs of many learners with impairments are not met. This causes the impairment to become a handicap to the learner and prevents effective learning from taking place.

With the key findings in mind a vision for an inclusive education and training system was articulated and the key principles as stipulated in the Constitution and White Papers on Education and Training were identified. Specific strategies were agreed on that could be applied in the restructuring of the system (Department of Education, 1997:54-67; Department of Education, 2001; Lomofsky & Lazarus, 2001:312-313; Muthukrishna & Schoeman, 2000:327-331). These strategies are discussed more extensively below:

- *Transforming the system:* The whole education system must change if it is to respond effectively to the needs of all learners. All aspects of the education system must move away from an isolated focus on 'changing the person' to a systems-change approach.

- *Developing an integrated system of education:* The separate systems of education ('special' and 'ordinary') would have to be integrated in order to respond to the diverse needs of the learner population. This integrated system will be expected to offer a range of options for learners, giving learners the possibility of moving from one learning context to another, providing opportunities

for the inclusion of the learner in all aspects of life.

- *Infusing support services:* Instead of supporting individual learners, the support system must support educators and the system should be responsive to diversity.

- *A holistic approach to institutional development:* All aspects of centres of learning should be developed in order to facilitate a positive culture of teaching, learning and services. This would include aspects such as strategic planning an evaluation, organisational leadership and management, structures and procedures, staff development and other mechanisms.

- *Development of a flexible curriculum:* A flexible curriculum must be provided, capable of responding to the differences among learners and ensuring that all learners can participate effectively in the learning process. These recommendations include critical aspects regarding the content of learning, teaching approaches, learning materials and assessment.

- *Promoting the rights and responsibilities of parents:* As parents play a critical role in the education of their children, it is important that their roles are recognised and that partnerships are developed between parents and the educators. Parents must not only be empowered to participate but must become actively involved in the planning, development, implementation and monitoring of education and support.

- *Development of a community-based support system:* Structured community participation is essential to develop and support education provision, since the existing support services are functioning as highly specialised, high-cost models available to only a small minority of learners. Existing support systems in the country and communities must be utilised in order to reach a larger number of learners and to support the learning process more widely.

- *Development programmes for educators and other human resources:* Educators and support providers must be equipped with the necessary skills and knowledge

to promote appropriate attitudes so that they can respond to the needs of all learners. This should include effective development programmes that focus on orientation and pre- and in-service professional development, within a team approach.

- *A preventative and developmental approach to support:* The aim should be to develop the centres of learning in such a way as to prevent social and learning problems. This approach should include reducing environmental risks, promoting resilience among learners and communities, and developing a supportive and safe environment for learners.

The findings and recommendations of the NCSNET/NCESSS led to the publication of *Consultative Paper 1 in Special Education: building an inclusive education and training system* in August 1999 (Swart, Engelbrecht, Eloff & Pettipher, 2002:176) and eventually to the release of the *Education White Paper 6: Special Needs Education – building an inclusive education and training system* in 2001.

The White Paper provides a framework for establishing the inclusive education and training system, details a funding strategy and lists key strategies to be adopted in establishing the system in South Africa (Department of Education, 2001:5). These strategies include aspects such as the following:

- Emphasising capacity building at leadership and managerial levels and fostering intersectorial collaboration at all levels

- Strengthening education support services, with the focus on the conversion of special schools into resource centres and developing support teams at district and institutional level.

- Expanding access to and provision of education.

- Developing a flexible curriculum, curriculum support, institutional development, appropriate assessment, appropriate development of materials, and assistive

devices.

- Launching a national advocacy and information programme in support of inclusion.

2.4 A FRAMEWORK FOR UNDERSTANDING INCLUSIVE EDUCATION

Educational reform is fundamental to the future well-being of our society. Schools must be expected to meet the challenges of today and tomorrow, challenges based on the rapid changes in our demographic, economic and social foundations (Sands et al., 2000:14). A significant shift in the ways schools are organised and deliver educational services is necessary to be able to respond to the demands of society. By analysing the philosophy of inclusive education in greater depth, it is possible to understand some of the integral aspects of educational reform that our education system so urgently needs to adopt. With this in mind, the following framework (Figure 2.2) has been compiled in order to set out clearly the complexity of inclusion.

The Vision ➜	**The Needs**	➜	**Safeguards for learners**

Quality of life What life should be like…	The service What an education system should provide…	Methods, skills and processes How an education system should provide its service…	Protecting the learner Which steps should be taken to protect the learner's interests
The ability to adopt a lifestyle that satisfies one's unique wants and needs and gives a corresponding sense of satisfaction, happiness, contentment or success • Developing and supporting family connections • Exercising choice and becoming self-determined • Engaging in lifelong learning pursuits • Equitable opportunities • Facing challenges • Making relationships that will last • Participating in and supporting school and neighbourhood communities • Having others understand one's needs • Knowing who one is and valueing oneself • Having a future	*A rich learning environment with the full diversity of learners within a defined community* • Opportunities to spend time with and to learn alongside others • An individually planned programme of work that takes account of one's additional needs • Time and space to help one learn what others feel and believe • An introduction to the wider culture, and to other cultures: their values and beliefs • Collaborative organisational structures • Change that is supported from the top to the bottom • Change that seeks to make a difference in general education • Schools that are empowered to manage their own change • Change that is tailored to each school - there is no model • Change that seeks to make differences ordinary in the general classroom	*Staff training and supporting a diversity of learners to learn, through methods known to be effective* • Shared ownership among staff • Using trained staff to teach children • Educational collaboration and consultation • Developing responsive curricula for diverse learners • Responsive instruction practices and differentiated instruction methods • Assessing the progress of learners and modifying the methods used to try and ensure success for all • Providing the learning opportunities through age-appropriate grouping arrangements • Ensuring continuity of relevant programming across the different phases of education	*As there will be continual pressure to resist the inclusion of learners, the education system must be vigilant in protecting the learner's rights to remain a fully participating member of the learning community* • Identifying and addressing barriers to learning • Being constantly aware that resistance should be expected • Developing a policy to educate the wider community about the needs of learners with specific educational needs and inclusive education • Working conscientiously to build even deeper and more enduring relationships for the learner, both with other learners and the community • Realising that the work of developing an inclusive school is never done

Figure 2.2   A framework for understanding inclusive education

(Developed from Hall, 1997:148; Grenot-Scheyer, Fisher & Staub, 2001:5-7, 12-15; Sands et al., 2000:28-32).

The elements of this framework must be regarded as critical components in the planning process of a significant and meaningful inclusive programme for any child with specific educational needs. Although the framework is mostly self-explanatory, the following aspects need to be elaborated further:

- **The vision**

The most logical response to our rapidly changing social, economic and political contexts is to create schools that are grounded in democratic principles and the constructs of social justice (Sands et al., 2000:5). The concept of *inclusive education* embodies these values and involves the practice of including everyone – irrespective of talent, disability, socio-economic background or cultural origin. It involves changing the structure of the parallel systems of special education and general education to a single system in order to provide similar broad educational outcomes (Grenot-Scheyer et al., 2001:3) (as shown in the figure). Ensuring that all learners have opportunities to achieve the highest possible quality of life poses certain challenges to the education systems. "These challenges are met when we embody the concepts of inclusion, community, collaboration, democracy and diversity, and when "all children and members of the community have a future of fulfilled human and community potential, security, belonging and valued interdependence leading to meaningful contributions" (Sands et al., 2000:5).

This vision challenges all concerned to become part of school reform and improvement. It does however imply that certain **needs** should be addressed in order to ensure the optimal development of an inclusive education system.

- **The needs**

The inclusive education system is a response to the fundamental strains imposed on education systems. If the system is to respond to diversity and innovation it is important to move away from standardisation and become flexible, responding to the 'needs' of an inclusive education system. Firstly it is important to have a look at the 'what' and then at the 'how' of these needs.

<u>In terms of 'what'</u>: The education system should be able to provide a rich learning environment with the full diversity of learners within a defined community (Hall, 1997:148). As shown in Figure 2.1, this would involve the provision of opportunities to spend time with and to learn alongside others; time and space to help one learn what others feel and believe; an individually planned programme of work that takes account of one's additional needs, as well as an introduction to the wider culture and to other cultures, their values and beliefs (Hall, 1997:148). Collaborative organisational structures should also be provided to meet the best interests of the learners (Sands et al., 2000:25).

<u>In relation to 'how'</u>: A wide spectrum of ideas have been suggested and the most commonly accepted are the following:

- ➢ Shared ownership among all staff for learners with and without special needs (Voltz et al., 2001:24). This implies that all staff members, as a team, are responsible for meeting the needs of all learners and for supporting all learners in reaching their maximum potential, although there may be variance among the staff members in terms of expertise.

- ➢ As inclusion is not simply added on to the current school programme but requires significant changes in how teachers work, it is important that they gain new perceptions of teaching and learning as well as new skills (McLeskey & Waldron, 2001:4) Using trained staff to teach will ensure not only that inclusive education can be implemented successfully, but also that the ownership of the inclusive school will be broadly based and changes be widely accepted among teaching staff (McLeskey & Waldron, 2001:5).

- ➢ Education research supports the existence of a collaborative culture and the use of collaborative structures and supports as key elements of inclusive schools (Kugelmass, 2001:47; Coben et al., 1997:427). Mutual efforts are required by professionals and parents as a team to meet the needs of learners by engaging in interactive processes and using specialised content to achieve shared goals. These collaborative structures are characterised by different but equal status between professionals (Coben et al., 1997:428).

➢ "The curriculum is a focal point of inclusionary school practices" (Sands et al., 2000:293) In a classroom with heterogeneous learners, an education team has the responsibility to consider all possible curriculum content for each learner as learner's learning priorities will vary in complexity, depth and breadth (Ryndak & Alper, 1996:56, Villa & Thousand, 1995:118). The aim of this strategy is to maximise the learner's acquisition of activities and skills that will be most meaningful for him/her in both current and future environments (Ryndak & Alper, 1996:56).

➢ Learners with specific needs in education may be unable to participate in functional and general education activities in the same manner as their classmates and require adaptations to facilitate maximal independent participation (Ryndak & Alper, 1996:121). This includes careful choices of instructional approaches, combined with attention to the organisational structures of the learning environment, allowing the learner to perform the same activity as the classmates without relying on another person and without changes in the curriculum content (Sands et al., 2000:361).

➢ Assessment, whether formative or summative, is an essential component in the inclusive classroom and should involve the family and focus on issues of curriculum, instruction and measurement, keeping the learner outcomes in mind (Sands et al., 2000:249). Several assessment processes should be implemented in order to provide valid, reliable measures of the learner's performance, and to identify the effects of the teacher instruction on the learner. By doing this, teachers can refine their teaching activities to optimise student learning (Sands et al., 2000:249).

➢ The best way to serve learners with specific needs in education in an inclusive setting is to frame the services rendered to the child within a lifespan approach. This encourages teachers and professionals to look beyond the traditional school years to consider the needs of the learner after high school (English, 1995:11). This implies that a continuity of relevant programming across the different phases of education should exist in order to support the long-term goals (outcomes) for learners with special needs.

- **The safeguards**

It is important to realise that there will always be societal and structural pressures that aim to keep people with specific needs from participating in the mainstream of life. This can in part be attributed to the fact that no one can predict with absolute certainty if the change to inclusion will be effective and that learners will in fact benefit from it (McLeskey & Waldron, 2001:6). Furthermore, teachers and administrators are expected to make substantive changes in everything they do, not simply to add on to what they are already doing. These circumstances can result in resistance. "This is why it is so important to try and ensure that there is no stinting of the effort to keep the child in his mainstream school, and this will mean constant preparation for each new teacher and phase of the system" (Hall, 1997:146). It also implies an adaptable and open attitude in order to identify and address barriers to learning as they arise, to educate the community and to realise that the work of developing an inclusive school is never done.

2.5 THE CHILD WITH A HEARING LOSS IN INCLUSIVE EDUCATION

The above discussion tried to address the generic position of those who advocate inclusion, and who believe that the fundamental characteristics of inclusive education would be of benefit if enacted within all communities. It has not focused on any particular group of learners. The question that needs to be answered now is how well the concepts and practice of inclusion will hold up when applied to **children with hearing loss**.

It is quite apparent that the South African policies as discussed in paragraph 2.3 can offer an opportunity for children with a hearing loss to be placed in educational settings together with normal hearing children. In fact, similar laws and policies in foreign countries have led to a significant change in service delivery models for children with hearing loss (Ross, Brackett & Maxon, 1991:67). This change is evident in the fact that approximately 83% of learners with a hearing loss in the United

States are currently served, at least part-time, in general education classrooms (U.S Department of Education, 1999 in Luckner & Muir, 2001:435).

Aspects that specifically motivate the educational inclusion of the child with a hearing loss are the following:

- Due to a special focus on *early identification* and *intervention* the outcomes for infants with hearing loss have improved (Samson-Fang, Simons-McCandless, Shelton, 2000:77). This is confirmed by recent studies indicating that identification of and intervention with children with hearing loss by the age of 6 months result in overall age-appropriate language scores (Robinshaw, 1995 in Samson Fang et al., 2000:78). Yoshinago-Itano et al. evaluated language abilities in infants identified before 6 months and indicated that the mean language quotient of the earlier identified children was almost a full standard deviation higher than the mean language quotient of the later-identified group. Early identification and intervention can provide children with a hearing loss the opportunity to develop language within the normal range of development during the early childhood period (Yoshinago-Itano, 1999:317), giving these children the means to be successfully included in classes with normal hearing children.

- Of all the incredible technological developments of the 20th century, none has made a greater impact on the lives of children with hearing loss than the *multichannnel cochlear implant* (Archbold et al., 2002:158, Ertmer, 2002:149, Moog, 2002:138). Intensive research indicates that the consistent use of this device can lead to speech perception and speech production abilities beyond those typically associated with children who use hearing aids (Ertmer, 2002:149). Not only have substantial increases in oral language been documented, but progress in terms of academic achievement has been noted as well (Moog, 2002:138; Ertmer, 2002:149). The majority of these children can be put into inclusive settings with skills comparable to those of their hearing classmates. "… achieving this level of performance will affect everything about their future lives – socially, academically, and economically" (Moog, 2002:142).

Notwithstanding the above positive basis for successful inclusion of children with hearing loss, it has become clear that education systems cannot always effortlessly provide a fundamentally appropriate education for children with hearing loss (Siegel, 2000:65). According to DeConde Johnson (personal communication, 28 July 2003) this can be attributed to the mistaken notion that the inclusion of the child with a hearing loss is an easily accomplished process. This misconception led to a situation where children with hearing loss were transferred out of settings in which they received a great deal of individual attention, had special amplification equipment and were taught by specifically trained educators (Ross et al., 1991:68) to systems devoid of all these necessary elements. Today, armed with more knowledge concerning the effects of hearing loss, authorities have realised that inclusion "meant far more than just placement in a class with normal hearing peers" (Ross et al., 1991:68) and that the inclusion of children with hearing loss is not such an effortless process as initially accepted.

It is crucial that the inclusion of the child with a hearing loss be based on careful analysis of the aspects that have to be changed in the system, with careful attention to the unique characteristics and needs of the individual (Stinson & Lang, 1994:156). The reason for this is that the personal and societal cost of failed communication as a result of an inadequate education system can have a devastating effect on the child, his family and his future.

2.5.1 Characteristics of the child with a hearing loss[2]

In order to fully realise the ramifications of the inclusion of a child with a hearing loss, the unique characteristics of the child <u>as a result of a hearing loss</u> must be understood because they can form the frame of reference against which the barriers to learning for these children can be identified en handled. The following model (Figure 2.3) gives a broad indication of the unique characteristics of the child with a congenital/early onset hearing loss. However, it must be noted that this figure is merely a comprehensive attempt to indicate the more common characteristics of the

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[2] For some learners who experience barriers to learning, the key to the barrier may be situated in the learner him/herself, in this case the *hearing loss.* This barrier, which implies certain characteristics in the learner, can lead to learning breakdown, if the diverse needs of the learner, as a result of the unique barrier to learning, are not met (Department of Education, 1997:v).

child with a hearing loss. It does not deny the fact that every child with a hearing loss is an individual and may therefore not display the characteristics listed.

Child with a hearing loss

↓

Barrier to learning:

Auditory inability

↓

Barrier to learning:
Communication problems
Unique communication characteristics, based on auditory inability, in terms of
- language development;
- speech development;
- social development; and
- emotional development.

↓

Barrier to learning:
Poor academic skills
Associated with the unique communication characteristics, educational barriers can develop in the following areas:
- Language-based subjects
- Curriculum
- Assessment procedures
- Interaction with teachers and peers
- Class participation
- Acoustic environment
- Support services
- Academic achievement

Figure 2.3   Characteristics of the child with a hearing loss that can lead to specific barriers to learning

*"*Although the primary effect of a hearing loss is an inability to hear some or all of conversational speech, its impact on communication development dramatically alters social and academic skill acquisition*"* (Brackett, 1997:355).

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The presence of a hearing loss results in a distortion of incoming auditory signals, reducing the auditory information available to the individual (Sanders, 1982:159). A child with a congenital or early onset hearing loss will hear only a few, if any, environmental sounds and speech sounds, until amplification is provided. Such a hearing loss can affect the developing child's ability to learn language and speech, to socialise and to achieve academically and it may eventually have a negative impact on the child's vocational choices (ASHA, 1997:230).

It is clear that a hearing loss significantly affects the whole life of a child. Although the educational impact of the hearing loss will vary in each child according to the severity and permanence of the hearing loss, these children share several common characteristics in the following areas:

2.5.1.1 Language

"Because of impaired hearing, such children are unable to develop the same competent and intuitive grasp of the language as do their normal hearing peers" (Ross et al., 1991:21). As these children receive only fragments of an intended message, they struggle to synthesise them into a meaningful message (Ross et al., 1991:21).

Attempts to describe the language characteristics of children with hearing loss have often resulted in controversy. Some professionals refer to the language skills of these children as being delayed, while others classify the skills as deviant (Ross et al., 1991:40,42)

Irrespective of what the viewpoint is, the language used by the child with a hearing loss displays certain characteristics of which the following are the most important (Ross et al., 1991:36-42; Sanders, 1982:160-162; Tye-Murray, 2004:638-641; ASHA, 1997:232; Paul & Quigley, 1994:105-117):

- **Vocabulary**

    ➢ Slow development of vocabulary in relation to children with normal hearing.

    ➢ Vocabulary development (signed or spoken) derives largely from the language addressed (and explained) directly to them, in familiar contexts.

    ➢ Less flexibility in language skills in extended conversations, particularly those involving abstract topics.

    ➢ Difficulty in understanding analogies, multiple meanings of words and synonyms.

    ➢ Learning of content words, especially words referring to concrete aspects (dog, walk, blue) more easily than function words (the, a, am) and abstract ones (hate, after, ability).

    ➢ Difficulty with word combinations that do not literally convey their dictionary meanings.

    ➢ Trouble with certain academic tasks because of a misunderstanding of the vocabulary and/or syntax of the directions or difficulty with academic vocabulary.

    ➢ Difficulty in making use of the context to figure out the meaning of a new word when the language context in itself is understood insufficiently.

- **Syntax**

    ➢ The normal developmental growth pattern is depressed by a hearing loss. Due to insufficient and inadequate input at an appropriate developmental stage, children with hearing loss use their linguistic rule-generating ability to create functional, though deviant strategies for language comprehension and

production.

➢ Children with hearing loss have difficulty in processing complex sentences.

• **Pragmatics**

➢ Although a large number of the intentions of children with hearing loss are expressed in a non-verbal manner, they do attempt to express some intentions verbally. They are, however, limited in their ability to carry over their message verbally. As a result they make extensive use of gestures, facial expressions and intonation patterns.

➢ Children with hearing loss have difficulty to initiate or maintain a conversation or to repair a communication breakdown in communication.

➢ They have problems with taking turns and asking for clarification.

It is important to note that, regardless of which communication mode is used more frequently, be it Sign Language, aural/oral or total communication, most children with hearing loss do not learn any language well (Tye-Murray, 2004:638).

2.5.1.2 Speech

Children with hearing loss most often display *speech* problems because of their inability to hear the acoustic cues during the period of time when phonemes or language forms are emerging (Brackett, 1997:358). They also experience problems in monitoring their own speech through auditory feedback and as a result have to use their visual, tactile and kinaesthetic senses to a greater degree than normal hearing children. Their speech may be characterised by omissions of consonants, substitutions, distortions, nasalisations, problems with co-articulation of consonant blends, etc. (Ross et al., 1991:29-31). In terms of supra-segmental aspects, their speech may be characterised by unrhythmic speech, minimal pitch, increase in nasal quality, poor breath control, excessively low or high pitch, etc. (Easterbrooks, 1987: 198). As a result of these, the speech of child with a hearing loss may sound

unintelligible to the normal hearing individual.

2.5.1.3 Social and emotional

The unique language and communication characteristics of children with hearing loss may also affect their social and emotional development (English, 1995:21). These children often feel isolated, friendless and unhappy and may have difficulty in their communication with family and friends. According to Antia and Kreimeyer (1992, in English, 1995:21), these children may not acquire social competence skills learned through interaction, as they may not have the same opportunities as hearing children to interact with adults and peers.

2.5.1.4 Academic achievements

The unique characteristics of a child with a hearing loss, as discussed, can have a direct effect upon learning and academic achievements. All areas of academic achievement may be affected, especially reading and mathematical concepts (ASHA, 1997:232). Children with hearing loss often have to repeat grades, and have reading levels that reach a plateau at the fourth- or fifth-grade level (English, 1995:119) Performance in written language is equally affected (Samson-Fang, Simons-McCandless & Shelton, 2000:77), resulting in underachievement in literacy. This may have profound effects on the individual's overall academic achievement and life success (Samson-Fang et al., 2000:77).

2.5.1.5 Relationship between hearing loss and performance

A very important aspect to take into account is the fact that most research has indicated that the characteristics discussed above are determined by the severity and permanence of the hearing loss (Brackett, 1997:355; Ross et al., 1991: 47; Bess & McConnell, 1981:119) The reason for this is that hearing loss is not an 'all-or-nothing' phenomenon (Bunch, 1987:177). It can range from a mild loss that causes minor problems up to a total loss of sensory function, which is extremely rare. Most children with hearing loss have residual hearing and may be able to learn though the auditory sense, depending on how much, how early and how successfully hearing

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can be amplified.

Table 2.2 is a description of efforts by certain researchers to describe and, in a sense, to quantify the effects of the degree of hearing loss upon the understanding of language and speech.

Although this theory seems to concur closely with the so-called medical model (refer to Par. 2.2) and is thus open to criticism in the present context in South Africa, a view such as this regarding the influence of a hearing loss is extremely significant. Without necessarily excluding the child because of his unique characteristics, an understanding of the characteristics of this population is vital for the realisation of what demands the system will have to comply with to be able to successfully accommodate these children.

Table 2.2   Effects of a hearing loss upon the understanding of speech and oral language

Influence of hearing ability on communication efficiency and speech- and language development	Hearing ability
• Problems with people speaking softly • Sometimes unaware of subtle innuendos in conversation	Minimal hearing loss (16-25 dB HL)
• Can lose 25 – 40% of speech signals at 30 dB • Background noise, distance from teacher and the course of the audiogram determine the nature and degree of problems in die classroom environment • Can miss up to 50% of class discussion in particularly if people speak softly or outside the line of vision • Problems with consonants, particularly in the case of high frequency loss	Mild hearing loss (26-40 dB HL)
• Understands conversational speech at a distance of 1 - 1,5 m • Hearing loss of 40 dB and 50 dB (without amplification) can lead to 50 - 75% and 80 - 100% loss of speech signal respectively • Language problems: limited vocabulary, slow development of or faulty syntax • Can exhibit faulty speech production • Voice quality may already be toneless	Moderate hearing loss (41-55 dB HL)
• Conversation must be very loud to be heard without amplification • Can lose up to 100% of the speech signal • Increasing, distinct problems with verbal communication (one-to-one and groups) in the school environment • Slow speech and language development • Speech production mostly unintelligible • Toneless voice quality	Moderate to severe hearing loss (56-70 dB HL)
• Hears loud sounds ± 10 cm from the ear • Can identify certain sounds in his vicinity • Can discriminate vowel sounds, not all consonants • Pre-lingual hearing loss: speech and language do not develop spontaneously or slow speech and language development is exhibited • Post-lingual hearing loss: deterioration of speech and language abilities	Severe hearing loss (71-90 dB HL)
• Reacts more to vibrations than to sound • Visually rather than auditively inclined with regard to communication • Speech and language do not develop spontaneously • Rapid deterioration of speech and language abilities in the case of a post-lingual hearing loss	Total hearing loss (91+ dB HL)

(Compiled from: Anderson & Matkin, 1991:1-2)

Although it appears that each aspect of the child's development is considered

relative to the degree of hearing loss, a fair amount of variation may occur. In this heterogeneous population individual differences regarding language and communication development may be the result of aspects such as etiology of hearing loss, age at onset of hearing loss, early identification, use of amplification, remedial procedures and family commitment.

2.5.2 Implications of the characteristics of the child with a hearing loss for the inclusive system

It is clear that apart from the direct effect of hearing loss on an individual, several aspects must be taken in consideration when placing the child in any education system. In order to evaluate the possibility of inclusion for children with hearing loss and to understand the specific demands made by a hearing loss on the inclusive education system, the framework for understanding inclusive education (as discussed in Figure 2.1) was applied to the previously discussed characteristics of the child with his hearing loss and his specific educational needs. This will form a logical basis for the evaluation of the educational inclusion of children with hearing loss.

- **The vision**

An important vision related to the quality of life for inclusive education of the child with a hearing loss is to promote the social development of the child, including effective relationships with both peers and adults (Stinson & Lang, 1994:156). This provides children with hearing loss the opportunity to develop relationships with **all** sections of the community and not only certain groups based on their limited communications skills. The stimulating and highly verbal inclusive setting provides opportunities for social interactions that would not be available in segregated settings (Alper, 1996:5). As interaction is the prerequisite for deriving benefit from the educational placement, the child with a hearing loss in an inclusive system is exposed to social, academic and communicative behaviours within daily academic routines (Brackett, 1997:355). Children with hearing loss are also exposed to appropriate models of behaviour, giving them the opportunity to observe and imitate socially acceptable behaviours of normal hearing children (Alper, 1996:5). Relationships with normal hearing children contribute to the development of social

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skills that reduce the likelihood of social isolation and promote future psychological health (Stinson & Lang, 1994:156). All in all the vision for these children, as for other children with specific needs in education, includes the appropriate acquisition of functional academic, social, vocational and recreational skills in order to prepare them to live and work in a variety of integrated settings throughout their lives (Alper, 1996:5).

- **The needs**

"These children deserve to be in an environment where they can communicate with peers, teachers, and staff; to be in an environment that challenges them academically while meeting their social, emotional, and cultural needs; and to be in an environment where they are truly included in every aspect of school life" (Hawkins, Harvey & Cohen, 1994:167).

Although this seems quite evident and 'straightforward', it is more easily said than done. As these children present unique characteristics, based primarily on their language and communication development, it is important that the inclusive system should focus on two of their most basic needs and rights: the need and right to develop language and the need to communicate.

According to Siegel (2000:72) 'communication' must be recognised as the starting point and the central purpose of the education system. The reason for this is that the importance of communication is reflected in both the consequences of its absence and the benefits of its early and effective development (Siegel, 2000:67). Although other learners who experience barriers to learning such as blindness, physical impairment, etc., may also experience problems with communication, it is important to realise that the learners with a hearing loss differ from these learners as the core of their problem – lack of auditory input – results in communication breakdown. Thus the most important need of these learners is that the system should provide appropriate *communication access,* appropriate *communication assessment* of the child's communication language, mode, and skills level, as well as an environment that will provide appropriate *communication development*, assisting the child in developing age-level language skills (Siegel, 2000:72).

Such a *communication-rich* and *communication-driven* system implies that specific issues need to be addressed in the development of an inclusive environment for the child with a hearing loss. This is clearly set out in Table 2.3.

Table 2.3   Factors that address the needs and facilitate inclusive education for the child with a hearing loss

Dimension	Facilitating factors
Curriculum	• For many, regular curricula need only be modified minimally to meet particular needs, where others can be exposed to the regular curricula without change, though the pace of progress through the curriculum has to be altered • Must be presented in forms and at levels to meet the abilities of the child
Acoustic environment	• Favourable listening conditions with relatively low background noise levels (good signal-to-noise ratio) • Sound treatment of classroom with carpeting, draperies, acoustic ceiling tiles, and/or acoustical wall treatments to reduce reverberation • FM system and hearing aid available for the child's use • Seat student away from obvious noise sources
Setting	• Relatively small class size, allowing for individual attention • Desks arranged to allow for maximum visibility and audibility • Child seated at desk that allow him/her to see and hear optimally
Visual aspects	• Maintaining a full-face presentation during board writing and demonstration • Increased and deliberate use of visual aids to compensate for auditory limitations of the hearing loss e.g. television, slides, video, etc. • Lessons supplemented with visual materials e.g. pictures, photographs, writing on the board, etc. • Visual cues to indicate that someone is talking during class discussions • Teacher's face fully visible, well lighted away from glare • Seating arranged to allow the child with a hearing loss visual access to his or her classmates; flexible seating plan as the visual demands of the activity vary
Support services	Appropriate support services readily available: • Teacher: Support in terms of all the educational aspects of hearing loss and workable teaching techniques • Child with a hearing loss: Academic support, speech-language intervention and audiological support Team approach: • Participation of parents in every aspect of decision making • Interdisciplinary team (including the parents) planning, implementing and evaluating an individualised educational plan for the child through collaboration and consultation
Classroom management	Input: • Provide written material of the key concepts, questions, vocabulary, and

<table>
<tr><td></td><td>facts when introducing new material

Provide copies of the teacher's notes or summarise lessons
Use a 'buddy-system' whereby another learner can help the child with a hearing loss with aspects like instructions, etc.
'Preview' and 'review' instructional vocabulary and concepts
Repeat information that has been expressed during class discussions
Repeat instructions and check for understanding
Direct classroom discussion by naming participants
Appropriate strategies for handling communication breakdown, e.g. request direct repetition or clarification
Careful preparation of lessons to manage possible vocabulary lag
Facilitate the transmission of information by using demonstration or other visual aids to support the verbal component

Output:

Allow more time to complete assignments
Allow alternatives to oral presentations such as written responses

Evaluation:

Provide extra time to complete tests
Allow test items to be read to the learner
Keep students' abilities in mind when constructing the test, e.g. vocabulary
Explain test questions and instructions
View achievement test results in conjunction with audiological, communication and psychological evaluation results to formulate a complete idea of functional skills

</td></tr>
<tr><td>**Classroom teacher**</td><td>

Receptive to having a child with a hearing loss in the classroom, including working closely with support personnel
Willing to make modifications in teaching style
Willing to use an FM system
Given time for in-service training
Expectations appropriate to the child's functional level

</td></tr>
</table>

(Compiled from: Ross et al., 1991:73, 152-154, 277; Bunch, 1987:4, 8, 243, 246; Nelson & Soli, 2000:356; Luckner & Denzin, 1998: ; Brackett, 1997:356; East, 1994:167)

Unfortunately these facilitating factors do not fulfil **all** the needs with regard to the inclusion of the child with a hearing loss. Major concerns pertaining to curricular content and progress in school remain and must be taken into account by both the education system and responsible educators (Bunch, 1987:243). This would include aspects such as programme coordination, approaches to curricula, the relationship between the teacher and support personnel, and decision making in the inclusive process (Bunch, 1987:243).

2.6   INCLUDING THE CHILD WITH A HEARING LOSS IN SOUTH AFRICA: THEORETICAL PROBABILITY OR PRACTICAL POSSIBILITY?

From the discussion above it is clear that developing an inclusive educational environment for a child with a hearing loss is not a simple and straightforward process. When determining appropriate educational placements for such a child, it should be recognised that a given classroom could place limits on the child's potential when the facilitating factors (as discussed in Table 2.3) are not present. The absence of one or more of these factors could well be caused by the unique barriers to learning that arise from the South African context, thereby questioning the feasibility of successful inclusion of the child with a hearing loss.

Apart from the general barriers to learning that have been identified in the South African context and discussed in paragraph 2.3, the following specific aspects need to be taken into account:

- The education of children with hearing loss has been characterised by a continuing controversy regarding the *methods of communication* (English, 1995:32; Samson-Fang et al., 2000:80). It is not the aim here to add to this particular discussion except where it relates to the South African context and the question in hand.

  As stated before, an inclusive setting should provide all children with full and unlimited language and communication access. Hearing learners can communicate directly with all their teachers and peers through oral communication. The standard for access to communication for the child with a hearing loss shouldn't be any different. Therefore it is clear that the system has to make provision for the child who uses oral communication as well as for those children using Sign Language. Recent research indicating that 47% of teachers in specialised education for children with hearing loss in South Africa use Sign Language as a medium of language instruction further emphasises this fact. The problem with this philosophy is that the mere provision of interpreters would not

render the setting inclusive (Innes, 1994:155), as the limitations of even high-quality signing actually represent a situation that is 'inherently unequal' (Innes, 1994:155). This is because the use of an interpreter tends to be a one-way process, restricting the free communication between teacher and learner. As language is learned through interaction with teachers and others, those who are already experiencing language problems may not learn language by using an interpreter. Learners are not likely to be exposed to all relevant material in classes and to encode and comprehend the material at a level similar to that of hearing classmates (Patrie, 1993 in Stinson & Lang, 1994:158). Such significant communication barriers mean that while there is exposure to classroom activities, language and curriculum, children with hearing loss are often not able to benefit. Interaction with peers, which is crucial to the child's overall development, is also limited as the peers don't have any signing proficiency (Hawkins, Harvey & Cohen, 1994:166) and the interpreter cannot be present in all situations.

The problem is further aggravated by the fact that there is currently a very limited supply of qualified interpreters in South Africa and only a few teachers in inclusive teaching who can use Sign Language (DEAFSA, 1997). Supporters of inclusion often try to address this problem by regarding the teacher's role as a possible substitute for interpreters in using Sign Language. It is an unrealistic perception to think that the teachers of inclusive schools can learn to be fluent users of Sign Language in such a manner that the educational progress can be successfully accomplished (Hawkins et al., 1994:166). Statements like this only expose a lack of understanding of the complex process of acquiring a totally new language and trivialise the learning of Sign Language.

All the issues regarding the communication system of the child with a hearing loss in inclusive education appear to be limiting factors in the process. Whatever communication system is to become the means of instruction, it is important that such a system should be examined and assessed in terms of increased efficiency in instruction (Bunch, 1987:7), provision of effective communication and meeting the needs of all children with hearing loss (Siegel, 2000:65).

- Another aspect that may influence the success of the inclusive process is the dual role of *early identification* and *early intervention* (Yoshinago-Itano, 1999:317). As discussed (refer to 2.4), these two factors play a pivotal role in the successful inclusion of the child with a hearing loss. The reality in South Africa is currently unresolved and incomplete: although the academic importance is realised, early identification and early intervention still need to be addressed to the full. Without a universal newborn hearing screening programme in South Africa (or a realistic substitute allowing for the South African situation), the outcomes for a congenitally deaf infant are bleak, as research has indicated that without such a programme it is possible that the average age of identification will only be 11-19 months for children with known risk factors and 15-19 months for children without risk (Harrison & Roush, 1996 in Samson-Fang et al., 2000:78). Even identification by this age will not yield any anticipated outcomes, as appropriate intervention is not always available.

- The *involvement and attitudes* of South African *parents* are further crucial aspects that must be taken into account. Lack of parental involvement and failure to recognise parents as equal members of the team can be detrimental to the inclusive process of the child with a hearing loss (Colorado Department of Education, 2002:13; East, 1994:167) This stems from the fact that the parents must serve important roles as the 'advocates' for a child who may not be able to fight for him/herself as a result of possible communication problems. In addition to the strategies already proposed by the White Papers on Education and Training to address this aspect, it is also important to realise that parents must be supported to maintain their continued involvement throughout the school years and learn strategies for working effectively with their child (Ross et al., 1991:168). However, parents need to feel confident of their ability to effectively take part in the whole inclusive process, before they can be enlisted successfully in this capacity (Ross et al., 1991:168).

- In a developing country, *economic factors* can complicate the inclusion of a child with a hearing loss. The estimated cost of providing educational and support services for a learner with specific needs could be two to three times more than

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the cost of education for a learner without specific needs (Chaikind, Danielson & Brauen, 1993, in Eleweke & Rodda, 2002:117). In a country where financial resources are limited, a well-structured funding arrangement will have to be in place before the needs of the learner with a hearing loss can be met in the inclusive classroom. As already indicated in paragraph 2.3, hearing aids and assistive devices – important prerequisites for successful inclusion - are quite expensive.

- "One of the most difficult problems encountered… is the determination of which children are to be considered candidates for a regular class placement. Instrumentation and selection procedures need further development" (Nix, 1976, in Bunch, 1987:248). Some children with hearing loss will be good candidates for the experience. Others will not, as the *diversity of the population* comprises a diversity of needs. It would appear to be sensible to define criteria for placement in inclusive programmes. This will maximise the opportunity for learners who can benefit from inclusive education to be selected, and minimise the possibility of accepting learners for whom inclusion would be a negative experience (Bunch, 1987:247).

- Finally, it seems that there are various dynamics that affect the appropriate placement and support of learners with specific needs (Bunch, 1987:245). Although primarily identified in the USA context, some of these problems may well apply to the South African context. They include realities such as the following (Bunch, 1987:244; Colorado Department of Education, 2002:2):

  ➤ Lack of sufficient time for support teams to support inclusion effectively

  ➤ Lack of support by administrators

  ➤ Difficulty in accurately monitoring and reporting progress
  ➤ Differences in opinion among parties involved

  ➤ Lack of national programme guidelines to promote standards of practice for

including children with hearing loss

➢ Lack of a national framework to provide appropriate teacher pre-service and in-service training

The above factors must be dealt with directly and sensitively by those planning for the educational inclusion of the child with a hearing loss (Bunch, 1987:245).

From this discussion it is clear that a lot is still to be done before the vision of a child with a hearing loss in inclusive education in South Africa can be achieved. A child with a hearing loss can not be included in a regular classroom, *unless* that classroom is welcoming and supporting; *unless* the teacher is trained and positive about inclusion; *unless* an individualised programme designed to address the learning needs and styles of the child is put in place, and *unless* the support services and materials necessary to support inclusion are available as and when needed (Bunch, 1994:150). "If attempts were made to place children in classrooms where these requirements were not met, those who advocate inclusion would consider that both the theory and practice of the concept were being abused" (Bunch, 1994:150). The inclusion of a child with a hearing loss in South Africa will then remain a **theoretical probability**, and will never achieve the status of a **practical possibility….**

2.7   CONCLUSION

Inclusive education is not an end in itself, but rather a means to an end. As stated elsewhere in this chapter, it implies a sense of belonging and acceptance and therefore has to do with how educators and the system respond to individual differences. Moving into this new paradigm in South Africa, it is important to realise that renewal and change must be coordinated, comprehensive and efficient. It must present a clear and strong moral imperative to 'do the right thing' – that is, to promote the quality of life of the learner with specific needs and his family in order to become part of the mainstream education communities.

This would include children with a hearing loss, an unusually complicated group to include in ordinary classrooms. *"*This difficulty arises, not from lack of interest, lack of potential, or inappropriate behavioral characteristics, but, from the incapacitating effect of being cut off from normal auditory appreciation of the sounds of the world" *(*Bunch, 1987:11).

Regardless of the unique characteristics of children with hearing loss, inclusive education implies that *all* learners should have access to the core curriculum. Respect for these individual differences, needs, abilities and capacities, as well as the notion that all learners learn in different ways, should drive the decisions that schools make about organisation and the education community's conduct with regard to the inclusion of children with a hearing loss. A sincere endeavour to actualise the emerging vision will result in inclusive school communities grounded in democratic principles and the constructs of social justice, able to provide equal educational opportunities for all learners, including those with a hearing loss.

CHAPTER 3

INCLUSIVE EDUCATION IN SOUTH AFRICA: THE TEACHER OF THE CHILD WITH A HEARING LOSS

"I know that most men, including those at ease with problems of the greatest complexity, can seldom accept even the simplest and most obvious truth if it be such as would oblige them to admit the falsity of conclusions which they have delighted in explaining to their colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives"

- Leo Tolstoy (1828-1910) -

3.1   INTRODUCTION

Change is never easy, as it involves a process that takes time, sometimes up to several years, rather than a single occurrence or event (Villa & Thousand, 1992:112). It involves more than just programmes, material, technology or equipment, but is primarily about individuals in an established system. It is highly personal, affects people, is viewed differently by each participant and requires personal growth. Yet change is inevitable when innovative practices demonstrate greater effectiveness than past services (Ryndak & Alper, 1996:xiii).

For years, education systems worldwide have provided special education and related services to students with special needs (Ryndak & Alper, 1996:xiii). As discussed in Chapter 2, reform in education has led to a move away from segregation of learners with disabilities in special classes toward the inclusion of such learners in general education.

In spite of the initiation of new policies and curricula, this process of change has

raised numerous questions about the role and responsibilities of school personnel in providing appropriate education for all learners enrolled in the ordinary schools (Daane & Beirne-Smith, 2001:331). As agents of change in the education situation, it is not surprising to find that teachers have many concerns about the implementation of these new initiatives (Forlin, 1998:87). The reason for this is that 'change' is difficult to bring about in schools and classrooms as it requires simultaneous reforms in professional development, curriculum, learner support services, classroom management, along with a change in teacher attitudes, beliefs, values and knowledge. (Fullan & Miles, 1992 in Weiner, 2003:13; Reynolds, 2001:466).

It is specifically the last-mentioned aspects that may act either to facilitate or constrain the implementation of inclusive policies, as the success of such a challenging programme depends on the co-operation and commitment of those most directly involved (Avramidis, Bayliss & Burden, 2000:278). The teacher's knowledge, beliefs and values are brought to bear in creating the effective learning environment for pupils, and thus they are a crucial influence in the development of an inclusive system (Reynolds, 2001:466).

Against this background, the purpose of this Chapter is to explore the current situation regarding the teacher in inclusive education in South Africa, with a specific focus on the challenges the teacher of the child with a hearing loss has to face. Firstly, the Chapter will review the larger body of research on teachers' attitudes towards inclusion in order to elucidate some of the factors that might impact on the formation of these attitudes. Secondly, the Chapter will focus specifically on the teacher of the child with a hearing loss in inclusive education, followed by a discussion of teachers' knowledge of and attitudes towards this unique population. The essential competencies necessary to teach these children will be suggested and discussed. As the South African context presents unique problems in the development of an inclusive system (discussed in Chapter 2), the demands posed to the teacher of the child with a hearing loss in the South African context will also be discussed.

3.2   THE TEACHER AND INCLUSIVE EDUCATION

As explained in Chapter 2, education systems used to be constructed to include some children and exclude others. The differentiation implied that some children 'could not cope' within the ordinary education system because of their individual deficits. The idea of separation between special schools and ordinary schools promoted a traditional and medical view of special needs as attention was focused on the problem affecting the individual child (Carrington, 1999:257). This medical model has influenced teacher training and beliefs, as well as attitudes and practices in education.

Fortunately this has changed as the development of inclusive education gained momentum in recent years. It has become clear that teachers are the *key element* in the successful implementation of the inclusive policies (Avramidis & Norwich, 2002:130; Swart et al., 2002:177; Marshall, Ralph & Palmer, 2002:201) This is because the regular education classroom has become the *primary* context within which inclusive education has to be implemented (Sands et al., 2000:26). Teachers are now obliged to seek ways to instruct all students in their classrooms (Brownlee & Carrington, 2000:99), giving special attention to the physical environment, instructional strategies employed, classroom management techniques, as well as educational collaboration (Voltz et al., 2001:7). These changes must result in fundamental alterations in the way teachers think about knowledge, teaching, learning and their role in the inclusive classroom (Carrington, 1999:260).

Teachers are often expected to accept new policies and practices and cope with these changes without giving much consideration to their personal beliefs and rights (Forlin, Hattie & Douglas, 1996:2). It is clear that the development of inclusive education has the potential to unsettle teachers and this could prevent overall school development and reform (Carrington, 1999:260).

It is therefore necessary that education reformers obtain more than a basic understanding of the classroom environment and proposed outcomes (Carrington, 1999:259). They should consider not only changes to the curriculum and methods or assessment, but also the teacher's fundamental beliefs, attitudes and knowledge

(Carrington, 1999:259).

3.2.1 Teachers' attitudes towards inclusion

*"*People's perceptions determine their actions*"* (Williams & Finnegan, 2003:40). It is argued that a person's perceptions and attitudes are often related directly to learning experiences provided by the environment and the generalised belief systems of the society (Schechtman & Or, 1996 in Swart et al., 2002:177), while they also have a direct influence on the way in which one responds to the world. Therefore it seems that 'attitudes' may have a cognitive (learned) component, an emotional (affective) component and a component of observable behaviour (Swart et al., 2002:178; Opdal, Wormnaes & Habayeb, 2001:144). In other words, if the teacher feels positive about a certain aspect (based on his/her belief system), it will have a positive influence on his/her behaviour.

In terms of inclusive education it can be accepted that teachers' perceptions of inclusive policies will not only determine their acceptance of inclusive policies, but will also affect their commitment to implement such policies (Avramidis & Norwich, 2002:130). Furthermore, the teachers' attitudes towards learners with specific needs appear to influence the type and quality of teacher-learner interactions, directly impacting on the learners' educational experiences and opportunities (Cook, 2001:204; Reynolds, 2001:466).

Research reveals important information about teachers' attitudes that have to be taken into account by policy makers who tend to focus on knowledge, skills and practical support without giving much recognition to implicit needs and emotional aspects (Swart et al., 2002:178; Hay, Smit & Paulsen, 2001:213). This data will be discussed in the following paragraphs.

3.2.1.1 Research findings in foreign countries

Research on professional attitudes toward mainstreaming/inclusion undertaken in several foreign countries has provided a wide range of information in this area.

As teachers' attitudes towards integration and inclusion have received continued interest over the past 20 years, the review presented here cannot possibly be complete. The aim is also not to draw fixed generalised conclusions, since studies conducted in different countries cannot possibly be compared to one another given the variations and differences in their education systems, policies and philosophies. Furthermore, it should be taken into account that the two terms 'integration' and 'inclusion' are often used interchangeably and it is not clear if they have common meaning across national boundaries (Avramidis & Norwich, 2002:131). As the term 'inclusion' has superseded the term 'integration' in the vocabulary of recent education systems, taking on a wider significance and popularity within a human rights discourse and having broader social and political value, the focus of this discussion will mainly be on the teachers' attitudes towards 'inclusion'.

In general it seems that a majority of teachers support the idea of inclusion, but foresee problems in its practical implementation. In their meta-analysis of teacher attitudes in the USA, Canada and Australia, which included 28 studies published between 1958 and 1995, Schruggs and Mastropieri (1996:11) reported that two-thirds of the teachers (n=10560) surveyed agreed with the general concept of mainstreaming/inclusion. Responses appeared to vary according to whether these practices were applied to their own classes and to different disabling conditions. Only one-third of the teachers believed they had sufficient time, skills training and resources necessary for implementing any policy regarding mainstreaming/inclusion.

Teachers with a negative view of the process of inclusion seem to link their attitude to active experiences of inclusion. Vaughn et al. (1996, in Avramidis & Norwich, 2002:134) determined – through the use of focus groups interviews – that the majority of teachers, who were not actively involved in inclusive practices, had strong negative feelings about inclusion and that "…the decision makers were out of touch with classroom realities" (Avramidis et al., 2000b:280). Several factors were

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determined that would affect the success of inclusion, namely class size, inadequate resources, lack of teacher preparation and the extent to which all students would benefit from inclusion.

However, it appears that the implementation of inclusive practices often resulted in positive changes in teacher attitudes. Villa et al. (1996:10) indicated in their study that although teachers appeared to be negative in general, the implementation of inclusive practices often resulted in their attitudes turning positive at the end of the implementation cycle, once they have gained the professional expertise needed to implement the inclusive philosophy. These findings were confirmed by a study undertaken by Avramidis, Bayliss and Burden (2000a:207), which indicated that educating learners with special needs in inclusive settings resulted in positive changes in teacher attitudes. Although a high level of experienced teaching in inclusive classrooms is associated with higher rates of concern for included learners with special needs, it does not guarantee positive attitudes as teachers with a great deal of negative inclusive experience may be less likely to be concerned about their included students (Cook et al., 2000:20).

General aspects of concern appear to be the rights of not only the learner with specific needs but also the rights of the other learners in the classroom and their own rights as teachers (Forlin, 1998:103). Teachers are concerned about their own expectations regarding their role during inclusive practices, as they need to be accountable and responsible for the learner with specific needs as well as for their regular class learners. Their perceived lack of knowledge and personal efficacy regarding the education of a learner with specific needs appears to be their biggest concern (Forlin, 1998:103).

On the assumption that teachers' attitudes can have a significant effect on the success of education policies, some researchers focused on the attitudes of *student teachers*, as they were likely to have had limited experience of implemented inclusive programmes (Avramidis et al., 2000b:281; Marshall, Stojanovik & Raplh, 2002:478). The data revealed that the participants appeared to be positive towards the overall concept of inclusion. They agreed about the importance of developing a new 'ethos' if an inclusive education system was to be developed and that radical

change was needed in the organisation of schools while implementing inclusive education. However, the results also indicated the participants' lack of confidence in meeting the individual requirements of children with specific educational needs (Avramidis et al., 2000b:289) Those participants, who perceived themselves as competent enough to teach in an inclusive setting, appear to hold positive attitudes towards inclusion. If attitudes are seen as developing out of interaction between knowledge, skills and experience, these results imply that newly qualified teachers must have appropriate levels of knowledge experience and skills before being able to support learners with specific educational needs in an inclusive setting (Avramidis et al., 2000b:289).

3.2.1.2 Research findings in South Africa

Only a limited number of studies have been done in South Africa on the attitudes of teachers towards inclusive education.

It is clear that teachers lack adequate knowledge, skills and training for effective implementation of inclusive education in South Africa. A comprehensive study conducted by Hay, Smit and Paulsen (2001:213) revealed that teachers (n=2 577) in South Africa have a definite lack of knowledge about issues relating to inclusive education. Furthermore, the teachers felt unprepared and unequipped to teach in inclusive classrooms as a result of their lack of training, lack of time, large classes and lack of teacher experience. Fear of not being able to manage diversity resulted in feelings of hopelessness and in learners being referred for assessments by specialists and placements in special programmes (Swart et al., 2002:183). Other specific concerns associated with attitudes, included the lack of educational and teacher support, insufficient facilities, infrastructure and assistive devices. Negative attitudes and labelling resulted from misconceptions and assumptions about learners with specific educational needs and the potential effect of inclusion on these learners as well as on other learners in the classroom (Swart et al., 2002:185).

A further study identifying the possible stressors for South African teachers in the implementation of an inclusive education revealed the four most stressful areas as administrative issues, the behaviour of the learner, the teacher's perceived self-

competence and the parents of the learner with specific educational needs (Engelbrecht et al., 2000:1). Administrative issues that worried the teachers included having to take full responsibility for the learner with specific educational needs as well as for all the other learners in the class. Further administrative issues included adapting the curriculum, adjusting lesson plans and obtaining funds for necessary support. With regard to the learners' behaviour, poor communication skills and short attention span appeared to place stress on teachers. The teachers' perceived lack of competence as a result of reported inadequate pre-service or in-service training to prepare them for inclusive education also caused them to stress. Issues pertaining to the parents of the learners with specific needs included limited contact with parents, and parents' perceived lack of understanding of the learner's capabilities (Engelbrecht et al., 2001:82).

On closer investigation of these research results, it appears that teachers in South Africa still tend to think in terms of the previous education system when it was accepted that some learners 'could not cope' within the ordinary education system because of their individual deficits (refer to Chapter 2). The idea of separation between special schools and ordinary schools promoted a traditional view of special needs with the attention on the child with the problem (Carrington, 1999:257). This traditional medical model influenced teacher training and beliefs, attitudes and practices in education. It is thus not strange that teachers presently lack adequate skills and knowledge, as well as positive attitudes about inclusive education.

3.2.2 Factors influencing teachers' attitudes

It is clear from the discussion above that none of the results of the studies attempting to assess the attitudes of teachers towards inclusive education have been conclusive. One important fact that emerges from these research results is that teacher's beliefs and attitudes are critical in ensuring the success of inclusion since they are likely to affect their commitment to implement it. The results also suggest that teachers' attitudes might be influenced by a variety of factors. Following the typology framework suggested by Avramidis and Norwich (2002:134), research findings regarding factors that influence teacher attitudes are discussed in terms of

'child-related', 'teacher-related' and 'educational environment-related' factors (refer to Fig 3.1) in an attempt to clarify the relationship between selected factors and teacher attitudes.
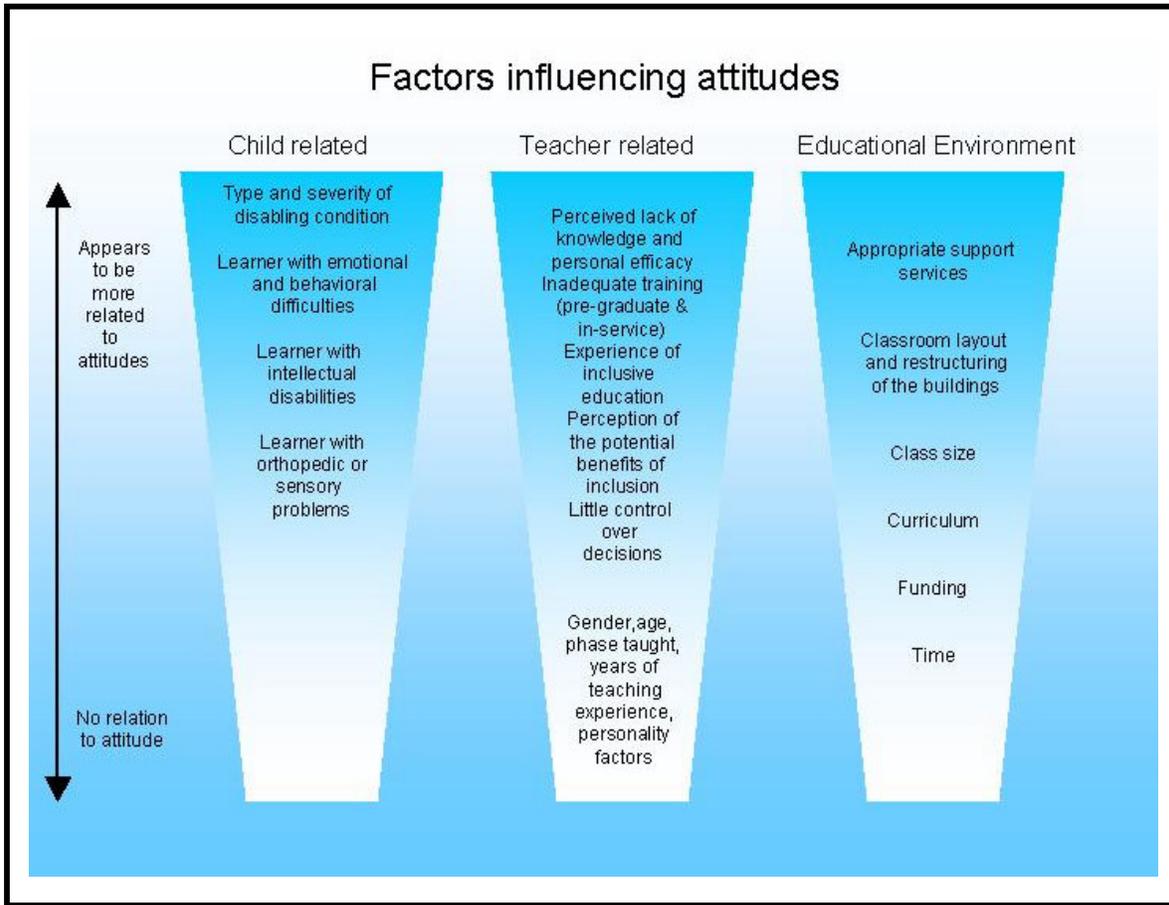
Figure 3.1 Factors influencing teacher attitudes towards inclusive education

- **Child-related variables**

The attitudes of teachers towards learners with specific educational needs are considered a very important teacher attribute to the success of inclusive education (Briggs et al., 2002:2; Cook, 2001:204). Child-related variables that were found to influence teacher attitudes include the type/nature and severity of the child's condition that determine his/her specific educational needs (Avramidis & Norwich, 2002:134; Briggs et al., 2002:2; Opdal, Wormnaes & Habayeb, 2001:145). Teachers were found to be negative towards teaching learners with emotional and behavioural

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difficulties and learners with intellectual disability than towards teaching learners with orthopaedic problems and sensory problems (Avramidis & Norwich, 2002:135; Briggs et al., 2002:3). Briggs et al. (2002:4) go on to speculate that these findings could possibly be the result of the specific classroom management and/or discipline issues that learners might experience in the classroom, e.g. understanding and obeying classroom rules. On the other hand, learners with orthopaedic and sensory problems pose certain challenges to the teacher with regard to instruction and not necessarily with regard to classroom management and discipline. Such learners are treated with more positive attitudes from teachers.

- **Teacher-related variables**

Researchers have also examined the relationship between specific teacher-related variables such as gender, age, phase taught, years of teaching experience and teachers' attitudes towards inclusion (Avramidis et al., 2000a:207; Avramidis et al., 2000b:280; Avramidis & Norwich, 2002:136-140). The results were inconsistent and none of the results mentioned could be significantly related to the teachers' attitudes or be regarded as strong predictors of attitudes.

However, the changes in educational philosophy regarding inclusive education have resulted in teachers - even experienced ones – being unfamiliar with new initiatives and the demands for rapid change in their roles. As a result they feel that they lack the necessary knowledge and personal efficacy to develop appropriate curricula and plan effectively for inclusive education (Forlin, 1998:103).

Teachers' perceived lack of knowledge and personal efficacy is linked to their training (Forlin, 1998:103) and experience in inclusive education practices (indicated in 3.2.1.1). Those who perceive themselves as competent enough to educate learners with specific educational needs (based on the fact that they were trained to do so) appear to maintain positive attitudes towards inclusion (Avramidis et al., 2000a:207). Avramidis et al. (2000a:207) proved this statement in their research by identifying a specific relationship between teacher training in terms of inclusive education practices, and significantly higher positive attitudes. The importance of effective training in forming positive attitudes towards inclusion is also supported by

research results achieved by Avramidis and Norwich (2002:143); Briggs et al. (2000:4), Forlin (1998:89), Rose (2001:149), Marshall, Stojanovik and Ralph (2002:486) and Schruggs and Mastropieri (1996:12).

A further aspect that appears to influence teachers' attitudes involves their concerns about the effect of inclusive education on both the learner with specific educational needs and the regular learner in class (Forlin, 1998:102). This is linked to the fact that teachers tend to agree with statements about possible problems with inclusion and disagree or have mixed feelings about the potential benefits of inclusion (D'Alonzo, Goirdano & Vanleeuwen, 1997:1). Although these factors are not direct measures of support for inclusion, they should be considered, as well as the fact that teachers feel that they have little or no control over decisions regarding inclusive practices (Forlin, 1998:89).

- **Variables related to the education environment**

At this point it is already clear that developing any inclusive system places a heavy burden on teachers' shoulders – particularly during the initial stages. This is a result of fundamental restructuring of the education system and environment. Aspects that are inherent to the education system and that show up clearly in literature as determining factors in the attitudes of teachers towards inclusion, include appropriate support (D'Alonzo et al., 1997:6; Marshall, Ralph & Palmer, 2002:212; Villa et al., 1996:11), classroom layout (Avramidis et al., 2000a:206), class size (Avramidis et al., 2000a:206), curriculum (D'Alonzo et al., 1997:6), as well as funding and time (Avramidis et al., 2000a:206; Marshall, Ralph & Palmer, 2002:212).

3.3   THE TEACHER OF THE CHILD WITH A HEARING LOSS

Despite the significant amount of research about teachers' attitudes and knowledge regarding inclusive education, studies rarely consider teachers' needs, knowledge and understandings of *specific learners.* Furthermore, when such studies have been carried out, they are usually restricted to a single school or pair of schools (Dockrell

& Lindsay, 2001:371). Research in this regard, based on the nature of the learners' needs, would help to understand the range of demands made on the teacher in the inclusive classroom.

One group of children who experience complex patterns of educational needs are those with a hearing loss (discussed in Chapter 2). They are particularly interesting as they bring together professionals from the fields of both health (audiologists, speech-language pathologists) and education (teachers). The audiologist and the speech and language therapist are trained to be aware of the unique needs of this population with regard to language, speech and communication, which are a result of not being able to hear adequately. On the other hand, most teachers receive very little or no training at all in the needs of learners with hearing loss. As a result such learners pose particular problems for teachers since their needs are not always obvious. Research in this field is necessary – not only into cooperation strategies between teachers, audiologists and speech and language therapists, but also into the knowledge and attitudes of teachers as a primary resource for addressing learners' needs.

3.3.1 Teachers knowledge of hearing loss and attitudes towards hearing loss

As indicated in Chapter 2, all over the world children with hearing loss are placed in inclusive education to an increasing extent. This makes huge demands on teachers, since "... classrooms teachers have the responsibility for assessing, counselling and educating these children and thus become a critical link in the effort to place these students into the mainstream" (Lass et al., 1985:211).

As is the case with all other learners with specific educational needs, this population also has certain needs that have to be addressed in the teaching structures (cf. Table 2.3). Research (Martin et al., 1988 in Luckner, 1992:26) reveals, however, that teachers believe they have not been sufficiently prepared for and are not able to cope with teaching children with hearing loss. "These teachers are well-prepared to fulfil the role of teacher for hearing students but may feel ill-prepared to meet the needs of hearing-impaired children" (Conway, 1990:131). They would feel more confident to teach such children only if specific support services, such as assistance of a qualified

teacher or audiologist and even in-service training were available. Most teachers have never even been in contact with children with hearing loss, nor have they had any suitable training to equip them to teach individuals with hearing loss (Bunch, 1987:256; Luckner, 1991:302: Ross, 1991:36).

A number of studies (Chorost, 1988:8; Luckner, 1991:302; Martin et al., 1988:94) show that teachers in inclusive education have mixed feelings at the thought of having a child with hearing loss in their classrooms. In spite of a generally positive attitude towards the idea of educational inclusion of the child with hearing loss, most teachers display a measure of opposition, fear and other negative emotions (Martin et al., 1988:94; Chorost, 1988:9. The latter stem from a feeling of inadequacy and a lack of knowledge when faced with this new situation in the classroom (Chorost, 1988:8). According to Chorost (1988:8) statements such as the following are typical of the mainstream teacher: "I felt extremely inadequate... since I hadn't any experience or training in this area. … I was unsure of how (the child) and I would interact ... and concerned about my lack of knowledge."

It is clear that there is a close connection between a lack of knowledge and the teacher's attitude. Research shows that teachers' knowledge of a variety of aspects regarding loss of hearing is limited. Some of these are:

- The cause of hearing loss.

- The incidence of hearing loss.

- The effect of hearing loss on speech and language development.

- Intervention procedures geared towards the child with a hearing loss.

- The importance of amplification.

- The unique needs and problems of children with hearing loss in the classroom.

- The role of speech reading, etc.

Some teachers think that they have to neglect other learners in favour of the child with a hearing loss in order to provide the necessary assistance and support. At times this can lead to feelings of guilt and frustration. - "Be prepared to feel guilty about neglecting your other students... never being satisfied with your performance, and feeling extremely frustrated" (Chorost, 1988:9).

The success of inclusive education for the child with a hearing loss depends to a large extent on the manner in which the teacher accepts the challenge. A positive mindset is directly related to the teacher's knowledge en capabilities when teaching a child with a hearing loss (Luckner, 1991:303). According to Gallagher (1985:64), the positive attitude and knowledge of the teacher can be developed by providing the necessary training in aspects such as dealing with the presence and specific needs of such a child in the classroom, behaviour-controlling techniques, teaching techniques, etc.

A lack of appropriate training, as well as negative attitudes and resistance on the part of the teacher usually leads to corresponding negative attitudes in the classroom and the school (Harrison, 1993:33). Thus teachers are often overwhelmed and exasperated – feeling defeated even before they started with the process (Kretschmer, 1997:400). As a result, when faced with these learners, the teachers feel compelled to alter their teaching styles and lower their expectations as they are at a loss as to where to begin.

3.3.2 Essential competencies for teaching children with hearing loss

The first obvious steps to consider when addressing the preceding problem are to determine what has to be changed in order to facilitate the implementation of an inclusive philosophy. As *institutional* and *systemic* change is a given fact in the process of inclusive education (as discussed in Chapter 2), the next subject of change appears to be the *teacher of the child with a hearing loss*. This, however, is more difficult and entails a reflective process of identifying and defining the responsibilities of the teacher in the inclusive classroom. Based on the 'vision' of inclusive education for the child with a hearing loss as well as the 'needs' of this population (refer to Par 2.5.2), the following

responsibilities of the teacher have been identified from relevant literature (Christensen & Luckner, 1995:30):
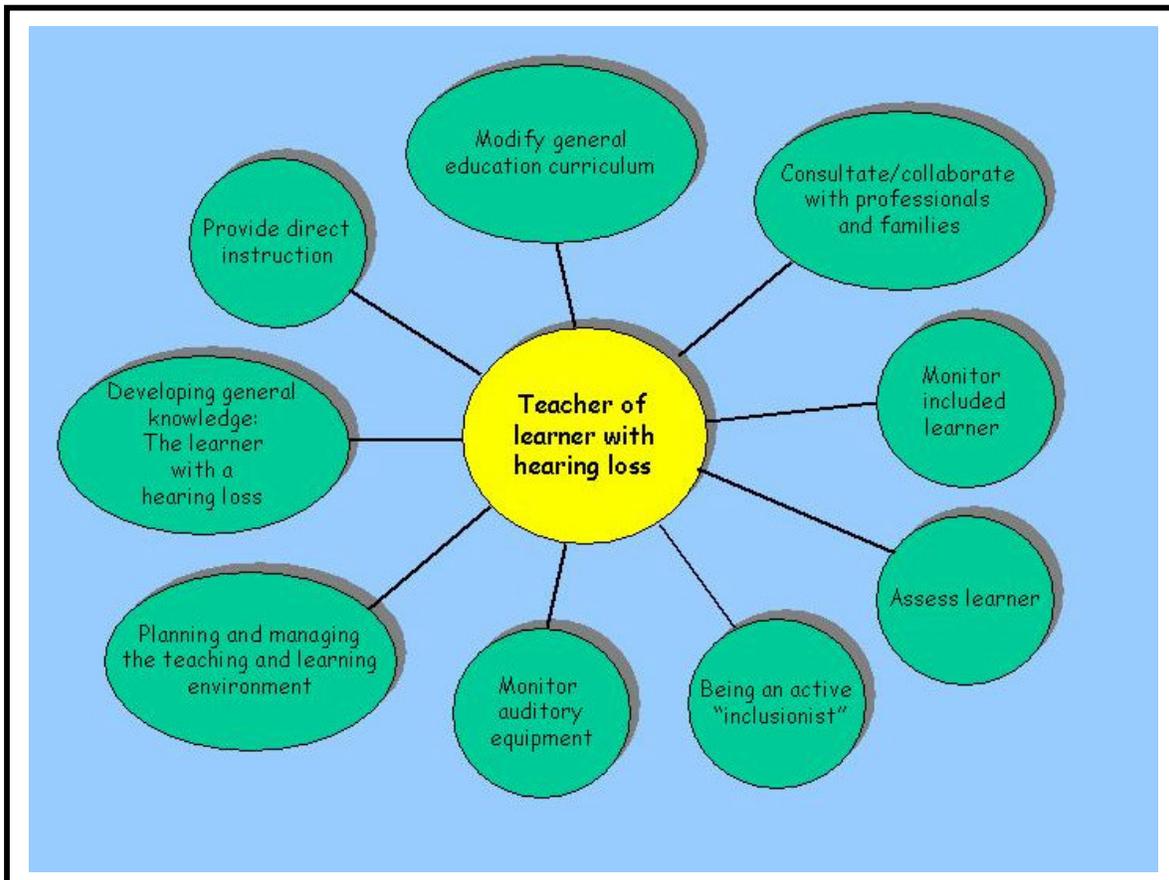
Figure 3.2 Responsibilities of the teacher of the child with a hearing loss in inclusive education

Based on these responsibilities (Fig 3.2), the following competencies were identified from relevant literature with regard to each responsibility.

Table 3.1 Essential competencies for teaching children with hearing loss

Role of the teacher	Essential competencies
Developing and implementing general knowledge: The child with a hearing loss	Knowledge • Current educational definitions of learners with hearing loss, including identification criteria, labelling issues • The basic anatomy and physiology of the hearing system; audiometric testing measures and interpretation of results, as well as the aetiology of hearing • Characteristics/consequences of a hearing loss • Various theories and philosophic orientations regarding the teaching of the learner with hearing loss • Cultural aspects of being deaf • Various aetiologies that can result in additional sensory, motor and learning differences in learners with hearing loss • Effect of age of onset of hearing loss, identification of hearing loss, and provision of services for the development of the child with a hearing loss Skills • Apply understanding of theory (as above) to teaching of the learner with a hearing loss in the classroom
Being an active 'inclusionist'	Knowledge • National policies and legal regulations regarding human rights and the development of an inclusive education system Skills • Show concern for the included learner • Have faith in himself/herself and the included learner
Providing direct instruction	Knowledge • Sources of specialised materials for learners with hearing loss • Linguistic and non-linguistic communication components used by learners with hearing loss • Procedures and technologies required for direct instruction • Information regarding existing communication modes (including Sign Language) used by learners with hearing loss • Techniques of residual hearing and supported instructional strategies that can be used for learners with hearing loss Skills • Select, design and use appropriate media, materials and resources to teach the learner with a hearing loss • Modify instruction techniques to meet physical, cognitive, cultural and communication needs of child with a hearing loss • Facilitate independent communication behaviour
Modifying general education curriculum	Knowledge • Communication features of learner with hearing loss, which are necessary to enhance cognitive, emotional and social development

	• Strategies to facilitate cognitive and communicative development in learners with hearing loss **Skills** • Apply understanding of theory (as above) in modifying the curriculum in order to meet the needs of the child with a hearing loss
Monitor included learner	**Knowledge** • Policy regulations and guidelines regarding unbiased assessments for learners with hearing loss **Skills** • Administer appropriate assessment tools to identify the learner's strengths and limitations in the classroom
Consultation and collaboration (parents and professionals)	**Knowledge** • Effect and role of families in the overall development of learner with hearing loss • Roles and responsibilities of teachers and support personnel in the education of the learner with a hearing loss • Broader service provision to the learner with a hearing loss **Skills** • Consult and collaborate with support personnel and parents
Planning and managing the teaching and learning environment	**Knowledge** • Perceptual (visual, tactile, auditory) factors characteristic to the learner with hearing loss, which can be used to enhance learning • Effects of sensory input on the development of language and cognition in learners with hearing loss • Knowledge of the acoustic environment in the classroom and the factors which influence it **Skills** • Establish an optimal listening environment • Select, adapt and implement classroom management strategies, considering the unique needs of the learner with a hearing loss • Design a teaching and learning environment that maximises the opportunities for visually-oriented and/or auditory learning
Monitoring auditory equipment	**Knowledge** • Knowledge of hearing aids technology, function and operation of hearing aids and amplifying systems **Skills** • Monitor the sound amplifying apparatus daily and use appropriately
Evaluating of and training in speech and language	**Knowledge** • Knowledge of normal language and speech development • Effect of loss of sensory input on the development of language and cognition

	Skills
	• Evaluate the communication, speech and language of the child with a hearing loss
	• Interpret information obtained during evaluation, to formulate applicable objectives and aims to implement the necessary modifications in the teaching situation
	• Acquire knowledge of and skills in appropriate stimulation of speech and language in the teaching situation

Compiled from: Easterbrooks & Radaszewski-Byrne (1995:23-26); Flexer (1992:29-34); Harrison (1993:32-33);   Berg (1992;126); Grant (1983:91-101); Sass-Lehrer (1986:233); Grissom & Cochran (1986:269); Hudson & Glomb (1997:442-443); Berry (1992:29-34); Fields (1994:168); Weiner (2003:13).

These knowledge and skills statements for teachers of learners with hearing loss have far-reaching implications at all levels of professional development. Equipping teachers with the relevant knowledge and appropriate skills with regard to their different responsibilities (Figure 3.2) must be regarded as a crucial element of successful inclusive education (Wamae & Kang'ethe-Kamau, 2004:24). However, it is important that this list should undergo future changes in order to establish a credible resource in response to the changing needs of the profession in the South African context.

3.4   THE UNIQUE SOUTH-AFRICAN CONTEXT: THE DEMANDS MADE ON THE TEACHER OF THE CHILD WITH A HEARING LOSS

It is clear from the discussion above that teachers, being the key to the implementation of an inclusive philosophy, are exposed to high levels of occupational stress, not only as a result of being expected to implement the philosophy, but also of being constantly under pressure from changes in society and new policies.

The unique South African context, characterised by ongoing change, poses various demands to teachers. Radical changes in the education system (as discussed in Chapter 2) are apt to take their toll on the well-being of teachers as all these changes bring about serious adjustment problems (Ngidi & Sibaya, 2002:7). Although legislation and conceptual and operational guidelines for the implementation of inclusive education represents a major step forward in the transformation of the South African education system, it is often questioned whether teachers in the class will be able to implement inclusive education (Hay et al.,

75

2001:213). With the publication of the South African Schools Act in 1996, the demands facing teachers changed radically. Curriculum 2005 with its Outcomes-Based Education (OBE) has added to the challenges posed to the teachers to adjust themselves quickly and to shoulder greater responsibility in terms of aspects such as continuous assessment of learners' progress (Ngidi & Sibaya, 2002:7).

According to Hay et al. (2001:213), analogies are often drawn between the processes of the implementation of Curriculum 2005 and inclusive education. It is suggested that Curriculum 2005 was perhaps implemented too hastily and without adequate teacher training, leaving the teachers confused and insecure about their task. As a result of not being completely acquainted with the principles of OBE, teachers are faced with several barriers in their work situation. These include the following (Sethosa (2001) & Weeks (2000) in Prinsloo, 2001:345):

- Teachers experience difficulty in seeking and finding their own learning material that is expected to be relevant to the culture, interest and level of development of each learner.

- They struggle to involve parents and communities – a serious barrier to learning already discussed in Chapter 2.

- They are confronted with feelings of inadequacy when required to cope with large numbers of learners of so much diversity.

- As they are sometimes labelled lazy and not trustworthy, they suffer from a lack of self-respect and self-assurance.

In spite of the fact that a number of attempts have been made on government and department level to support and train teachers in this critical phase, they still feel threatened by new demands and experience a sense of powerlessness and of not being in control of their situation (Prinsloo, 2001:345; Ngidi & Sibaya, 2002:8).

It is feared that the same mistake may be made with the implementation of inclusive education in South Africa (Hay et al., 2001:213). It is not only the whole notion of change in the education system and an increase in responsibilities, but change-on-change beyond the control of most teachers that causes severe occupational stress (Ngidi & Sibaya, 2002:8). "It is difficult for teachers to regard themselves as having the power to transform, change or control their own practice when they are constantly being directed to implement yet another strategy, with yet another set of rules, under the constant threat that their performance in implementing the latest initiative will be measured…" (Lloyd, 2000: 147). Teachers need to understand the challenge and be empowered to accept the responsibility to act as agents of change in education and society.

However, Hay et al. (2001:214) suggest that the empowerment of teachers has once again been neglected in South African policies regarding inclusive education. Other aspects that are not fully addressed are the demands that teachers face in the performance of their roles in inclusive education as well as the variables that they report as stressful in inclusive education (Engelbrecht et al, 2001:82). Keeping in mind that many developed countries ascribe the problems of establishing an inclusive system to inadequate teacher training and support – even despite the provision of such training and support – it is obvious that serious consideration should be given to the proper training (in-service and pre-service) and support of teachers in the South African context.

In addition, aspects unique to the South-African context make certain demands on the teacher and were indicated by South African teachers as issues that could influence their attitudes (refer to Par 3.2.1.2). These issues include the following:

- Poor physical conditions such as overcrowding, inadequate equipment and inadequate facilities (Ngidi & Sibaya, 2002:8; Hay et al, 2001:218)

- Abolition of corporal punishment that leads to ineffective disciplinary measures to counteract misbehaviour (Ngidi & Sibaya, 2002:8)

- Limitation of existing support structures (Engelbrecht et al., 2001:81)

- Changing patterns of family and community life (Swart et al., 2002:185)

With specific reference to the child with a hearing loss in inclusive education, Chapter 2 earlier referred to a variety of stumbling blocks in the South African context that will specifically hinder the task of the teacher raise doubts about the viability of successful inclusion of these learners:

- Lack of necessary funding for teaching assistants who could help relieve the burden laid on the teacher.

- *"*The accurate transmission of acoustical information in a classroom is imperative for optimal academic achievement" (Crandell & Smaldino, 2000:362). However, communication in classrooms often occurs in less than ideal acoustic conditions. *Inadequate acoustical variables* in the classroom such as reverberation time of the enclosure, the overall level of background noise, the relationship between the level of the teacher's voice and the background noise, and the distance from the teacher to the child, can result in an inadequate listening environment (Crandell & Smaldino, 2000:362; Nelson & Soli, 2000:356; Palmer, 1997:213). As children spend 45% of the school day engaged in listening activities, they need good, clear signals for speech perception (Berg, 1987 in Palmer, 1997:213). Inadequate acoustic surroundings can therefore encumber the teaching task, especially when teaching the child with a hearing loss. There is also no cost-effective way to improve the listening environment in the ordinary classroom without costly construction and/or class size reduction (Palmer,1997:215).

- As discussed in Chapter 2, many questions arise regarding the issue of using Sign Language as a *mode of instruction* in inclusive education in the classroom. The fact that teachers in the South African context will most probably have no access to qualified interpreters but will still be expected to tailor their teaching to meet the needs of these learners, illustrates the complexity of the whole situation. A question that arises immediately is whether the teacher, already under

pressure of several educational changes, will have the motivation to learn a new language. A language that cannot, with a view to supporting the child with a hearing loss, help them to acquire parity with their hearing counterparts.

- Although conceptual and operational guidelines for the implementation of district - based support teams have been conceptualised (Department of Education, 2003:5), the low incidence of hearing loss might affect the appointment of educational audiologists on the team. Even though the literature suggests a ratio of one audiologist for every 75 children (Ross & Calvert, 1977 in Bess & McConell, 1981:205), the possibility exists that there will not be enough educational audiologists to provide the necessary support to the teachers of learners with a hearing loss.

3.5   CONCLUSION

If the practical application of inclusion is to be successful and provide meaningful learning experiences for learners with hearing loss, teachers and prospective teachers need to understand and recognise that they have the power, and the responsibility, to act as agents of change in education (Lloyd, 2000:147). However, inclusive practices involve substantial changes in both attitudes and educational approaches, and to achieve change is difficult. Therefore, it is important that the factors related to teachers' attitudes and their teaching practice, which are essential considerations for successful organisational change, must be taken into account. This chapter focused on these factors, which are now graphically represented in Figure 3.3.
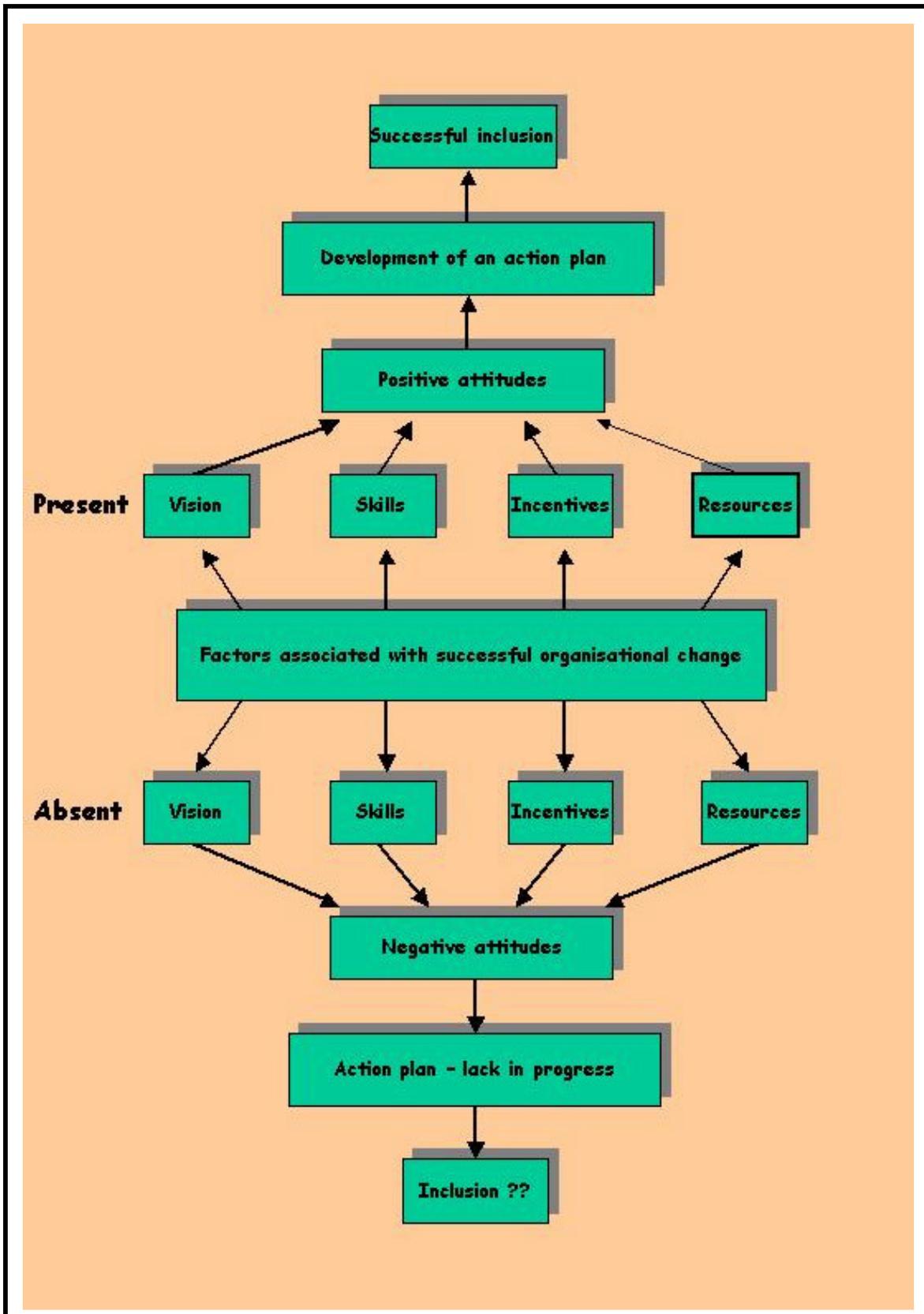
Figure 3.3 Factors associated with successful organisational change
Compiled from: Thousand & Villa, 1995:57-76

As Figure 3.3 illustrates, at least four variables regarding change – vision, skills, incentives and resources – have to be present to ensure successful implementation of the inclusive philosophy. If any of these four variables is left unattended, the result is something other than the desired outcome.

Firstly, "One of the greatest barriers in school reform is the lack of a clear and compelling vision" (Schlechty, 1990 in Thousand & Villa, 1995:57). It is important that a *vision* must be created and communicated in the form of a compelling picture of a desired future (Thousand & Villa, 1995:57) and that a commitment to the policy and desired outcomes be present throughout the system and the school (Graves & Tracy, 1998:222). A vision regarding inclusive education would be based on assumptions such as the following:

- *All* children are able to learn.

- *All* children have the right to be educated in their community's schools.

- The school system is responsible for addressing the unique needs of a*ll* children (Thousand & Villa, 1995:59; Sands et al., 2000:31). "Teachers' beliefs about and acceptance of the policy and philosophy of inclusive education have been identified as a significant predictor of the degree to which they carry out inclusive practices and the outcomes of such practices" (Opdal, Wormnaes & Habayeb, 2001:143).

Secondly, teachers and prospective teachers must be afforded planned opportunities to develop *knowledge* and *skills* that foster positive attitudes for meeting the demands of a changing educational landscape (Briggs et al., 2002:4).

Thirdly, *incentives* that are meaningful to each individual affected by the change must also be present. These include intangibles such as recognition of a teacher's own increased effectiveness as evidenced by student performance and happiness, professional pride and sense of worth, as well as promotion and financial inducements. *Resources* refer to the provision of sufficient high-quality support

services as well as material resources (e.g. curriculum materials and concepts) and organisational resources (i.e. how the day, week, year and people within the school are organised) to support teachers in the challenge of implementing inclusive education (Thousand & Villa, 1995:66).

In the absence of any of these factors, attempts to implement an inclusive philosophy may result in anxiety, confusion, resistance, frustration and lack of progress in the development of an action plan (Graves & Tracy, 1998:223). The presence of the above four factors would foster positive attitudes, leading to coordinated planning for action and eventually resulting in successful inclusive practices.

"Change is difficult, but inevitable. It is guided first by vision, then by planning, then by action. No matter how much we want to hurry, change is methodical and slower than we might wish. But it does occur." (Lilly, 1989, in Swart et al., 2002:187).

As remarked repeatedly before, ever-growing numbers of children with a hearing loss are currently being placed in mainstream education. "... classroom teachers have the responsibility for assessing, and counselling and educating these children and thus become a critical link in the effort to place these students into the mainstream" (Lass et al., 1985:211). Thus, the teacher of the child with a hearing loss plays a critically important role in the process of mainstream education.

CHAPTER 4

METHODOLOGY

"The method consists of an attempt to build a bridge between

the world of sense and the world of science"

- Bertrand Russell (1872 -1970) -

4.1   INTRODUCTION

The establishment of an inclusive education system in South Africa has introduced a new era in education provision for learners who experience barriers to learning. Establishing this type of system does, however, result in a unique set of challenges as determined by the specific context in which it functions. The unique South African context, with its specific barriers to learning, poses a unique challenge to achieving this aim, while the teacher in particular is a key role player in the implementation of such a system.

A significant amount of foreign research is available with regard to teachers' attitudes towards inclusive education in general. These studies rely on teachers' self-reports of their experiences and their views are determined by ratings on different Likert scales (Dockrell & Lindsay, 2001:372). Although such data is important on an initial descriptive level, these tools are constrained because they do not generally consider teachers' knowledge and attitudes in relation to individual children who experience specific barriers to learning. An analysis and comprehensive view of teachers' knowledge and attitudes regarding learners with *specific* educational needs would foster recognition of the teacher's position and role.

The present study is designed to identify the specific demands made on the teachers of a particular group of learners with specific educational needs – those with hearing loss.

On the assumption that teachers; knowledge and attitudes can have a significant influence upon the success of inclusive education for the child with a hearing loss, the study was at first concerned with investigating teachers' knowledge and attitudes regarding inclusive education for the child with a hearing loss. Focus group discussions with teachers, speech-language therapists/audiologists and parents allowed elaboration of their views of inclusive education for children with hearing loss in the South African context, the specific role of the teachers in this regard and the challenges posed to these teachers in their responsibility to meet the learners' needs.

The aim of this chapter is therefore to provide a complete exposition of the research methodology followed in the study. The purpose of the study and the research design are discussed first. The two phases of the main study are next discussed on the basis of the selection of research subjects, the pilot studies, and the data collection procedures and data analysis.

4.2   AIM OF THE STUDY

The main aim of the empirical study is to determine and describe the challenges pertaining to a hearing loss that are posed to the teacher of the child with a hearing loss in inclusive education in the South African context.

The main aim is achieved (realised) through the following sub-aims

- To *quantitatively* determine the **knowledge** of teachers and student teachers with regard to inclusive education and teaching the child with hearing loss in inclusive education.

- To *quantitatively* determine the **attitudes** of the teachers and student teachers towards inclusive education and teaching the child with hearing loss in inclusive education.

- To determine the **needs** of the teacher who has to teach a child with a hearing loss ininclusive education, with regard to personal training, further training and in-service training.

- To provide a *qualitative* description of the demands including knowledge and attitude) facing the teacher of a child with hearing loss in inclusive education.

4.3   RESEARCH DESIGN

4.3.1   Description of the research design

"A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research*" (Durrheim, 2002:29). The research design is a blueprint or plan that serves as a framework on the basis of which the researcher can plan and conduct the study (Fouché & De Vos, 1998:123).

This study will attempt an in-depth description of the challenges posed to the teacher of the child with hearing loss in inclusive education within the South African context.. The researcher thus aims to describe, **accurately and precisely, 'that which is'** (Neumann, 2000:22). The appropriate research design in this case is the '**descriptive survey',** which enables the researcher to acquire and process relevant information about the knowledge, attitudes and demands made on the teacher, both quantitatively and qualitatively.

A *quantitative* analysis of the knowledge and attitudes of teachers towards inclusive education and the child with hearing loss, enables the researcher not only to illuminate the state of the knowledge and attitude of the teacher/student, but to acquire valuable information through the necessary correlations and comparisons, taking into consideration the dependent variables such as training, experience, etc.

A *qualitative* analysis allows the description of specific aspects of the teacher/student's knowledge and attitude that are difficult to quantify (since the researcher cannot include all possible answers) (Steenekamp, 1984:19). Additional qualitative information about the teacher's specific training requirements can be acquired and described in this manner.

The *qualitative-quantitative* nature of this research therefore ensures the achievement of the indicated sub-aims (Fouché, 2002:109) and contributes to a specific approach in this research namely the *triangulation of method.* The latter can be used to combine a variety of different methods (qualitative and quantitative) in order to investigate and describe the specific phenomenon (De Vos, 2002:365). One of the advantages of this approach is that it enables the researcher to apply two methods independently in different phases of the research – the so-called two-phase model devised by Creswell (De Vos, 2002:365).

A further integral part of the research design comprises the *ethical issues* in terms of what is wrong and what is right in the conduct of the research (Mouton, 2001:239). As the research involved the acquisition of material and information provided on the basis of mutual trust, it was essential that the rights, interests and sensitivities of those studied had to be protected. Aspects that were addressed were the right to privacy (including the right to refuse to participate in the research), the right to anonymity and confidentiality, the right to full disclosure about research (informed consent) and the right not to be harmed in any manner (Mouton, 2001:243).

4.3.2 Research phases

Against the background of the selected research design and the delineation of the study as described in Chapter 1 (refer to Figure 1.2), the following research phases as outlined in Figure 4.1 were decided on:
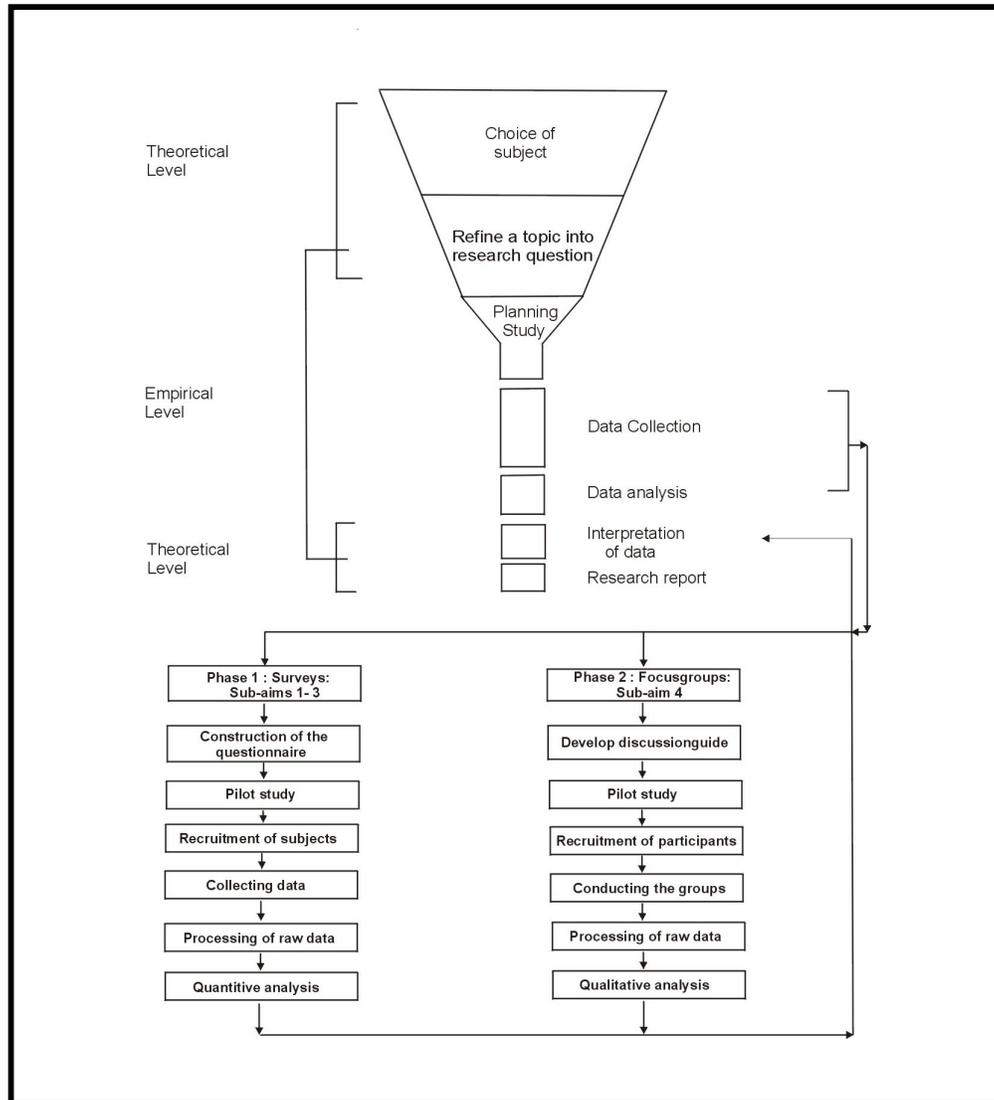
Figure 4.1 Planned Research Phases

The research was conducted in the following phases, sequenced chronologically:

- Selection of topic based on an identified problem that necessitates research. This was conducted by means of a literature study and an investigation of limited scope within the specific subject discipline of Educational Audiology.

- Analysis, synthesis and evaluation of literature that led to the refinement of the topic on the basis of background information obtained. This process led to the redefinition of the research question.

- Next, the study was comprehensively planned in terms of research design, methods of data collection and analysis. This included the application for the approval of ethics that accompanied the submission of the research proposal. To support the quantitative and qualitative nature of the research design, it was decided to use questionnaires (phase 1) and focus groups (phase 2). The design and composition of the research instruments (questionnaires and discussion guidelines) were subsequently finalised. See paragraph 4.4.2 for a complete discussion of the design and composition of the questionnaires, and paragraph 4.5.4 for the design and composition of the discussion guidelines.

- Pilot studies were conducted to determine the suitability and feasibility of the questionnaires and discussion guideline. Refer to paragraphs 4.4.3 and 4.5.5 for a complete description of the pilot studies.

- Phase 1 of data collection involved the distribution of the questionnaires to teachers of primary and pre-primary schools, as well as final-year student teachers. Contact was established with the selected schools and tertiary institution to explain the purpose and significance of the study. Dates and times for surveys were determined and informed consent obtained. Thereupon surveys were conducted at the different schools. Refer to paragraph 4.4.4 for a

comprehensive discussion of these aspects.

- Phase 2 of the data collection comprised the conducting of three focus group discussions. The participants in the respective focus groups were parents of children with hearing loss in inclusive education, as well as teachers and speech-language therapists/audiologists involved with this population. Focus group discussions were recorded and data was transcribed. Refer to paragraph 4.5.6 for a comprehensive discussion of these aspects.

- Processing of raw data was followed by statistical analysis. Refer to paragraphs 4.4.5 and 4.5.7 for comprehensive discussions of the data analysis.

- Interpretation of the processed data and conclusions.

- Presentation of the data by means of a research report.

In paragraphs 4.4 and 4.5 the main study will be discussed in two phases,which will include the subject selection and description, research material, pilot study, data collection and analysis procedures of each phase.

4.4   MAIN STUDY: PHASE 1

This phase comprised determining the knowledge and attitude of teachers towards inclusive education and the education of the child with a hearing loss in this setting (sub-aims 1 - 2). The needs of teachers with respect to personal training, further training and in-service training were also determined (sub-aim 3). As indicated in Figure 4.1, this phase involved the use of questionnaires as a research instrument to comply with the quantitative nature of the research design.

4.4.1 Subjects

As was stated clearly in the main aim of this study, the focus is on the teacher of the child with hearing loss in inclusive education. The participants in this study were therefore teachers in ordinary schools, and not teachers involved with children with hearing loss in special schools. Although the latter group might perhaps have a more extensive knowledge of the child with hearing loss, this is not relevant in the particular teaching situation of the teacher in a normal school. In addition, it was decided to involve teachers who are currently involved in pre-primary teaching or primary teaching (foundation phase). The justification for this is the fact that, in the light of early identification, intervention and improved technology, a number of children with hearing loss have already been included in these phases. Particularly as a result of new legislation regarding inclusive teaching, there is a stronger possibility that the teachers involved in this phase may be exposed to children with hearing loss within the not too distant future. Final-year education students studying at a tertiary training institution have also been included in the study to obtain an idea of their knowledge and attitudes before entering the new educational era of inclusive education as trained practitioners.

4.4.1.1   Criteria for the selection of research subjects

4.4.1.1.1 Criteria for the selection of teachers as research subjects

➤ **Geographical area of research**

For the sake of convenience, research was conducted at schools in the Gauteng area (Pretoria, Johannesburg, Vereeniging, Meyerton, Vanderbijlpark and Springs). Altogether 39 pre-primary and 13 primary schools were targeted, as these schools were geographically accessible to the researcher, making it possible to deliver the questionnaires personally.

➤ **Working environment**

The research subjects were employed in pre-primary or primary schools (foundation phase - Grades 1 - 3).

➤ **Professional qualifications**

The research subjects were required to have an applicable teaching qualification: a degree, diploma or certificate.

➤ **Language**

Research subjects were required to be Afrikaans or English speaking in order to be able to complete the questionnaires.

4.4.1.1.2 Criteria for the selection of students as research subjects

➤ **Geographical area of research**

The subjects had to be enrolled students of the Faculty of Education at a tertiary institution in Pretoria.

➤ **Professional qualifications**

The research subjects had to be enrolled as final-year education students, completing a diploma, degree or certificate.

➢ **Language**

Research subjects were required to be Afrikaans or English speaking in order to be able to complete the questionnaires.

4.4.1.2   Selection procedures and description of research subjects

4.4.1.2.1 Selection procedures and description of teachers as research subjects

Based on time and financial constraints, identified schools in the Gauteng area were included in a sample of convenience. All the teachers of the selected schools were included in the study. A total of 105 questionnaires were handed out at primary schools and 100 (95%) were returned. Altogether 150 questionnaires were handed out at pre-primary schools, of which 120 (80%) were returned. According to Babbie (2004:261) this response rate can be viewed as excellent as a response rate of 50% is already adequate for analysis and reporting. The study was therefore based on the completed questionnaires returned by 220 respondents.

The following biographical information with regard to the 220 subjects is important:

i) Gender

218 female and 2 male teachers were included in the study.

ii) Age

Figure 4.2 below summarises the age distribution of the teachers.
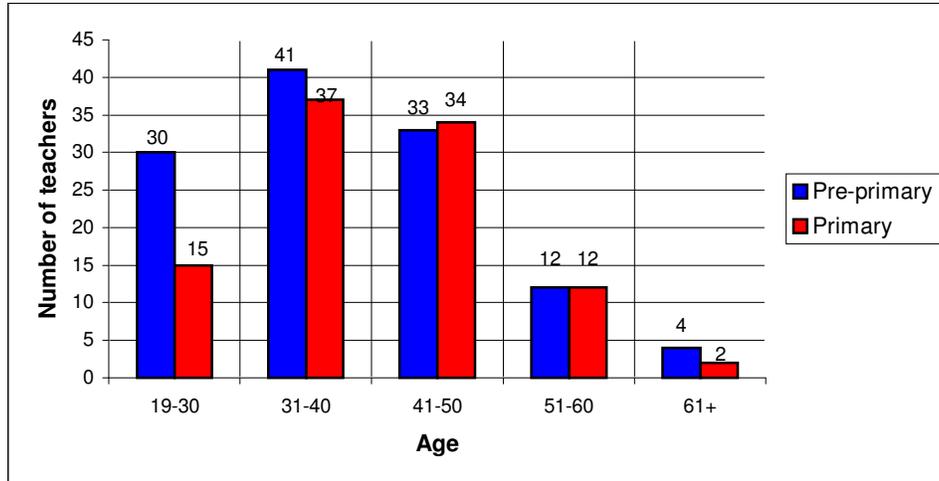
Figure 4.2 Age distribution of the research subjects (n=220)

According to Figure 4.2, 75 teachers were between the ages of 19 and 30, 78 teachers were between the ages of 31 and 40 and 67 were between the ages of 41 and 50. A total number of 30 teachers were older than 50.

iii) Home language

Of the teachers, 45 were English speaking, 170 were Afrikaans speaking and five spoke other languages (SeSotho, isiNdebele).

iv) Highest educational qualifications

Figure 4.3 summarises the highest educational qualifications of the teachers. Only qualifications already acquired were taken into consideration.
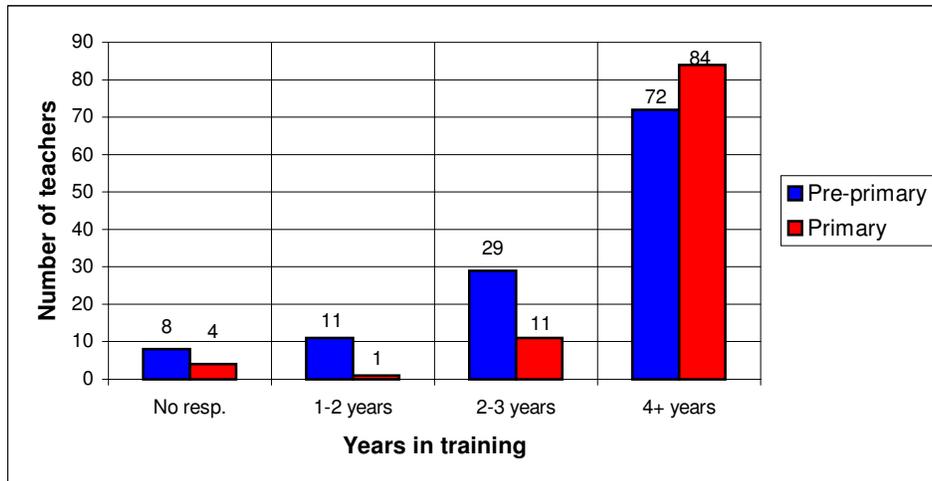
Figure 4.3 Highest educational qualification (n=220)

Figure 4.3 shows that 208 of the teachers had a tertiary qualification. Of these, 156 had completed four or more years of training. Another 40 teachers had two to three years of tertiary training, while 12 teachers had only one or two years of training.

v) Experience

- **Years of teaching experience**

Figure 4.4 summarises the teaching experience of the research subjects.
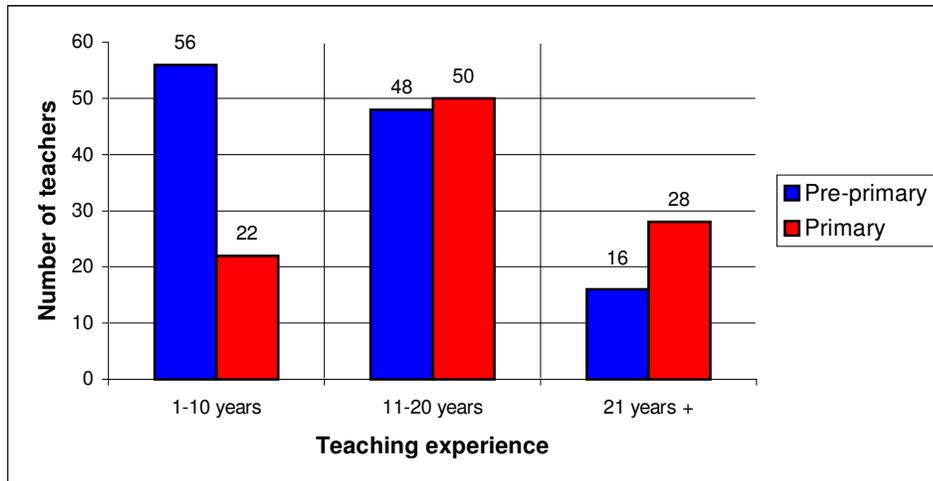
Figure 4.4 Teaching experience in years

Figure 4.4 indicates that the majority of the teachers had 11 to 20 years of teaching experience. Another 78 teachers had between 1 and 10 years of teaching experience and 44 teachers had in excess of 21 years of experience.

- **Personal experience with hearing loss**

Figure 4.5 indicates the teachers' personal experience with hearing loss.
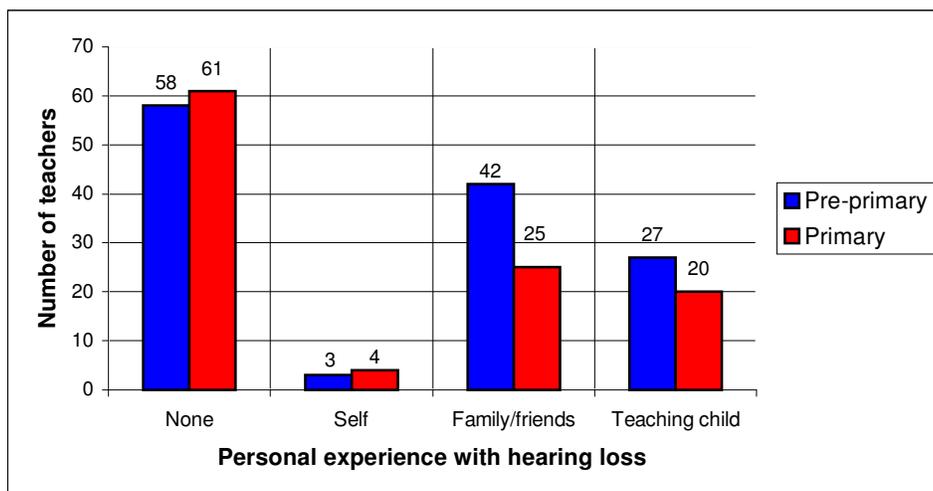
Figure 4.5 Personal experience with hearing loss

95

According to Figure 4.5, seven of the teachers had a hearing loss, while 119 indicated that they had no experience of hearing loss. Altogether 67 teachers claimed to know a relative or friend with a hearing loss and 47 stated that they had already taught a child with hearing loss.

vi) Current teaching institution

• **Type of school**

A total of 102 of the teachers were employed in departmental primary schools, while 16 were employed in private primary schools. Nine of the pre-primary school teachers were employed in departmental schools and 91 at private pre-primary schools.

vii) Class composition

• **Number of learners in class**

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Figure 4.6 shows the number of learners in the class of each teacher
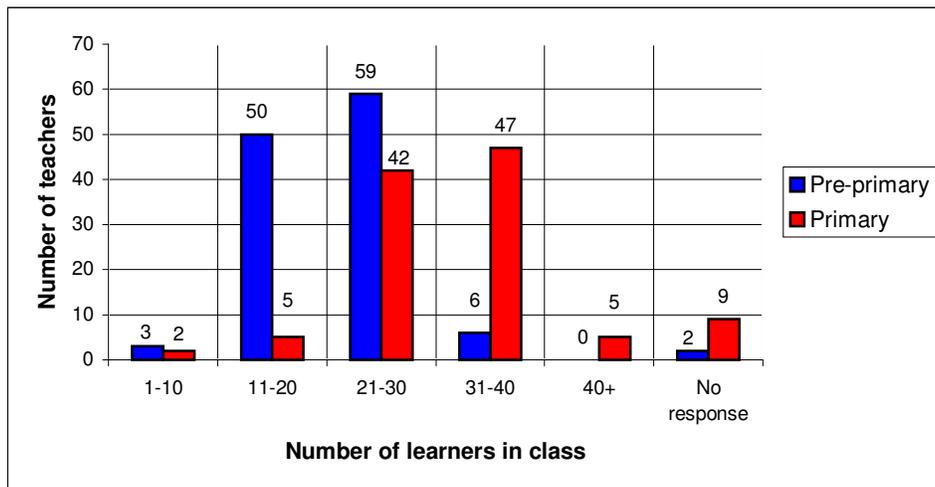
Figure 4.6 Number of learners in class

According to Figure 4.6, the majority (59) of the pre-primary school teachers had 21 to 30 learners in their class, while the majority of their primary school colleagues had classes of between 31 and 40 learner. This teacher/pupil ratio in itself could be a problem for the child with hearing loss.

- **Number of learner with hearing loss**

Figure 4.7 is an exposition of the number of learners with hearing loss in each teacher's class
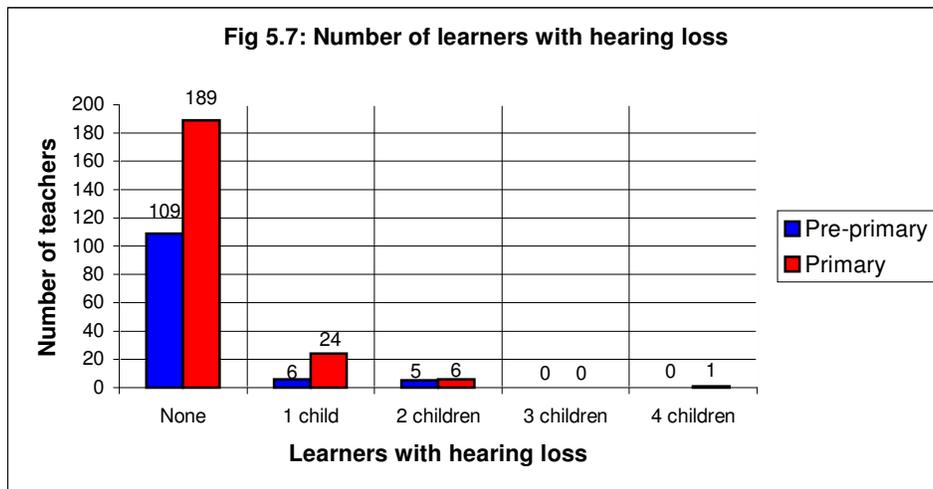
Figure 4.7 Number of learners with hearing loss

According to Figure 4.7, 187 teachers indicated that they had no learners with hearing loss in their class. However, 24 of the primary school teachers had one child with hearing loss in class, while 6 of the pre-primary school teachers reported having in class one child with hearing loss.

4.4.1.2.2 Selection procedures and description of student teachers as research subjects

Due to time and financial constraints, a sample of convenience was drawn by using all the final-year student teachers at a tertiary institution in Pretoria. A total of 100 questionnaires were handed out and 81 (81%) were returned, which once again constitutes a relatively high response rate (Babbie, 2004:261).

The following biographical information with regard to the 81 subjects is important:

i) Gender

Eighty (80) female students and one male student were included in the study.

ii) Age

75 of the students were between 21 and 25 years old, while the other 6 students were between the ages of 26 and 33.

iii) Home language

Eight students were English speaking, 71 spoke Afrikaans and one Sepedi. One student did not complete this question.

iv) Training course

Figure 4.8 summarises the current training courses.
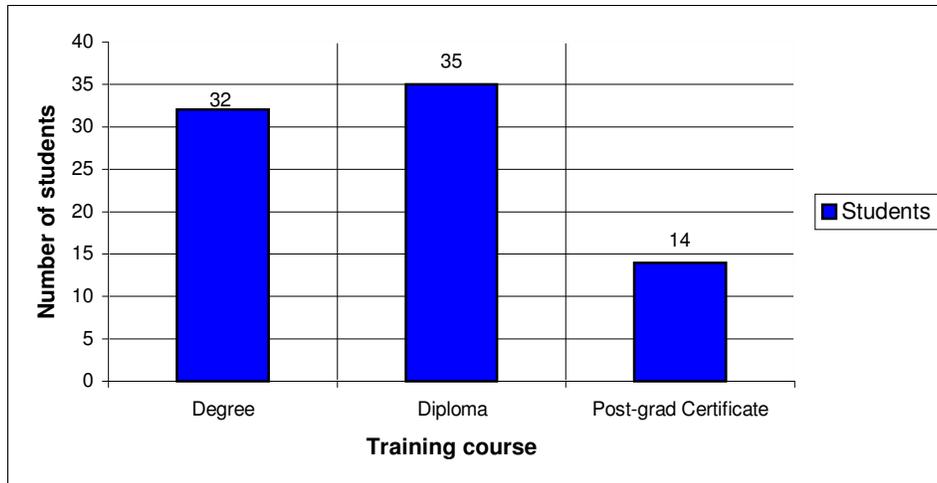
Figure 4.8 Current training course

According to Figure 4.8, 32 students were studying to complete a degree in education, 35 a teaching diploma and 14 students a postgraduate certificate in education.

v) Personal experience with hearing loss

Figure 4.9 indicates the students' personal experience with hearing loss.
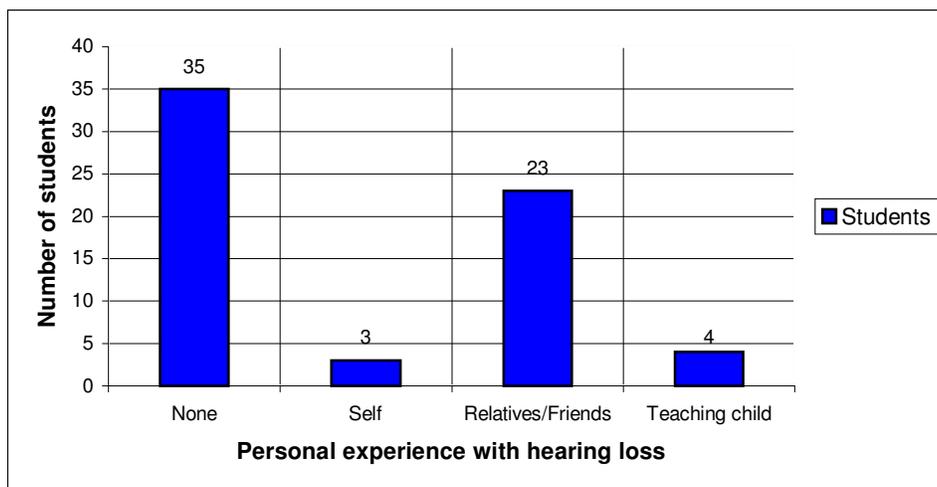
Figure 4.9 Students' personal experience with hearing loss

According to Figure 4.9, three of the students had a hearing loss themselves, while 35 indicated that they had no experience of hearing loss. Altogether 23 teachers claimed to know a relative or friend with hearing loss and four stated that they had already taught a child with hearing loss during their practical training.

4.4.2 Research material

The questionnaire is the best tool for the researcher who wishes to acquire original data for describing a large population (Babbie & Mouton, 2002:231). With this objective in mind and also considering practical problems involved in including all teachers at the different schools, it was decided to use questionnaires rather than formal/informal interviews. The aim of the questionnaire was to determine the knowledge and attitudes of pre-primary school teachers, primary school teachers (foundation phase) and final-year student teachers towards inclusive education and the child with hearing loss. It was hoped that this would lead to a comprehensive idea of the knowledge and attitudes of the teachers and students, and that it could also contribute to an understanding of the aspects that would need to be addressed in the process of inclusion.

From the viewpoint of the researcher there are more advantages than disadvantages in using questionnaires to facilitate the conducting of the research. These advantages include *inter alia* the following (Babbie & Mouton, 2002:263):

- Anonymity can be assured. This contributes to the research subjects having a more positive attitude towards questionnaires than towards interviews.

- A large number of research subjects can be reached by questionnaires.

- Detailed information for a descriptive study can be acquired in a reasonably short

time.

- The use of a standard questionnaire (uniform questions and answers) ensures that individual variations can be attributed to the individual and not to the questionnaire.

- The data can be analysed and interpreted more easily than verbal responses.

One of the disadvantages of this method is that people are generally negatively inclined towards questionnaires (Neuman, 2000:266) and therefore often do not complete or return them. In order to obviate this tendency, the questionnaires were handed out to research subjects personally. The researcher was therefore present during the completion of the questionnaire and sufficient time was available for explanations in case of any uncertainty. A further disadvantage is that the questionnaire does not really provide for an in-depth investigation of a specific phenomenon, since the researcher cannot cover all relevant aspects in a questionnaire (Babbie & Mouton, 2002:263). With this disadvantage in mind, it was decided to supplement the information acquired from questionnaires with focus group discussions.

4.4.2.1 Questionnaires

Two separate questionnaires were used in the study. (See appendices A and B.)

4.4.2.1.1 Questionnaire 1 – Knowledge questionnaire (Appendix D)

This questionnaire consisted of two components i.e. biographical information and questions focused on the teacher's knowledge or supposed knowledge of inclusive education and the child with hearing loss in the classroom. 'Knowledge' was taken as the starting point, not so much to determine whether the respondent had the specific knowledge, but rather because knowledge constitutes the basis of specific behaviour

and contributes to the development of attitudes (Steenekamp, 1984). The teachers were also given the opportunity to state their needs and to make recommendations for further training.

The following sections therefore appeared in the questionnaire:

Section A: Biographical information

Section B: Knowledge of the teacher in respect of the following

- Inclusive education

- The child with hearing loss

- Classroom accommodation/modification to accommodate the child with hearing loss in inclusive education

The reasons for including the above-mentioned sections in the questionnaire are set out in Table 4.1.

Table 4.1 Design and composition of Questionnaire 1: Knowledge questionnaire

QUESTIONS	SECTION	REASON FOR INCLUSION IN QUESTIONNAIRE	ADDITIONAL INFORMATION
Section A: Questions 1-12	Biographical information: Gender, age, language, qualifications, training, experience, class composition	Background information of the teachers is relevant for description of the research sample. This information also enables the researcher to compare the knowledge of different sub-groups on the basis of their years of teaching experience, personal experience with hearing loss and their willingness to teach a child with a hearing loss.	Closed questions were used to acquire relevant information. In the case of subjects' age, qualification, class composition, years of experience and number of children with hearing loss in the classroom, open questions were used. Categories were compiled at a later stage.
Section B: **Questions 1-5**	Inclusive education	The publication of White Paper No. 6 regarding inclusive education introduced a new era in the South African education system. A heterogeneous pupil population that holds specific implications for the current teaching situation now confronts teachers. Knowledge about 'inclusive education' is important to understand their own role in the process and enable them to react to the diverse needs of learners with specific educational needs. "Classroom educators will be our primary resource for achieving our goal of an inclusive education and training system. This means that educators will need to improve their skills and knowledge, and develop new ones" (Department of Education, 2001:18).	A scenario was described after which the research subjects' knowledge was evaluated by 5 closed (yes/no/uncertain) questions, based on the given scenario.
Questions: **6-20**	The child with a hearing loss	Placing a child with a hearing loss in an inclusive teaching system is a complex process, based on the heterogeneous nature of the population with hearing problems and their unique needs. "To teach students to meet their own cognitive, affective, communicative, and physical needs, we need to understand what needs drive their behaviours" (Sands, Kozleski & French, 2000:195). The teaching of a child with hearing loss therefore not only includes the development of his language and communication skills, but also involves the child in total, i.e. his social, emotional, family problems, etc. Knowledge of the results/implications	The subjects' knowledge in this respect was determined by 15 closed questions (true/false/uncertain) that were preceded by a description of a specific scenario.

		of a hearing loss is important in order to ensure that the child is fully understood, so that this knowledge can be applied in the planning and implementation of any academic activity (Sanders, 1982:5).	
Questions: **21-31**	Classroom accommodation and modification for the child with a hearing loss	"It appears to be critical that classroom teachers have a basic understanding of their students' hearing loss and how best to learn them in order to provide success in the classroom" (Blair, Eudaly & Von Almen, 1999:174). The practicalities of adapting classrooms to accommodate the needs of the child have now become the responsibility of the teachers (Hall et al., 1999). To be adaptable, innovative and creative, knowledge in this respect is indispensable (Lomofsky, Roberts & Mvambi, 1999:94).	The teachers' knowledge of this these aspects was determined by means of 10 closed questions.

4.4.2.1.2 Questionnaire 2 – Attitude questionnaire (Appendix E)

"Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance" (Lomofsky, Roberts & Mvambi, 1999:70). Teachers have to be sensitive not only to the requirements of learner with special educational needs, but also to their own attitudes and feelings. Only then can the question of attitude be fully addressed in order to support the teacher in the process of change (Lomofsky, Roberts & Mvambi, 1999:70).

An existing questionnaire entitled the Interaction with Disabled Persons Scale (as used by the Department of Orthopedagogics of the University of Pretoria) was adapted to determine the attitudes of the teachers towards several aspects concerning the child with hearing loss in inclusive education.

The following sections therefore appeared in the questionnaire:

Section A: Biographical information

Section B: Attitude of the teachers in respect of the following:

- Inclusive education for the child with hearing loss

- The child with hearing loss

- Classroom accommodation/modification to accommodate the child with hearing loss in inclusive education

Section C: Specific training needs of teachers in respect of further training

Reasons for including the above sections in the questionnaire, as well as additional information, are set out in Table 4.2.

Table 4.2 Design and composition of Questionnaire 2: Attitude questionnaire

QUESTIONS	SECTION	REASON FOR INCLUSION IN QUESTIONNAIRE	ADDITIONAL INFORMATION
Section A: **Questions** **1-12**	Biographical information: Gender, age, language, qualifications, training, experience, class composition	Background information of the teachers is relevant for description of the research sample. This information also enables the researcher to compare the knowledge of different sub-groups on the basis of their years of teaching experience, personal experience with hearing loss and their willingness to teach a child with a hearing loss.	Closed questions were used to acquire relevant information. In the case of subjects' age, qualification, class composition, years of experience and number of children with hearing loss in the classroom, open questions were used. Categories were compiled at a later stage.
Section B: **Questions** **1-14,** **19-21,** **25**	Attitude towards inclusive education of child with hearing loss	The successful inclusion of the learner with special educational needs depends on the teacher's attitude towards such learners and their resulting behaviour in the inclusive educational context (Lomofsky, Roberts & Mvambi, 1999;70). Determining their attitude towards the philosophy of inclusion is important not only for developing an understanding teachers' attitude towards the change, but also for isolating the stress-causing factors associated with inclusive education. The positive participation of teachers in establishing the inclusive system can be promoted by paying attention to these aspects (Lomofsky et al., 1999;95).	Closed questions with the choices 'agree/uncertain/disagree' were used here. Questions 1-3, 4, 7, 9, 11-14 and 25 were coded inversely due to the formulation of question content.
Questions **15–18**	Attitude towards the child with hearing loss	"Educational reconstructuring begins with the way children are viewed" (Lipsky & Gartner, 1986:256). The attitude of the teacher towards the child plays an important role in the success of inclusive education (Wood, 1998:148). Besides understanding and a positive attitude towards the special needs of children with hearing loss, the child must also be fully accepted. The attitude of the teacher is the major catalyst that affects interaction and achievement (Wood 1998:148).	The subjects' attitudes towards the child with hearing loss were determined by means of four closed questions.

Questions 22-24, 26-30.	Attitude towards classroom accommodation/ modification	"…teachers in South African schools are currently being expected to make major changes in the way they understand teaching and learning in the process of adapting…" (Lomofsky et al., 1999:70). They may need support to be able to focus on the positive aspects regarding classroom adaptations and adaptations in teaching strategies in order to accept the change.	Closed questions were used to determine the attitudes of the subjects regarding this aspect. Questions 23-28 were coded inversely due to the formulation of question content.
Section C: Questions 36-45	Further training	"When educators are asked to change their ways of thinking, working and reflecting on their environment, they may tend to feel inadequate, insecure or frustrated. They may feel the need for training, information and support." (Department of Education - Directorate: Inclusive Education, 2002).	One closed question (order of preference) as well as two open questions were used to obtain all possible information about the subjects' opinion and needs in respect of further training.

4.4.2.2 Construction of questionnaires

To ensure that the research objective is achieved, it is important that the questionnaires be constructed with great care. Guidelines as provided by Babbie and Mouton (2002: 233-249), Steenekamp (1984:1-47) and Neuman (2000:253-272) with regard to aspects such as objectivity, clarity, relevance, unambiguity and consideration towards the research subjects, were constantly kept in mind.

Throughout the construction of the questionnaires, attention was given to the following practical aspects:

➢ **The cover letter**

A carefully written, dated cover letter may improve return rates and response accuracy more than any other single factor (Neuman, 2000:269).

Two cover letters (Appendices A and B) addressed to the principals, teachers and students involved were used in the study. These letters included the following:

- Introduction of the researcher

- The aim of the research project

- Importance of the study

- Assurance of anonymity

- An informed consent tear-off slip to be completed by the teachers / students and principals

- Relevant information regarding the completion of the questionnaires

➢ **Introductory paragraph**

It is important that the subject be given the opportunity to form a good grasp of the topic in order to make a free and informed choice about participation. With this objective in mind, an introductory paragraph was included with each questionnaire, briefly stating the following:

- The importance of reliable information provided by each subject

- The role and responsibility of the subject

- Assurance of anonymity and confidentiality

- The subject's right to privacy (the right to refuse to participate)

- The right to full disclosure about research (informed consent)

➢ **Question types**

Questionnaire 1, consisting of knowledge questions, included two types of response categories i.e. '*yes (agree) / uncertain / no (disagree)*' as well as '*true / uncertain / false*'. Two open questions were also included.

Questionnaire 2, consisting of questions regarding attitude, included a single-response category, namely '*I agree (yes) / uncertain / I disagree (no)*'.

Closed questions were used primarily, as they are clearly structured, as well as easily arranged (ranked) and processed (Neuman, 2000:260). The disadvantage of this type of question is that it does not always include all categories of possible answers (Neuman, 2000:260). To obviate this problem, the questions (statements) were formulated in such a way that the subjects could merely indicate whether they agreed or not and whether the statement was true or not. These pre-formulated categories

made all feasible responses possible and ensured that the survey would succeed in determining all the frequencies in the separate categories (Steenekamp, 1984:30). Multiple-choice questions that offer several categories as answers to the question (statement) were not used.

Two open questions were included to obtain each teacher's personal opinion, e.g. regarding suggestions for further training.

During the construction of the questionnaires preference was given to the '*True / False*' and to the '*Yes / No*' and '*Agree / Disagree*' answer options. Devising an answer category for the teacher who did not have the required knowledge or who was uncertain about a specific aspect was initially problematic. According to Steenekamp (1984:31), the use of '*Uncertain*' or '*Don't know*' as an option in a questionnaire is undesirable as many respondents regard it as an easy way out. On the other hand, respondents are often genuinely not capable of providing a response to a question/statement because they simply do not have the knowledge to make a decision or take a stand. Forcing the teacher to decide by omitting the *'uncertain'* category is therefore not a good option (Neuman, 2000:262), and to supply these teachers with an answer category, it was decided to include the '*uncertain*' option. If dealt with correctly, this option causes no problems in descriptive research for it simply represents a frequency in the category (Steenekamp, 1984).

> **Formulation of questions**

According to the available literature (Babbie & Mouton, 2002:233-239; McBurney, 1994:195-199; Neuman, 2000:251-255), specific basic principles such as the following should be kept in mind throughout the formulation of the questions:

- Formulating relevant questions

- Using one statement per item (question)

- Avoiding prejudice in style of statements and choice of words

- Providing clear, unambiguous formulation

- Limiting the length of items (questions)

- Providing precise translations

➢ **Format**

The format of the questionnaire, in other words the way in which the questions are presented, is of great importance to the success of the research process (Babbie & Mouton, 2001:233). Knowledge questions on the same topic were therefore grouped together and preceded by a given scenario. This design of the questions not only facilitated the analysis of the data, but also enabled the subjects to apply their knowledge to the specific scenario. Further important aspects to receive attention were the following (McBurney, 1994:197):

- Clearly formulated instructions

- Spacing of items

- The use of grids for responses

- The succession of related questions

➢ **Instructions**

"Every questionnaire ... should contain clear instructions and introductory comments where appropriate" (Babbie & Mouton, 2002:243). At the start of the questionnaire respondents were requested to answer all questions as comprehensively as possible and also to mark the applicable answer with a cross in the appropriate grid block. In the case of those questions where a different type of response was expected from the respondent, the instructions preceded the question(s). The intelligibility and clarity of the instructions were evaluated during the pilot study, after which the necessary changes were made to ensure that respondents would understand exactly what was required of them.

4.4.3   PILOT STUDY

4.4.3.1 Aim of the pilot study

Huysamen (in Strydom, 2000:211) regards the aim of the pilot study as "...an investigation of the feasibility of the planned project and to bring possible deficiencies in the measurement procedure to the fore".

Due to the theoretical origin of the questionnaires used in this study, it was of great importance to perform a pilot study in order to determine the usefulness and feasibility of the questionnaire in terms of the intelligibility/clarity of the terminology, specific focus of each question, relevance and applicability of content, intelligibility of instructions, format of the questionnaire, ease of coding, time required for completion and the strategies envisaged for analysis.

The results of the pilot study were used to finalise the questionnaires.

4.4.3.2 Schools selected for pilot study

Afrikaans and English primary and pre-primary schools were included in the pilot study, since schools of both languages were to be included in the main study. Although certain schools were used in both the main and pilot study, the actual persons involved in the pilot study were not included in the main study again.

4.4.3.3 Procedures

Questionnaires were handed to six staff members who completed them in the presence of the researcher. Afterwards the questionnaires were discussed on the basis of specific criteria.

4.4.3.4 Results and recommendations

The procedures, results and recommendations resulting from the pilot study are displayed in Tables 4.3 and 4.4.

Table 4.3 The aims, results and recommendations of the pilot study: knowledge questionnaire

AIMS	PROCEDURES	RESULTS	RECOMMENDATIONS
1. Evaluate the intelligibility / clarity of the terminology	Teachers completed questionnaires in the presence of the researcher. Discussion	During the discussion, teachers indicated that all terms were clearly intelligible.	No changes were made.
2. Evaluate the specific focus of each question	Teachers completed questionnaires in the presence of the researcher. Discussion	The teachers mentioned that the first two questions of the questionnaire (Section B, questions 1 and 2) were not clearly formulated and could cause confusion. They also asked for an 'uncertain' option to be provided.	Questions 1 and 2 in section B were reformulated. Furthermore, questions were provided with an 'uncertain' option to make more options available to the subjects.
3. Evaluate the relevance and applicability of content	Teachers completed questionnaires in the presence of the researcher. Discussion	All questions were regarded as relevant and appropriate.	No changes were made.
4. Evaluate the intelligibility of the instructions	Teachers completed questionnaires in the presence of the researcher. Discussion	The teachers stated that the instructions were well formulated and intelligible. It was indicated that the creating of scenarios assisted in the application of their knowledge.	No changes were made.

5. Evaluate the format of the questionnaire	Teachers completed questionnaires in the presence of the researcher. Discussion	Teachers requested that column headings be repeated on each page to avoid paging back and forth to check response options.	All given options (Yes; Uncertain; No) were repeated at the top of each page.
6. Test the ease of coding	The researcher coded the questionnaires and discussed the results with a statistician.	Possible coding problems were identified by the statistician (question 1 of section C). A change of the formulation was recommended.	The question involved (question 1 in section C) provides relevant information concerning the research subjects' training preferences and had to be retained. The instructions were reformulated to ease the coding.
7. Evaluate the time needed for completion	Teachers completed questionnaires in the presence of the researcher. Discussion	Time required for completion was approximately 15 minutes. According to the teachers this was a reasonable time, especially given the number of different aspects covered by the questionnaire.	No changes were made.
8. Test the strategies envisaged for analysis	Processing and analysis of data.	Strategies for processing the data were tested and evaluated by the statistician.	No changes were made.

Table 4.4 The aims, results and recommendations of the pilot study: attitude questionnaire

AIMS	PROCEDURES	RESULTS	RECOMMENDATIONS
1. Evaluate the intelligibility / clarity of the terminology	Teachers completed questionnaires in the presence of the researcher. Discussion	During the discussion teachers indicated that all terms were clearly intelligible.	No changes were made.
2. Test the spesific focus of each question	Teachers completed questionnaires in the presence of the researcher. Discussion	The teachers mentioned that the 'uncertain' option could possibly be restrictive.	Questions were provided with an 'uncertain / maybe / sometimes' option to enable the subjects to make more definite choices.
3. Evaluate the relevance and applicability of content	Teachers completed questionnaires in the presence of the researcher. Discussion	All questions were regarded as relevant and appropriate.	No changes were made.
4. Evaluate the relevance and applicability of content	Teachers completed questionnaires in the presence of the researcher. Discussion	The teachers stated that the instructions were well formulated and intelligible.	No changes were made.
5. Evaluate the format of the questionnaire	Teachers completed questionnaires in the presence of the researcher. Discussion	Teachers requested that column headings be repeated on each page to avoid paging back and forth to check response options.	All given options (Yes; Uncertain; No) were repeated at the top of each page.

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6. Test the ease of coding	The researcher coded the questionnaires and discussed with a statistician.	No problems were found in this case.	No changes were made.
7. Evaluate the time needed for completion	Teachers completed questionnaires in the presence of the researcher. Discussion	Time required for completion was approximately 15 minutes. According to the teachers this was a reasonable time, especially given the number of different aspects covered by the questionnaire.	No changes were made.
8. Test the strategies envisaged for analysis	Processing and analysis of data	Envisaged strategy for processing the data was tested and evaluated by the statistician.	No changes were made.

4.4.4   Data collection procedures

- The principals of the schools involved, as well as the lecturers of the tertiary institution were contacted telephonically beforehand to explain the rationale and importance of the study. Permission was also obtained to visit the school/tertiary institution for the completion of the questionnaires

- These telephone calls were followed by a letter explaining the finer detail of the study and thanking the principal/lecturers for their co-operation.

- Contact was maintained with the schools/tertiary institution in order to solve any practical problems that might occur.

- Questionnaires were personally delivered at the schools on the agreed date and time.

- The questionnaires were completed in the presence of the researcher.

- The questionnaires were encoded and the data captured for statistical processing.

4.4.5   Data analysis

This procedure involved the recording and analysis of the collected data.

All data as collected on the questionnaire, was coded in the appropriate column for statistical processing. Processing was done at the University of Pretoria, using the Statistical Packages for Social Sciences programme. For the quantitative analysis of data relating to sub-aims 4.2.1 and 4.2.2, frequency tables were used to determine the

performance of the sample (Neuman, 2000:317). Descriptive statistics, consisting of the tabulation of the data and the calculation of descriptive magnitudes were applied in such a way that the trends and properties of the observed data became apparent (De Vos, Fouche & Venter, 2002:226). The t-test for independent groups was used to determine whether there were significant differences between the results of separate groups of respondents with regard to teaching experience, personal experience and willingness to include a child with hearing loss. An analysis of variance (ANOVA) was used to compare the knowledge and attitudes of the three subgroups of respondents (McBurney, 1994:435)

The data obtained in response to sub-aim 4.2.3 was analysed by means of a qualitative content analysis (Babbie & Mouton, 2002:490).

4.4.6   Trustworthiness of quantitative research

Research is only as good as the trustworthiness of the data used. Several strategies exist to enhance trustworthiness, all of which are determined by the aim and nature of the research. In phase 1 of the study, special attention was given to validity, reliability and objectivity as parameters of trustworthiness. The efforts made to enhance the trustworthiness of phase 1 of the study are set out in Table 4.5.

Table 4.5 Strategies used to enhance trustworthiness of phase 1 of the study

STRATEGY	TYPE	TECHNIQUE	APPLICATION OF THE TECHNIQUE IN THIS STUDY
Validity **"Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration" (Babbie, 2004:143)** **Known as credibility in qualitative research**	Content validity The extent to which the items of the measurement instrument reflect the theoretical content domain of the construct being investigated	Define the specific construct and specify the theoretical content areas that it implies	Scrutinising the relevant theory and similar studies already performed. Definition of 'knowledge' and 'attitude' in terms of the role of the teachers of the child with hearing loss in inclusive education. Determining the content areas implied, e.g. knowledge / attitude relating to inclusive education.
		Determine items relevant to specific content areas	Use of the theory to determine areas relevant to each content area.
		Select the most representative items of each content area	Use of own judgement and experts in the discipline to select items that can best determine the knowledge and attitude of the teacher of the child with hearing loss in inclusive education.
	Construct validity "The degree to which a test (questionnaire) measures the theoretical construct or abstract it was intended to measure" (Struwig & Stead, 2001:141)	Pilot study	A pilot study was conducted and the researcher was present throughout the completion of the questionnaires to provide the necessary explanations as required and to get feedback from the participants.
	Criteria-related validity The extent to which the results of a measurement instrument are compared to another independently valid criterion	Comparison to existing theoretical criteria	The supposed knowledge of the teacher as indicated in the theory and in similar questionnaires was used to enhance the criterion-related validity.

STRATEGY	TECHNIQUE	APPLICATION OF THE TECHNIQUE IN THIS STUDY
Reliability **"...an instrument is reliable to the extent that independent administrations of it or a comparable instrument consistently yield similar results" (De Vos & Fouche, 1998:85).** **Known as dependability in qualitative research**	Clearly conceptualise all constructs	Developing unambiguous, clear theoretical definitions for all constructs. Care was taken to ensure that each measure indicated one, and only one concept.
	Use of multiple indicators of a variable	Two or more indicators of the same construct were used.
	Use of a pilot study	To enhance the dependability of the questionnaire, it is important that all questions are relevant and well formulated (Babbie, 2004:248). To ensure this, it was attempted (by means of a pilot study) to enhance the dependability of the study. Where necessary, questions that were not relevant were omitted, terminology was replaced with better-known terms, some questions were formulated more clearly and changes were made to some response categories to include all possibilities.
Objectivity **Known as confirmability in qualitative research**	Independent judgement of quantitative procedures	An independent neutral researcher, also an expert in the specific research area, was approached for an opinion on the extent to which the quantitative part of the research complied with accepted research practice.

Compiled from: Neuman, 2000:164-170; Struwig & Stead, 2001:130-132; Babbie & Mouton, 2002:118-124; McBurney, 1994:119-124; Delport, 2002:166-169.

4.5   MAIN STUDY: PHASE 2

This phase of the research comprised the determination of the demands (including pertaining to knowledge and attitude) made on the teachers of a child with hearing loss in inclusive education (sub-aim 4.2.3). As indicated in the description of the research phases (refer to Figure 4.1), this phase included the use of focus groups as a research instrument in order to comply with the qualitative nature of the research design.

4.5.1   Definition of focus groups

The American sociologist, David Morgan, describes focus groups as follows:

"As a form of qualitative research, focus groups are basically group interviews, although not in the sense of an alternation between a researcher's questions and the research participants' responses. Instead, the reliance is on interaction within the group, based on topics that are supplied by the researcher who typically takes the role of the moderator. The hallmark of focus groups is their explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group" (Morgan, 1997:2 in Field, 2000:324)

Thus, a focus group is practically an 'in-depth group interview' (Goldman, 1962 in Stewart & Shamdasani, 1990:10). In this case a 'group' refers to a number of interacting individuals on the basis of a common interest in a particular subject. 'In-depth' suggests a search for information with greater depth (more substantial/fundamental information) than would normally be obtained on an interpersonal level. The term 'interview' implies the presence of a moderator using the group as an 'instrument' to obtain more information. In the term 'focus group', the word 'focus' indicates that the content of the interview is limited and directed at a small number of issues (Stewart & Shamdasani, 1990:10).

4.5.2 Motivation for the use of focus groups in this study

Focus groups were used in this study to facilitate and extend the interpretation of the qualitative data of phase 1 and to obtain the necessary depth with regard to critical aspects (Stewart & Shamdasani, 1990:11). The method not only generates large amounts of data in a limited time, but is also suitable for examining participants' experiences and perspectives. In this study it was especially important to highlight these aspects as opposed to the quantitative data about the teachers' knowledge and attitude. On the basis of the interaction between the participants, more valuable data could be obtained than would have been the case with individual interviews (Morgan, 1988 in Wesley & Buysse, 1997:2). The data as obtained from focus groups lent itself to meaningful integration with data obtained from phase 1 of the research.

The following advantages of focus groups also served as motivation for their use as a research tool (Stewart & Shamdasani, 1990:16; Greeff, 2002:306):

- The direct interaction of the researcher with the participants provides the researcher with valuable opportunities for follow-up questions, clarification of responses and for the probing of responses. Participants can rephrase their responses, explain and react to follow-up questions. The researcher also has the valuable opportunity to observe non-verbal responses such as gestures, facial expressions, etc, thus obtaining supplementary information.

- The open response format of a focus group ensures that a large and rich amount of valuable data can be obtained from the respondents' own words

- Participants have the opportunity to react to and build upon the responses of other participants. Thus the synergistic nature of the group produces data not necessarily obtainable in individual interviews.

- Focus groups are flexible and can be used to investigate a wide variety of topics with a variety of individuals.

- The results of focus groups are easy to understand.

Even though using focus groups appears to be a valuable research instrument, several limitations are inherent (Stewart & Shamdasani, 1990:17):

- The small number of respondents participating and the use of a sample of convenience limit the generalisation of the conclusions when applied to the greater population.

- The patterns of interaction between the respondents in the focus group and the researcher can be detrimental to the generalisation of the results, since the responses of the participants are not independent from one another. The result can also be influenced by the bias of a dominant participant.

- The open-ended nature of the responses obtained from a focus group can often encumber the interpretation of results.

- The bias of the moderator can result in the inadvertent provision of cues in terms of desirable responses / answers.

Considering the aim of the study, it was decided that the advantages of this method outweigh the disadvantages mentioned. In the first place, other research methods do not offer the opportunity for both the researcher and respondent to learn from the process (Field, 2000:2). A second consideration was that the use of focus groups better supported the theoretical framework of this phase of the study.

4.5.3   Research subjects

4.5.3.1 Composition of focus groups

As recommended by qualitative researchers (Greenbaum, 2000:49; Morgan, 1998b:56; Stewart & Shamdasani, 1990:34), participants were selected on the basis of their knowledge, involvement and experience of a particular aspect – in this case the child

with hearing loss in inclusive education.

Purposive sampling was used in this phase of the study in order to attain specific aims. This type of sampling differs from the sampling used in phase 1 of the research in the sense that there are fundamental differences between the aims of the questionnaire and focus group (Morgan, 1998a:12). The aims of the two questionnaires were to determine the knowledge and attitudes of a number of subjects currently in the education system. No preset criteria concerning experience of the child with hearing loss were used to select only certain students and teachers. In the case of focus groups, the aim was to develop insight and understanding for the teacher involved with a child with hearing loss in inclusive education.

As a starting point, an existing list of children with cochlear implants, obtained from the Cochlear Implant Team of the University of Pretoria, was used. The reason for this was that several of these children were placed in inclusive environments. Based on their involvement, the parents of these children could make valuable contributions concerning the demands on the teacher. Teachers who had taught such a child in their classrooms for at least a year were also involved. In addition, five speech therapists/audiologists were included on the basis of their primary involvement with individuals with hearing loss and their experience with these children in an inclusive setting.

Several aspects concerning the size of the group were borne in mind by the researcher. The typical size of a focus group is between six and ten participants (Morgan, 1998b:72). Some researchers (Stewart & Shamdasani, 1990:57) agree that fewer than six participants would impair the quality of the discussion. However, this should not be the case should the researcher take care when planning the focus group and the structure of the discussion (Morgan, 1998b:74). The following factors obliged the researcher to consider smaller focus groups in this study (Morgan, 1998b:74; Krueger, 1995:4):

- High level of involvement with the topic, implying that each participant be given

adequate opportunity to make a meaningful contribution.

- Emotional involvement of participants with the topic under discussion.

- Expert knowledge of the subject by participants.

- Complex and/or controversial nature of the topic.

- The opportunity to share personal experience with other participants.

These factors obliged the researcher to limit the size of the focus groups to six participants.

Biographical information with regard to the participants involved in the focus group discussion is displayed in Table 4.6 below:

Table 4.6 Biographical information of focus group participants

Focus group 1: Parents

Gender	Age of child	Years in inclusive education
Female	13	7
Male	13	7
Female	12	6
Male	12	6

Focus group 2: Speech therapists/audiologists

Gender	Number of years involved with children with hearing loss in inclusive education
Female	10
Female	10
Female	6
Female	4
Female	6

Focus group 3: Teachers

Gender	Number of years' involvement with children with hearing loss in inclusive education
Female	4
Female	5
Female	1
Female	3

As these participants were selected from a specific geographical and educational area, this could result in the data being biased. The author admits the fact that the participants are not a fully representative sample of parents, speech therapists/audiologists and teachers involved in inclusive education. However, though this data is limited in terms of generalisability, it provides a qualitative focus and useful information regarding the demands posed to the teacher of the child with a hearing loss in inclusive education.

4.5.4 Research material

All the groups participated in a semi-structured group interview that was based on a 'discussion guide' and lasted 90 to 120 minutes. The so-called discussion guide refers to a research instrument used by the researcher to direct the discussion.

4.5.4.1 Objective of the discussion guide

The use of a discussion guide is of primary importance in ensuring the success of the focus group discussion. It is not only useful to direct the flow of the discussion (Greenbaum, 2000), but it also ensures that all-important aspects as determined by the research question are included (Krueger, 1998a). Its use in successive discussions ensures consistency that eventually also facilitates analysis, since it constrains subtle differences that could change the content of the responses (Krueger, 1998a). The researcher can also effectively apply the guideline as an outline when writing the final report (Greenbaum, 2000).

4.5.4.2 Composition of the discussion guide

The structure of the discussion guide was based on Krueger's (1998a) recommendations. Different types of questions were used at different times in the focus group and each question had a specific aim. There were five categories of questions, each of which played an important role in the flow of the discussion. The categories, questions and aims with their objectives, are set out in Table 4.6.

Table 4.6 Composition of the discussion guideline

CATEGORY OF QUESTION	AIM OF CATEGORY / MOTIVATION FOR QUESTIONS	QUESTION		
		Parents	Speech therapists / Audiologists	Teachers
Opening question	Introduction of participants. Participants become acquainted and feel connected.	Introduce yourself and shortly say what you mostly enjoy about your child at this stage.	Introduce yourself and say what you favourite pastime is.	Introduce yourself and say what you favourite pastime is.
Introductory question	Focus the attention on the topic under discussion.	What do you think of when you hear the term 'inclusive education'?		
Transition question	Guide the discussion in the direction of the key questions – tie the participant to the topic of discussion.	How did you feel on the first day when your child started school in an inclusive setting?	How do you feel about the speech therapist's/ audiologist's role in the inclusive setting?	How did you feel when you first realised that you had to teach a child with a hearing loss?
Key questions (2-5 questions)	Key questions drive the study. The researcher uses these questions to obtain insight into central issues in the study. The questions are ranked from more general questions to more specific questions. The aim is to first create a context, i.e. the child with hearing loss in the classroom. Subsequently the emphasis is placed on the implications of the above-mentioned to the teacher.	1. What would you regard as the needs of the child with hearing loss in the classroom? 2. What changes are needed to accommodate this child in the classroom? 3. What demands do these changes make on the knowledge and skills of the teacher? 4. What additional aspects could influence the responsibilities of the teacher of the child with hearing loss?		
All-things-considered question	These questions bring closure to the discussion, enabling participants to reflect on previous comments.	Which aspect would you regard as most important to be addressed in supporting the teacher?		
Summary question		(Responses are briefly summarised) Is this an adequate summary?		
Final question		Have we missed anything?		

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4.5.5   Pilot study

4.5.5.1 Aim of the pilot study

"Pre-testing of the interview provides an opportunity to determine whether the wording of questions is appropriate, to determine whether the questions elicit discussion, and to identify questions that are understood easily" (Stewart & Shamdasani, 1990:66).

A pilot study to determine the utility and feasibility of the discussion guide is not a requirement in the use of focus groups (Stewart & Shamdasani, 1990:66). The reason for this is that the discussion guide is only one part of the research instrument; the group itself and the moderator are also important elements and can obviously not be included in the pilot study (Krueger, 1998b:58). The research instrument can therefore not be fully tested by means of a pilot study (Stewart & Shamdasani, 1990:66).

Despite this, it was decided – based on the limited number of discussion groups used by the researcher – to go ahead with a pilot study to ensure that the discussion guide was at least workable and feasible.

Krueger (1998b:57) recommends that the first focus group discussion may serve as a pilot study, based on which the researcher can then make necessary changes. This is, however, time-consuming, not cost-effective and does not contribute to results unless the researcher has many groups at his/her disposal. The researcher may nevertheless consider other options such as the use of other researchers, experts in the discipline or potential participants to evaluate the feasibility of the discussion guide (Krueger, 1998b:59).

Bearing in mind that the number of discussion groups in this study was limited to three groups, it was decided to use experts in the discipline (teachers) currently employed at a private inclusive school for children with hearing loss.

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4.5.5.2 Procedures

The researcher handed the questions in the discussion guide to the six teachers, after which each question was discussed according to specific criteria, namely the intelligibility / clarity of the terminology, the formulation of the individual questions, the applicability and relevance of the content, and the format of the discussion guide in terms of the order of the questions.

4.5.5.3 Results and recommendations

The revision of the discussion guide necessitated only a single change to the formulation of the last key question in order to limit uncertainty in the responses thereto. The particular key question was changed from "Which other aspects influence the role and responsibilities of the teachers of the child with hearing loss?" to "Which additional aspects influence the responsibilities of the teacher of the child with hearing loss?"

4.5.6   Data collection procedure

The following procedures, based primarily on the literature (Krueger, 1998b:15-35; Stewart & Shamdasani, 1990:87-101; Greenbaum, 2000:125-156) and combined with practical considerations, were followed to ensure the success of the focus group discussions.

- Potential participants were contacted by telephone to explain the rationale and the procedures of the study.

- The date, time and place for the meeting of the focus group discussion were agreed upon.

- Appointments were confirmed 24 hours before commencement of the

discussion.

- The focus group discussions were held in a quiet venue at the Department of Communication Pathology at the University of Pretoria.

- The venue was prepared in advance by the placement of a video camera and a cassette recorder. The aim was to enable the moderator to focus on the responses of the participants and to facilitate the discussion, without having to continuously make field notes.

- Participants were met in the foyer and offered light refreshments.

- The moderator, in order to motivate the aim of the discussion and also to explain the structures and guidelines associated with it, commenced the focus group discussion with a short introduction. Anonymity of the participants and the confidentiality of the results were assured. Informed consent was obtained from each participant.

- The introduction was followed by the questions as indicated in the discussion guide. (Refer to Table 4.6.)

- During the conversation, the moderator facilitated the discussion by encouraging participation, asking the questions and providing explanations where needed. Several key factors identified in the literature (Greenbaum, 2000:144-156) as integral elements of focus groups contributing to the effectiveness of this methodology as a universally accepted research approach, were implemented throughout. These elements and the ways in which they were implemented in the focus group discussions, are shown in Table 4.10.

- At the end of the discussion the moderator presented a verbal summary of the content of the discussion, to which the participants could react by means of remarks, additions or corrections if necessary. The participants were given an opportunity to ask questions.

- The discussions were transcribed in full.

Table 4.7 Implementation of integral elements of focus groups

INTEGRAL ELEMENTS	IMPORTANCE	IMPLEMENTATION
The authority of the moderator	It is important that the moderator be the so-called 'leader' of the session. If this is not the case, the effectiveness of the group is seriously impaired. A moderator incapable of controlling the group is incapable of ensuring the quality of the group's output.	The moderator acted as leader throughout the discussion and directed the participants in terms of the content areas discussed. Asking the opinions of every participant ensured involvement of all participants.
Acceptance of verbal and non-verbal inputs as part of the learning process	Focus groups constitute the only research technique that enables the researcher to follow up unintended / incidental reactions of participants and to further explore the specific topic under discussion.	As the focus group process uses face-to-face interaction, both the moderator and the participants could react to the verbal and non-verbal responses of all members of the group. The moderator attempted at all times to be attuned to the verbal and non-verbal responses of participants and to follow them up in order to delve further into a particular topic of interest.
Group dynamics	The participation of all group members at the venue contributes to exceptional group dynamics. Effective use of group dynamics enables the moderator to encourage those holding the same opinion to persuade those who have an opposing perspective and vice versa. The quality / richness of the information acquired in this way is enhanced as each side draws on more reasons for its view.	The moderator worked hard to encourage the discussion so that the opinions of every participant could be shared with the others, which hopefully would have encouraged reactions and interactions. As a result, certain issues emerged from the discussion that would not have been the case in one-to-one interviews. Participants were also encouraged to write down their ideas, as research shows that subjects respond more comfortably and with more confidence when they have something in writing.
Concentrated attention of the participants	Undivided attention directed to the specific topic area contributes to the acquisition of a better quality of information than would have been the case with for instance telephonic discussions where several things could have diverted the attention of an individual.	The participants knew beforehand that they would be involved in a discussion for approximately 2 hours. During this time the participants sat in a room and had no opportunity to be involved in anything other than the discussion. Their attention was therefore directed to the specific topic area for the full length of the discussion.

Safety in numbers	The knowledge that all participants are similarly affected by the topic under discussion gives the individual a feeling of safety / security and contributes to unconditional participation.	As indicated, purposive sampling was used to ensure that all participants of the separate groups were in some way involved with a child with hearing loss in inclusive education, i.e. parents, therapists/audiologists and teachers.
Control over security	The researcher can ensure that by determining selection criteria no undesirable participants are included.	Participants were selected on the basis of their involvement with children with hearing loss in inclusive education.

Compiled from Greenbaum (2000:9–14)

4.5.7   Data analysis procedures

Focus group data is distinct from other forms of qualitative data and therefore the interactive nature was taken into account at all stages of analysis (Greef; 2002:318). A full and thorough transcription was made, including all speakers and all speech, even that which was unfinished or interrupted. Once transcribed, data was indexed to bring under one heading all data relating to a particular theme. The researcher remained aware of the context of any extract of speech and followed the arguments of individuals through the transcript. The content of every theme was examined in order to discover the meaning and its particular implications for the research question (Stewart & Shamdasani, 1990:105-108).

4.5.8   Trustworthiness of qualitative research

The efforts made to enhance the trustworthiness of phase 2 of the study, are displayed in Table 4.8.

Table 4.8 Strategies used to enhance the trustworthiness of phase 2 of the study

STRATEGY	TECHNIQUE	APPLICATION OF TECHNIQUE IN THIS STUDY
Credibility **"Is there compatibility between the constructed realities that exist in the minds of the respondents and those that are attributed to them?" (Babbie & Mouton, 2002:277)**	Descriptive credibility – whether the information provided is factually accurate and comprehensive	An in-depth literature study was done to ensure the credibility of the theoretical underpinning of the study. The parameters of the qualitative research phase were clearly determined. Additionally, at the end of each session, the researcher required the research subjects to give their opinion on the accuracy of the data acquired. An in-depth discussion of the interaction and complexity of the focus group discussions (Chapter 5) contributes to the credibility of the study.
	Interpretative credibility (member checking)	At the end of the focus group discussions the moderator summarised the content. Participants' opinions were obtained regarding the accuracy of their own perspectives and use of language, rather than the interpretation and terminology of the researcher.
	Triangulation Method of triangulation Data triangulation by using several sources Analysis triangulation Multiple triangulation	Several methods of triangulation were applied: A between-methods triangulation was used as the researcher obtained qualitative data (from questionnaires) as well as quantitative data (from focus groups). Various data sources (participants) were used in the acquisition of the data. By purposeful sampling the researcher identified all the different persons involved with the child with hearing loss in inclusive education, namely parents, teachers and speech therapists / audiologists. Both qualitative and quantitative approaches were used in the analysis of the data. The use of more than one method of triangulation contributed to the validity of the data. A more comprehensive idea was obtained of the phenomenon being investigated.

	Peer debriefing	A colleague who was not involved in the context of the research but who nevertheless understood the nature of the research, acted as devil's advocate. This person questioned the researcher about several aspects concerning the research. The researcher had the opportunity to discuss constraints, problems, etc.
	Referential adequacy	During the focus group discussion, video and audio recordings were made as well as extensive field notes were kept in order to document the findings.
Transferability **"The extent to which the findings can be applied in other contexts or with other respondents" (Babbie & Mouton, 2002:277)**	Thick description	Detailed descriptions of participants, material, procedures and contexts were provided to enable the reader to judge the degree of transferability of the study.
	Purposive sampling	To obtain the greatest advantage from the focus group discussions, the researchers purposefully selected the participants on the basis of the specific aim of the focus group.
	Use of more than one group	Three focus groups were used to obtain 'rich' descriptive data and also to contribute to its transferability. Results from the three focus groups were compared and related to data obtained from questionnaires.
	Focus on the data rather than on the topic under investigation.	It is important to determine whether the data should be considered as typical or atypical of the phenomenon under investigation. This aspect will be discussed in chapters 5 & 6.
Dependability **"The degree to which the results are repeatable" (Durrheim & Wassenaar, 1999:63)** **Known as dependability in quantitative research.**	Triangulation	This technique and the way in which it was applied to this study, have already been discussed extensively.
	Detail descriptions	Detailed descriptions of methods of data acquisition, processing and analyses are provided to enhance repeatability.
	Review of credibility	"There can be no validity without reliability (and thus no credibility without dependability)" (Guna & Lincoln in Babbie & Mouton, 2002:278). A demonstration of the former is sufficient to establish the latter.
	Dependability audit	Was performed together with the confirmability audit.
Confirmability **"The degree to which the findings are the product of the focus of the inquiry and**	Confirmability audit	An independent neutral researcher, also an expert in the specific area of research was approached for an opinion on the extent to which the qualitative part of the research

not the biases of the researcher" (Babbie & Mouton, 2002:278)		complied with accepted research practice.
Known as objectivity in quantitative research		Different classes of data were reviewed: raw data, data reduction and analysis products, data reconstruction and synthesis products, process notes and instrument development information.

*The qualitative researcher is not primarily interested in generalisations. The reason for this is that all observations are defined by the context in which they occur. Therefore the qualitative researcher does not claim that knowledge gained from one context will necessarily have relevance for other contexts. "The obligation for demonstrating transferability rests on those (the reader of the study) who wish to apply it to the receiving context" (Babbie & Mouton, 2002:277).

Compiled from Neuman, 2000:170-173; Struwig & Stead, 2001:133-135; Babbie & Mouton, 2002:118-124; McBurney,1994:119-124; Manias & Bullock, 2002:760.

4.6   SUMMARY

This chapter describes the methodology that was used to determine the demands made on the teacher of the child with a hearing loss in inclusive education in South Africa. The objectives for realising the aims were specified, while detailed descriptions were provided of the two phases of the main study, subject selection and material and apparatus. Comprehensive descriptions have been included of the development of the questionnaires and discussion guide, the pilot studies for both and the procedures. Finally, the recording and analysis of the data were discussed.

CHAPTER 5

RESULTS AND DISCUSSION

*"Let no-one enter here who is ignorant of mathematics***"**

- Plato -

"I have striven not to laugh at human actions, not to weep at them,

nor to hate them, but to understand them"

- Benedict Spinoza (1632-1677) -

5.1   INTRODUCTION

The role of the regular classroom teacher in South Africa has changed immensely during the past years and will continue to do so if the successful implementation of *White Paper No 6* is to be attained. As the teacher may be the most influential person in determining the extent to which a child's potential is achieved, it is important that he/she should be prepared to meet and accept the new challenges.

The main aim of the current study was to determine the demands posed specifically to the teacher of the child in inclusive education in South Africa. Within the context of a descriptive research design, questionnaires and focus group discussions were utilised to obtain quantitative and qualitative data regarding the knowledge, attitudes and needs of the teachers, as well as the demands posed to these teachers in the unique South African context.

The goals of this chapter are twofold: firstly, to use statistical tools such as data organisation and analysis techniques to provide information about the data collected for each of the research aims. Secondly, and more importantly, to interpret and discover the meaning of the data so that conclusions can be drawn with regard to the demands posed to the teacher of the child with a hearing loss in South Africa.

Figure 5.1 provides an outline of the presentation of the results.
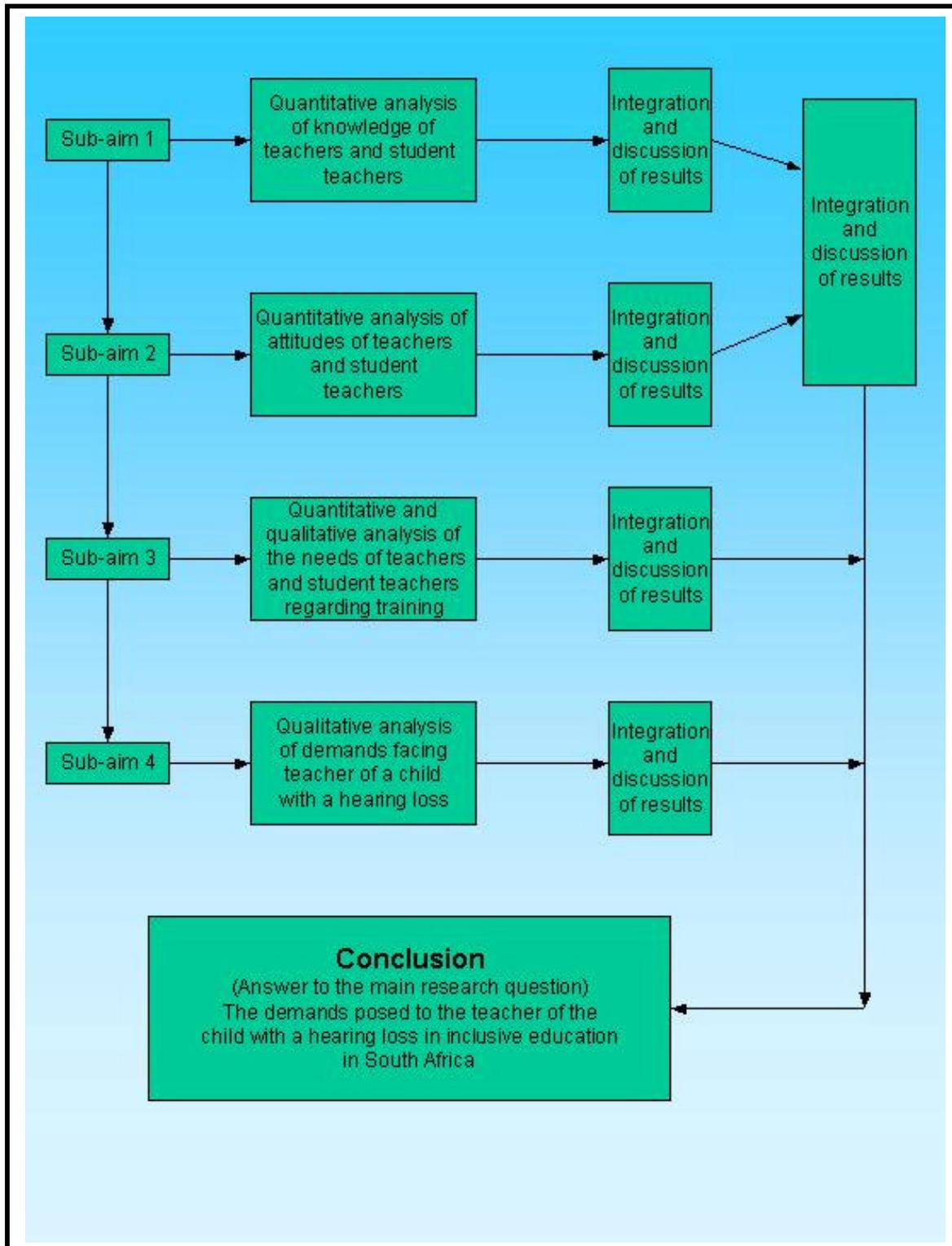

Figure 5.1 Outline of the analysis and interpretation of data

The results will be presented according to the sub-aims and will include the origin of the results, graphic representation of the results in the form of figures or tables, as well as a discussion and interpretation of the results.

5.2   RESULTS AND DISCUSSION OF SUB-AIM #1

THE KNOWLEDGE OF TEACHERS AND STUDENT TEACHERS WITH REGARD TO INCLUSIVE EDUCATION AND TEACHING THE CHILD WITH HEARING LOSS IN INCLUSIVE EDUCATION

The first sub-aim of the study was to quantitatively determine and describe the teachers' and student teachers' knowledge with regard to inclusive education in general and the teaching of the child with a hearing loss in inclusive education in particular. A general description of the characteristics of the 301 respondents with regard to age, gender, home language, highest educational qualifications and experience was presented in Paragraph 4.4.1.2 (see Chapter 4). Some of these characteristics will be used as variants in the statistical analysis of the results. The responses obtained from the questionnaire survey are presented in the following order:

Firstly, the results of the questionnaire from the three subgroups are discussed in terms of the three subsections of Section B of the questionnaire, namely:

- Knowledge: Inclusive education

- Knowledge: The child with a hearing loss

- Knowledge: Classroom accommodation/modifications for the child with a hearing loss

Secondly, the findings of the three subgroups will be compared.

Thirdly, the effect of different variables on the knowledge of the respondents will be

discussed. An interpretation and discussion of the general trends of this sub-aim will conclude this section.

5.2.1   Results of knowledge questionnaire survey

This questionnaire consisted of 31 questions focused on the teacher's knowledge/ supposed knowledge of inclusive education and the child with a hearing loss. Each subdivision of questions was preceded by a description of a specific scenario, after which several statements were formulated in such a way that the respondents could indicate whether they agreed or not, or alternatively whether the statement was true or not. The questionnaire included two types of response categories, namely 'yes (agree) / uncertain / no (disagree)' as well as 'true/ uncertain/false'. In the analysis of the responses these were evaluated as correct or incorrect answers. Decisions about which responses were considered as correct and which ones as incorrect answers, were based on relevant literature regarding inclusive education, the child with a hearing loss, as well as previous studies on teachers' knowledge of hearing loss and attitudes (Lass et al., 1985:211-222; Lass, Tecca & Woodford, 1987:86-95; Martin et al., 1988:83-95). The correct responses are indicated in Appendix D. It should be noted that those answers accepted as correct by the author will not necessarily be considered correct by other professionals, as some of the items in the questionnaire are subject to divergent interpretations. This fact should be taken into consideration, especially when interpreting the results of the respondents' answers.

5.2.1.1   Knowledge: Inclusive education

This exposition includes the responses of the respondents on questions 1 to 5 of Section B of the knowledge questionnaire. The objective of this section was to evaluate the respondents' knowledge about basic principles of inclusive education. All numbers in this section correspond with the numbered questions on the questionnaire that are presented in Appendix D.   Figure 5.2 illustrates the results of the responses of the three subgroups of respondents.
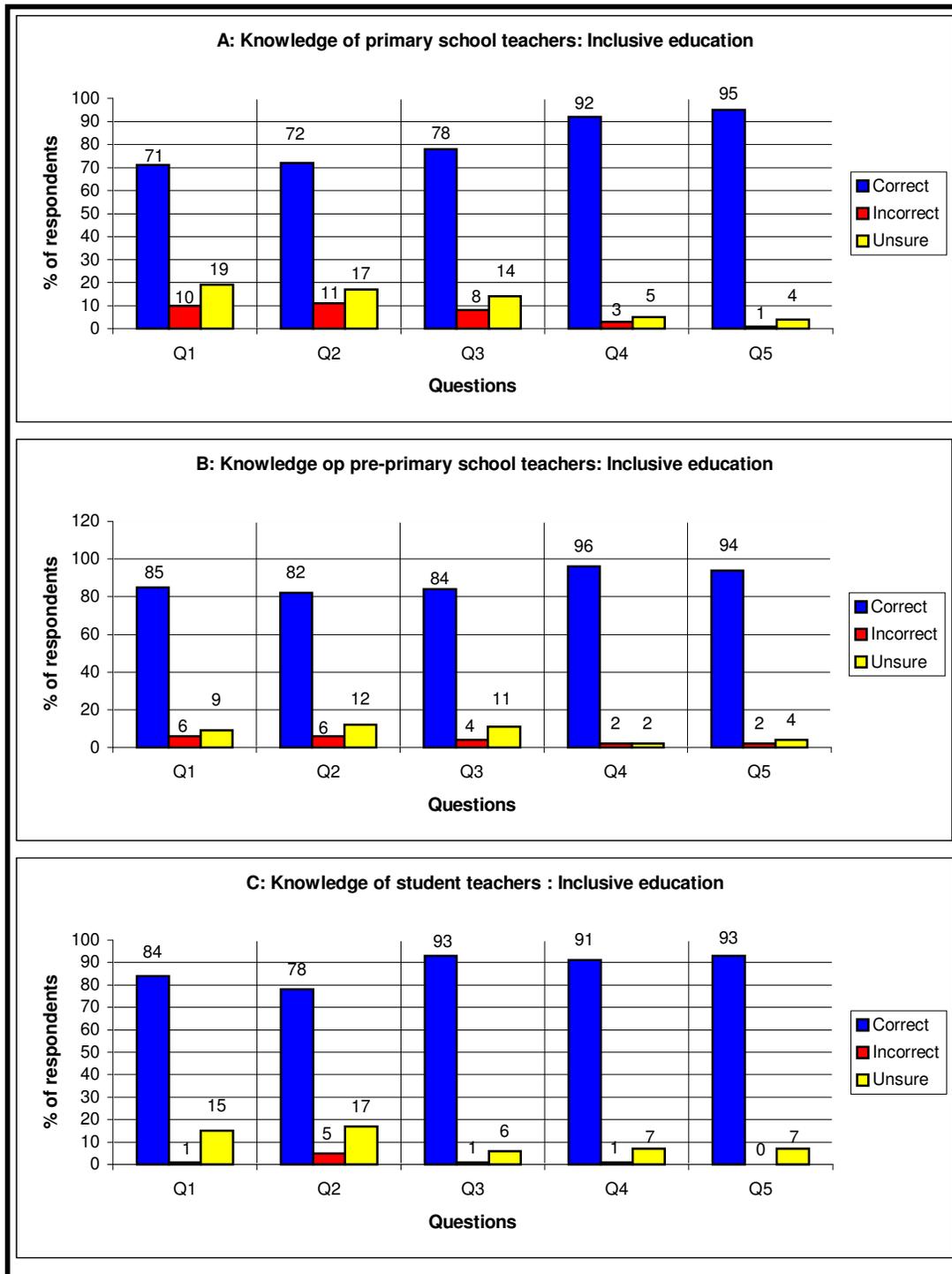
Figure 5.2: Knowledge of respondents: Inclusive education

It is clear from the results above that most of the teachers (primary and pre-primary school) and student teachers answered the particular questions correctly and thus indicated a good basic knowledge of the basic principles of inclusive education.

In order to compare the responses of the three subgroups regarding the number of questions that were answered correctly or incorrectly, the following table was compiled.

Table 5.1 A comparison of the responses of the three subgroups on their knowledge regarding inclusive education

% Respondents	Number of questions correct			Number of questions incorrect			Number of questions unsure		
70%+ of respondents	5	5	5	0	0	0	0	0	0
50%+ of respondents	0	0	0	0	0	0	0	0	0
30%+ of respondents	0	0	0	0	0	0	0	0	0
Less than 30% of the respondents	0	0	0	5	5	5	5	5	5
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

As depicted in Table 5.1, more than 70% of all three subgroups answered the questions correctly, while less than 30% answered them incorrectly. If it is assumed that the respondents have sufficient knowledge about a specific aspect if the majority (more than 70%)[1] answered the questions correctly, it is clear that the results of all three subgroups are indicative of knowledge. There is no apparent significant difference in the responses of the three subgroups regarding the basic principles of inclusive education.

When focusing on individual questions it is clear that fewer respondents answered Question 2, in comparison with the other four questions, correctly. A total of 71% of primary school teachers, 82% of the pre-primary school teachers and 78% of the student teachers indicated correctly that inclusive education implies the adjustment of the teacher's teaching in order to facilitate a creative environment. Question 5 was answered correctly by most of the respondents: 95% of the primary school teachers, 94% of the pre-primary school teachers and 93% of the student teachers acknowledged the role of the parent in the decision-making process regarding the child.

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[1] In this case 70% is indicative of an arithmetical majority and not a statistical majority.

If the performance of the individual subgroups is viewed against the background of the specific questions, the following findings apply:

- 19% of the primary school teachers were unsure about whether inclusive education implies that a teacher must adjust his/her classroom in order to facilitate a stimulating learning environment (Q1). Another question that elicited a similar response was Question 2. Seventeen per cent (17%) of the teachers indicated that they were unsure whether they would have to adjust their teaching in order to facilitate a creative learning environment.

- It is interesting to note that in the case of the pre-primary school teachers, more than 80% of the teachers answered all five questions correctly. The aspect that they were most unsure (12%) about (like the primary school teachers), was whether they would have to adjust their teaching in order to facilitate a creative learning environment (Q2).

- The student teachers either responded correctly or indicated that they were unsure about the correct response.

Although these results are limited in scope and reveal some uncertainty among the respondents, the general high level of knowledge is very positive, as the role of the teachers in moving towards a new agenda regarding inclusive education in the 21st century is crucial (Forlin, 1998:87). According to Leyser et al. (1994:4) there is some data to support the view that increased knowledge about school integration is important for the formation of positive attitudes towards inclusion. **The process of transformation in the education system requires teachers to know and understand the underpinnings of the new policies in order to either reinforce or challenge the policy and practice in education**.

5.2.1.2   Knowledge: The child with a hearing loss

This exposition includes the responses of the respondents to questions 6 to 20 of Section B of the knowledge questionnaire. All numbers in this section correspond with the numbered questions on the questionnaire that are presented in Appendix D. Figure 5.3 illustrates the results of the responses of the three subgroups.
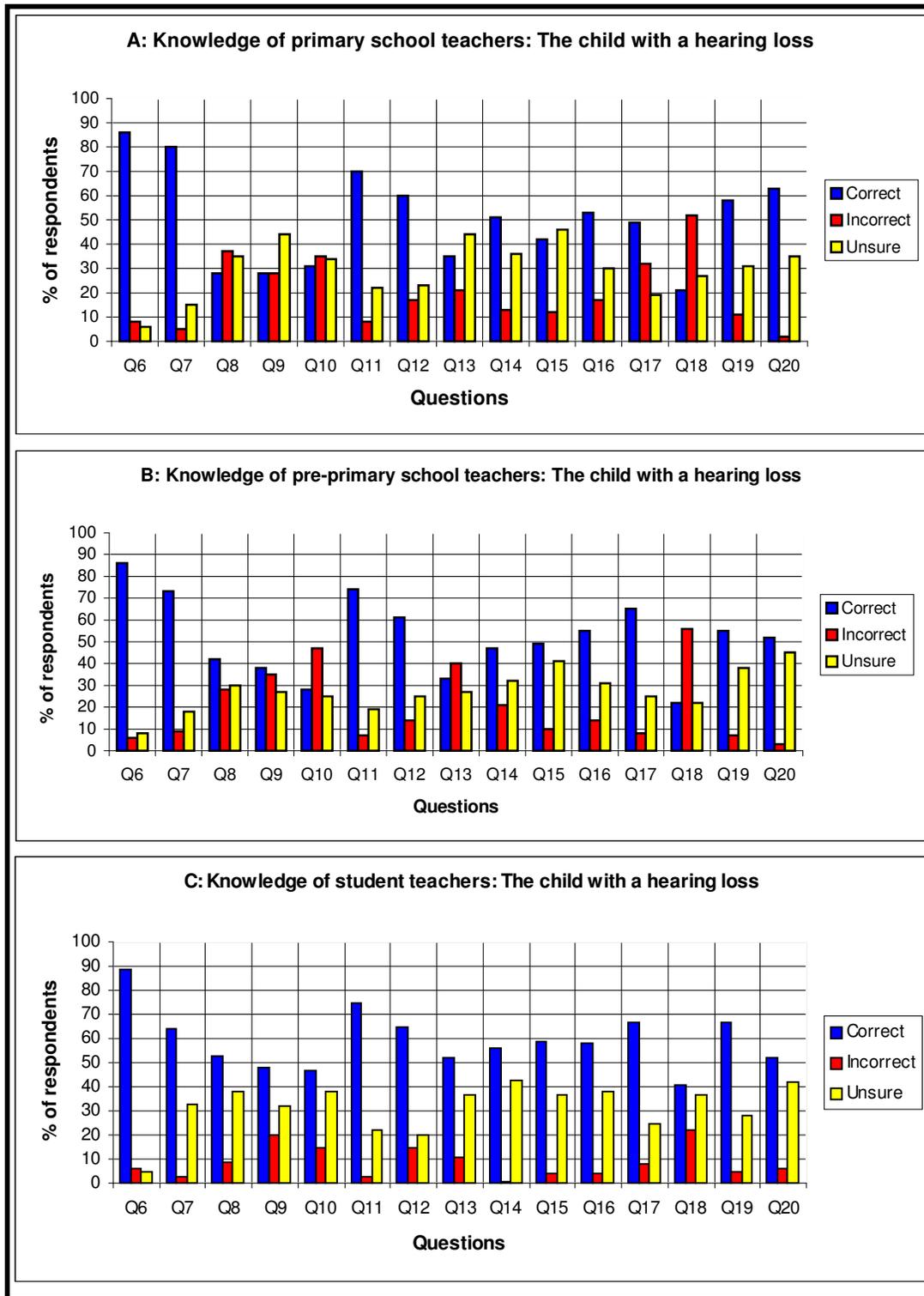
Figure 5.3 Knowledge of respondents: The child with a hearing loss

According to Figure 5.3 the responses yielded very interesting results. Although most questions appeared to be common knowledge, a wide variety of responses was received in this subsection. Some questions definitely appear to have been more difficult to answer as the respondents either selected the wrong answer or indicated that they were unsure about the correct response.

In order to compare the responses of the three subgroups in respect of the number of questions that were answered correctly, incorrectly or marked as unsure, the following table was compiled.

Table 5.2 A comparison of the responses of the three subgroups in respect of their knowledge regarding the child with a hearing loss

% Respondents	Number of questions correct			Number of questions incorrect			Number of questions unsure		
70%+ of respondents	3	3	2	0	0	0	0	0	0
50%+ of respondents	8	8	12	1	1	0	0	0	0
30%+ of respondents	12	13	15	3	5	0	9	9	10
Less than 30% of the respondents	3	2	0	11	9	15	6	6	5
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST= student teachers

It is evident from the preceding table that only three of the 15 questions were answered correctly by 70% and more of the primary and pre-primary school teachers and only two by 70% and more of the student teachers. However, more questions (12) were answered correctly by 50% and more of the student teachers, than by 50% and more of the primary and pre-primary school teachers. The latter groups answered only eight of the questions correctly, whereas 30% and more of the student teachers answered all of the questions (15) correctly. In terms of the responses of the primary and pre-primary school teachers, three and two of the questions respectively were answered correctly by 30% and less of the respondents.

With regard to the questions that were answered incorrectly, 30% and less of the student teachers answered all 15 questions incorrectly. The results of the primary and pre-primary school teachers indicate that more of them answered some questions incorrectly, as 11 and 9 of the questions respectively were answered incorrectly by

30% and less of the respondents. If the respondents' uncertainty regarding the correct answers is taken into account, 30% and more (but not more than 50%) of the primary and pre-primary school teachers indicated that they were unsure about the correct answer to nine of the 15 questions. 30% and more (but not more than 50%) of the student teachers indicated that they were unsure about the correct answer to 10 of the questions.

In the case of the individual questions it was once again assumed that, should the majority (more than 70%)[2] of the respondents answer a particular question correctly, it is indicative of knowledge in this regard. With specific reference to knowledge regarding the child with a hearing loss, the results indicate that the *primary and pre-primary school teachers* are adequately informed about the following:

- That there is a difference between a deaf and a child who is hard of hearing (Q6);

- That the intellectual abilities of the child with a hearing loss do not **always** differ from those of a normal hearing child (Q7);

- That a child with a hearing loss can give the appropriate answer when questions are asked (Q11).

The rest of the findings of this subsection of the survey indicate some deficiencies in the teachers' knowledge (answered incorrectly by more than 50% of the respondents) regarding the child with a hearing loss, especially their lack of understanding of the unique characteristics of the child with a hearing loss. For example:

- A child with a hearing loss does not **always** experience difficulty in adapting to his/her social environment (Q7).

- A child with a hearing loss does not **always** ask for instructions to be repeated (Q9).

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[2] In this case 70% is indicative of an arithmetical majority and not a statistical majority.

- A child with a hearing loss is not **totally** dependent on visual cues (Q10).

- A child with a hearing loss **always** needs additional assistance from the teacher (Q18).

If the performance of the individual subgroups is viewed against the background of the specific questions, the following findings apply:

- 80% of the primary school teachers and 73% of the pre-primary school teachers indicated correctly that the intellectual abilities of a child with a hearing loss do not **always** differ form those of a child with normal hearing (Q7). Only 64% of the student teachers answered this question correctly, but 33% indicated that they were unsure about the correct answer.

- Another question that elicited a variety of responses was Question 8. Only 28% of the primary school teachers and 42% of the pre-primary school teachers answered this question correctly, indicating that a child with a hearing loss does not **always** experience difficulty in adapting to his/her social environment. In contrast, 37% of the primary school teachers and 28% of the pre-primary school teachers answered this question incorrectly. Altogether 53% of the student teachers gave the correct answer and 38% indicated that they were unsure about the correct response.

- With regard to Question 18, 41% of the student teachers indicated correctly that a child with a hearing loss does not always need additional assistance from the teacher. A total of 22% of the students answered this question incorrectly and 37% were unsure of the correct response. In contrast to this, the majority of the primary (52%) and pre-primary (56%) teachers answered this question incorrectly.

- Regarding the questions that caused the greatest amount of uncertainty, Question 15 was the one that primary school teachers were most unsure about. As much as 46% of them indicated that they did not know whether a

child with a hearing loss **always** has poor reading skills. What the pre-primary school teachers (45%) were most unsure about, was whether a child with a hearing loss **never** experiences problems with the spelling of words (Q20). The question that the student teachers (43%) were most unsure about was Question 14, regarding the attentiveness of a child with a hearing loss compared to a child with normal hearing.

The overall impression from the responses of the three subgroups can be summarised as follows:

Although the primary and pre-primary school teachers exhibited differences regarding some items on the questionnaire, these differences were slight and the teachers' overall performance on the questionnaire was similar. The responses of the majority of the student teachers, however, differed from those of the teachers as they either chose the correct answer or indicated their uncertainty regarding specific aspects. In fact, the student teachers appeared to have more knowledge about the child with a hearing loss.

The results as discussed above revealed that both teachers and student teachers seem to have some inherent established views with regard to the child with a hearing loss. It is also important to note that the overall performance of the teachers was not totally in accordance with results that have already been found in previous research. The teachers in this study answered a mean number of 7.6 of the 15 items correctly (50,6%). In a study done by Martin et al. (1988:83), the sample population of teachers gave the correct answer to a mean number of 9.77 of the 17 items (57,4%) regarding children with hearing loss, their auditory functioning and educational implications. However, the results of the student teachers in this study correspond to a larger extent with the results of the study mentioned, as they answered a mean number of 8.9 of the 15 items correctly (59,3%).

Lass et al. (1985:213) revealed that almost all of the teachers (93.9%) in their study knew that a child with a profound hearing loss is no less intelligent than normal-hearing persons. Only 80% of the primary school teachers, 73% of the pre-primary school

teachers and 64% of the student teachers in the current study indicated correctly that the intellectual abilities of the child with a hearing loss do not differ from those of a child with a hearing loss.

The results of this subsection give meaning to a statement made by Williams and Finnegan (2003:40) regarding teachers' perceptions of hearing loss. According to these authors, teachers might unwittingly entertain a number of misunderstandings about the consequences and characteristics of a hearing loss. The reason for this is that the teachers may never have met or interacted in a meaningful way with a person with a hearing loss**.**

5.2.1.3   Knowledge: Classroom accommodation/modifications for the child with a hearing loss

This exposition is based on the responses to Questions 21 to 31 in Section B of the knowledge questionnaire. All the numbers in this section correspond with the numbered questions in the questionnaire as presented in Appendix D. The responses of the respondents are summarised in Figure 5.4.
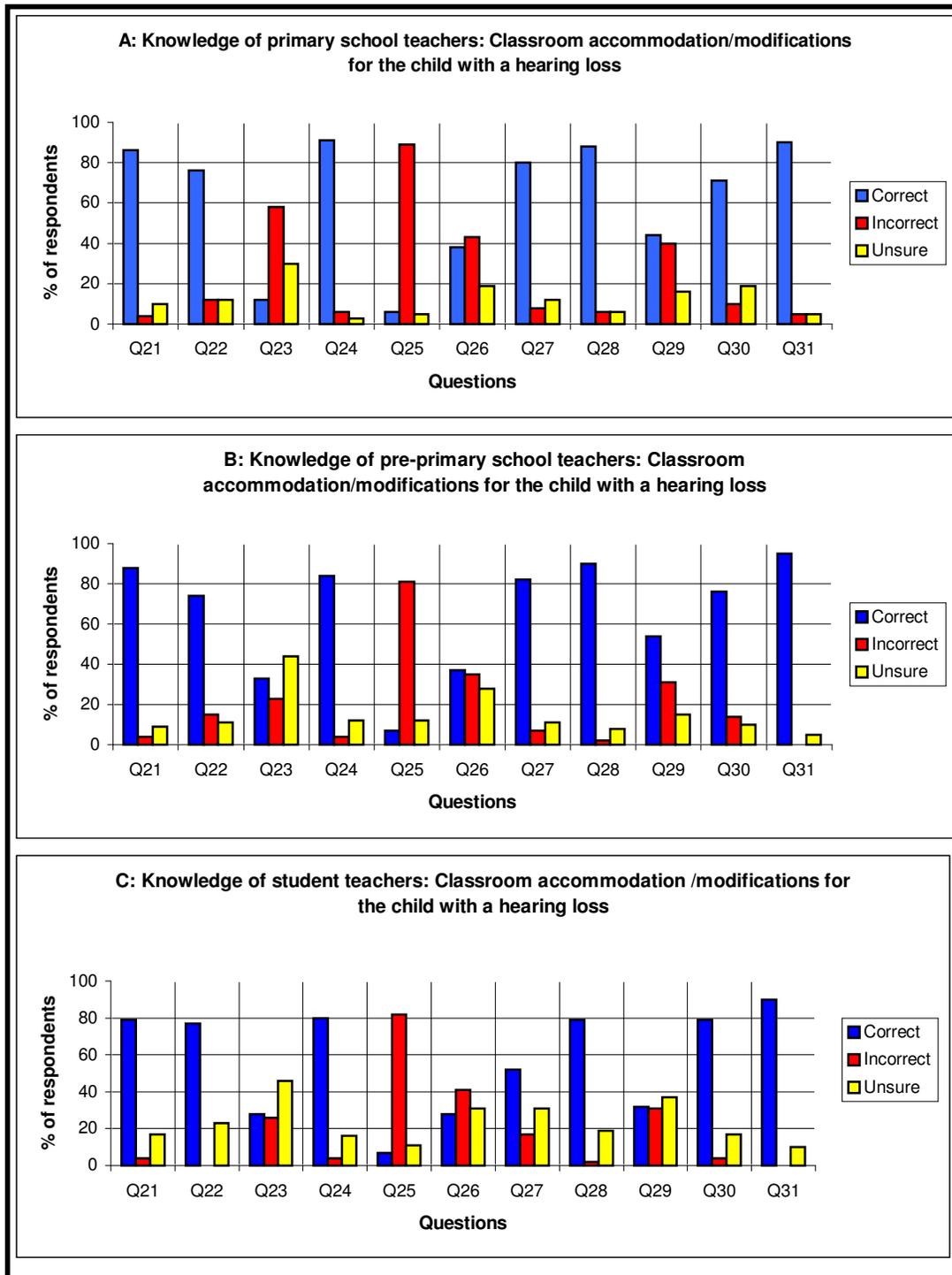
Figure 5.4 Knowledge of the respondents: Classroom accommodation/ modifications for the child with a hearing loss

It is evident from the above figure (Fig 5.4) that the majority (more than 70%) of the respondents answered at least 6 to 7 of the 11 questions correctly.

In order to compare the correct, incorrect and unsure responses of the three subgroups, the following table was compiled.

Table 5.3 A comparison of the responses of the three subgroups on their knowledge regarding classroom accommodation/modifications for the child with a hearing loss

% Respondents	Number of questions correct			Number of questions incorrect			Number of questions unsure		
70%+ of respondents	7	7	6	1	1	1	0	0	0
50%+ of respondents	7	8	7	2	1	1	0	0	0
30%+ of respondents	9	10	8	4	3	3	1	1	4
Less than 30% of the respondents	2	1	3	7	8	8	10	10	7
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

From the above results (Table 5.3) it is clear that 70% and more of the primary and pre-primary school teachers answered seven of the 11 questions correctly, whereas 70% and more of the student teachers answered six of the questions correctly. It appears that the pre-primary school teachers did slightly better than the other two groups, since 30% and more of the respondents answered 10 of the questions correctly. This is in comparison to the nine questions answered correctly by 30% and more of the primary school teachers and eight by 30% and more of the student teachers.

With regard to the questions that were answered incorrectly, it was found that 30% and less of the pre-primary school and student teachers answered eight questions incorrectly. The results of the primary school teachers indicate a slight difference as 30% and less of them answered seven of the questions incorrectly. Concerning the 'unsure' option, 30% and more (but not more than 50%) of the primary and pre-primary school teachers indicated that they were not sure about the correct answer to one of the questions. The same number (30% and more, but not more than 50%) of the student teachers indicated that they were unsure about the correct answer to four of the questions.

As stated earlier, it can be assumed to be indicative of knowledge if the majority (more than 70%)[3] of the respondents answered a particular question correctly. With specific reference to the classroom accommodation/modifications necessary to support the child with a hearing loss in the classroom, the results indicate that the primary and pre-primary school teachers were knowledgeable about the following principles:

- Asking the child to repeat questions to ensure that he/she understood the teacher (Q21)

- Writing down all instructions on the blackboard or overhead projector transparencies (Q22)

- Moving the child to the front row of the class (Q24).

The majority of primary and pre-primary school teachers also responded correctly to the questions about the necessary classroom modifications should a child be seated near the door or window and not pay attention. The questions referred to principles such as the following:

- Checking the child's hearing aid to ensure it is in working order (Q27)

- Moving the child away from the door and windows, but not out of the front row (Q28)

- Trying not to move around in the classroom while giving instructions (Q30)

- Making use of additional visual aids during the presentation of the lesson (Q31).

The majority of student teachers also gave correct answers to these questions, except for Question 27 where only 52% of them indicated correctly that a child's hearing aid

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[3] In this case 70% is indicative of an arithmetical majority and not a statistical majority.

must be checked if the child is not paying attention**.**

Question 25 (not talking **very** slowly when giving instructions so that the child can lip read) was answered incorrectly by most of the respondents (more than 70%), thus indicating their lack of knowledge in this regard.

When the performance of the individual subgroups is viewed against the background of the specific questions, the following deductions can be made:

- It is clear that certain questions elicited similar responses from all three subgroups of respondents. As already indicated, the majority (more than 70%) of the respondents answered questions 21, 22, 24, 28, 30 and 31 correctly. Question 25, which states that teachers must talk **very** slowly when giving instructions so that the child can lip-read, was answered incorrectly by the majority of the respondents.

- 58% of the primary school teachers indicated incorrectly that a child must be transferred to a school for the hearing impaired if he/she does not show any academic progress (Q23). Only 23% and 26% of the pre-primary school teachers and student teachers respectively also answered this question incorrectly. The majority of pre-primary school teachers *(*44%*)* and student teachers (46%) indicated that they were unsure about the correct answer.

- With regard to Question 26, only 38% of the primary school teachers, 37% of the pre-primary school teachers and 28% of the student teachers indicated correctly that teachers must not talk very loudly when giving instructions in class.

- Question 27 elicited quite interesting results, as only 52% of the student teachers indicated correctly that a child's hearing aid must be checked if he/she does not pay attention. However, 31% of them indicated that they were unsure about the correct response. Altogether 80% of the primary and 82% of the pre-primary school teachers answered this question correctly.

- Another question that brought forth similar results was Question 29. Only 32% of the student teachers indicated correctly that distractive visual material should be removed if the child with a hearing loss is not paying attention. 44% of the primary school teachers and 54% of the pre-primary school teachers answered this question correctly.

The above results indicate definite trends regarding the respondents' knowledge of classroom accommodation/modifications for the child with a hearing loss. The overall impression from the responses of the three subgroups can be summarised as follows:

The respondents appear to have more knowledge about this subsection of the questionnaire than about the subsection regarding the child with a hearing loss. Although there were some differences between the knowledge of the primary and pre-primary school teachers regarding some items in the questionnaire, these differences were slight and the teachers' overall performance on the questionnaire was similar. However, the responses of the majority of student teachers differ from those of the teachers, as fewer of them responded correctly and more of them indicated their uncertainty regarding specific aspects.

Inclusion of the child with a hearing loss assumes that the teacher will be able to accommodate the educational needs of the child by implementing specific classroom modifications (Brackett, 1997:356, Luckner & Denzin, 1998:1). According to Williams and Finnegan (2003:45), people's perceptions are based on their knowledge, which ultimately determines their actions. Thus the basis of teachers' instructional plans and accommodation for the child with a hearing loss is determined by their perceptions, based on their knowledge of hearing loss.

Limited research has been conducted in this regard and it is a pity that these results cannot be compared to those of similar studies. However, one item (Q26) can be compared to the study of Lass et al. (1985:213), who indicated that more than a third of classroom teachers (34,7%) erroneously believed that a teacher must speak very loudly to children with a hearing loss. The results recorded by the pre-primary school teachers in this study agree closely with these results, as 35% of them indicated the

same type of response. The item was also answered incorrectly by 43% of the primary school teachers and 41% of the student teachers.

Concerning the respondents in this study it should be noted that they were likely to have had very limited experience of implemented inclusive programmes. Their judgement in terms of classroom accommodation and modifications was therefore likely to reveal either their uncertainty or lack of knowledge about certain aspects.

5.2.2   Comparison of the subgroups of respondents

An analysis of variance (Welch's ANOVA) was used to determine whether the knowledge of the subgroups of respondents differed statistically significantly (p≤0,05). The results of the comparison between the attitudes of the respondents are illustrated in Table 5.4.

Table 5.4 Comparison of knowledge: student teachers, pre-primary school teachers and primary school teachers

Subsection of questionnaire	Student teachers (N=81)	Pre-primary school teachers (N=134)	Primary school teachers (N=86)	P-value
Knowledge: Inclusive education	Mean: 4,3827	Mean: 4,2612	Mean: 4,0814	0,2409
	Standard deviation: 1,0905	Standard deviation: 1,3373	Standard deviation: 1,2099	
Knowledge: The child with a hearing loss	Mean: 8,9259[A]	Mean: 7,5746[B]	Mean: 7,5581[B]	0,0296*
	Standard deviation: 3,9711	Standard deviation: 3,8533	Standard deviation: 3,4423	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 7,0617	Mean: 7,5970	Mean: 7,6628	0,1339
	Standard deviation: 2,2212	Standard deviation: 2,3043	Standard deviation: 1,8124	

* Significant at the 5% level

There was a significant statistical difference (p≤0, 05) between the student teachers on the one hand and the pre-primary and primary school teachers on the other hand with regard to their knowledge of the child with a hearing loss. According to the mean

scores it seems that the student teachers were better informed about the child with a hearing loss than the teachers.

5.2.3 Relationship between respondents' knowledge and different variables

T-tests were carried out to determine whether the respondents' knowledge was significantly related to different variables, namely (a) their willingness to include a child with a hearing loss and (b) personal experience of hearing loss. An additional analysis of variance was used to determine if the teachers' knowledge was significantly related to their years of teaching experience.

5.2.3.1 Willingness to include a child with a hearing loss

An analysis of the teachers' responses to Question 12 showed that 94 of the teachers indicated that they were willing to include a child with a hearing loss in their classrooms. However, 121 teachers were not willing to include such a child, while five refrained from answering this question. Table 5.5 illustrates the relationship between the teachers' willingness to include a child with a hearing loss and their knowledge.

Table 5.5 Relationship between the teachers' willingness to include a child with a hearing loss and their knowledge

Subsection of questionnaire	Yes – willing to include a child with a hearing loss (N= 94)	No – not willing to include a child with a hearing loss (N = 121)	P-value
Knowledge: Inclusive education	Mean: 4,500	Mean: 3,9669	0,0012*
	Standard deviation: 0,9246	Standard deviation: 1,4430	
Knowledge: The child with a hearing loss	Mean: 8,3936	Mean: 7,0578	0,0076*
	Standard deviation: 3,5657	Standard deviation: 3,6567	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 8,0452	Mean: 7,3223	0,0090*
	Standard deviation: 1,6125	Standard deviation: 2,3847	

* Significant at the 5% level

The above results reveal a significant statistical difference (p≤0,05) between the knowledge of those teachers who are willing to include a child with a hearing loss and those not willing to include such a child. The mean scores of every subsection of the questionnaire also indicate that those who are willing to include a child with a hearing loss have more knowledge regarding all three subsections of the questionnaire.

According to an analysis of the student teachers' responses on Question 12, a total of 37 of them were willing to include a child with a hearing loss in their classrooms. Another 26 student teachers were not willing to include a child with a hearing loss in their classroom, while 18 of them did not respond to this question. Table 5.6 illustrates the relationship between the student teachers' willingness to include a child with a hearing loss and their knowledge.

Table 5.6 Relationship between student teachers' willingness to include a child with a hearing loss and their knowledge

Subsection of questionnaire	Yes – willing to include a child with a hearing loss (n=37)	No – not willing to include a child with a hearing loss (n=26)	P-value
Knowledge: Inclusive education	Mean: 4,6757	Mean: 3,9615	0,0134*
	Standard deviation: 0,6689	Standard deviation: 1,2800	
Knowledge: The child with a hearing loss	Mean: 9,1351	Mean: 7,7308	0,1629
	Standard deviation: 4,3151	Standard deviation: 3,5503	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 7,2162	Mean: 6,8461	0,5359
	Standard deviation: 2,2869	Standard deviation: 2,3442	

* Significant at the 5% level

The results in Table 5.6 above point to a significant statistical difference (p≤0,05) between the two groups (willing/not willing) of student teachers regarding their knowledge of inclusive education. Those who are willing to include a learner with a hearing loss appear to be better informed about inclusive education.

5.2.3.2 Personal experience of hearing loss

As indicated in Chapter 4 (Figure 4.5), 119 of the teachers indicated that they had no personal experience of hearing loss. Seven of the teachers had a hearing loss themselves, while 67 claimed to know a relative or friend with a hearing loss and 47 stated that they had already taught a child with a hearing loss. Table 5.7 illustrates the relationship between the teachers' experience of hearing loss and their knowledge.

Table 5.7 Relationship between teachers' personal experience of hearing loss and their knowledge

Subsection of questionnaire	No personal experience of hearing loss (n=119)	Personal experience of hearing loss (n=121)	P-value
Knowledge: Inclusive education	Mean: 4,1440	Mean: 4,2524	0,5343
	Standard deviation: 1,2762	Standard deviation: 1,3040	
Knowledge: The child with a hearing loss	Mean: 7,2627	Mean: 7,9903	0,1450
	Standard deviation: 3,8217	Standard deviation: 3,5686	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 7,5508	Mean: 7,7184	0,5610
	Standard deviation: 2,0322	Standard deviation: 2,2203	

* Significant at the 5% level

The above results demonstrated no significant statistical difference (p≤0,05) between the knowledge of those teachers who had some personal experience of hearing loss and those with no such experience.

With regard to the student teachers, Figure 4.9 (Chapter 4) showed that three of the students had a hearing loss themselves, 23 claimed to know a relative or friend with a hearing loss and four stated that they had already taught a child with hearing loss during their practical training. Altogether 35 indicated that they have had no experience of hearing loss. The relationship between the student teachers' personal experience of hearing loss and their knowledge is represented in Table 5.8.

Table 5.8 Relationship between student teachers' personal experience of hearing loss and their knowledge

Subsection of questionnaire	No personal experience of hearing loss (n=35)	Personal experience of hearing loss (n=30)	P-value
Knowledge: Inclusive education	Mean: 4,4118	Mean: 4,3793	0,8987
	Standard deviation: 1,1837	Standard deviation: 0,8200	
Knowledge: The child with a hearing loss	Mean: 8,2941	Mean: 8,6896	0,7007
	Standard deviation: 4,2106	Standard deviation: 3,9106	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 6,6176	Mean: 7,5172	0,1272
	Standard deviation: 2,3096	Standard deviation: 2,2932	

* Significant at the 5% level

These results indicate no significant statistical difference (p≤0,05) between the knowledge of those student teachers who have personal experience of hearing loss and those with no experience of hearing loss.

The results of all three subgroups of respondents are in accordance with the results obtained by Martin et al. (in Ross, 1991:406), who found in their study that teachers' personal experience of hearing loss seems not to be related to their state of knowledge.

5.2.3.3 Teaching experience

As indicated in Chapter 4 (Fig. 4.4), the majority (98) of the teachers had 11 to 20 years of teaching experience. Another 78 teachers had between one and 10 years of teaching experience and 44 teachers had in excess of 21 years of experience. Table 5.9 illustrates the relationship between the teachers' teaching experience and their knowledge.

Table 5.9 Relationship between teachers' teaching experience and their knowledge

Subsection of questionnaire	Teaching experience 1-10 years (n=78)	Teaching experience 11-20 years (n=98)	Teaching experience +21 years (n=44)	P-value
Knowledge: Inclusive education	Mean: 4,500^A	Mean: 4,1889^{AB}	Mean: 3,7727^B	0,0097*
	Standard deviation: 0,9500	Standard deviation: 1,3893	Standard deviation: 1,4605	
Knowledge: The child with a hearing loss	Mean: 8,1410	Mean: 7,5556	Mean: 7,2727	0,4075
	Standard deviation: 3,8468	Standard deviation: 3,7239	Standard deviation: 3,4866	
Knowledge: Classroom accommodation/modifications for the child with a hearing loss	Mean: 7,8590	Mean: 7,7045	Mean: 7,3889	0,3580
	Standard deviation: 1,8426	Standard deviation: 2,3829	Standard deviation: 1,9834	

* Significant at the 5% level

According to Table 5.9 a significant statistical difference (p≤0,05) was found between the knowledge of the teachers with one to 10 years of teaching experience and those with more than 20 years of experience of inclusive education. According to the mean scores the teachers with less experience (1-10 years) have more knowledge about inclusive education than the teachers with more than 20 years of teaching experience.

5.2.4 Summary of results: sub-aim #1

The findings of sub-aim 1 can be summarised as follows:

- Teachers as well as student teachers have a relatively good basic knowledge regarding the basic principles of inclusive education.

- Although both groups of respondents lack knowledge regarding the child with a hearing loss, the student teachers are better informed in this regard than the teachers.

- The respondents know more about classroom accommodation modifications for the child with a hearing loss than about the child with a hearing loss.

- There is a significant relationship between, on the one hand, the teachers' willingness to include a child with a hearing loss and, on the other hand, their knowledge of inclusive education, of the child with a hearing loss and of the necessary classroom accommodation/modifications for such a child.

- The student teachers' willingness to include a child with a hearing loss is significantly related to their knowledge of inclusive education only.

- The teachers' and students teachers' personal experience of hearing loss is not related to their knowledge regarding the three sub-sections of the questionnaire.

- In terms of the teachers' teaching experience, those with less experience (1-10 years) demonstrated more knowledge about inclusive education than those with more than 20 years of teaching experience.

5.3   RESULTS AND DISCUSSION OF SUB-AIM #2

THE ATTITUDES OF TEACHERS AND STUDENT TEACHERS TOWARDS INCLUSIVE EDUCATION AND TEACHING THE CHILD WITH A HEARING LOSS IN INCLUSIVE EDUCATION

The second sub-aim of the study was to quantitatively determine and describe the teachers' and student teachers' attitudes towards inclusive education and teaching the child with a hearing loss in inclusive education. The responses obtained from the questionnaire survey are presented in the following order:

Firstly, the results of the three subgroups are discussed in terms of the three subsections of Section B of the questionnaire, namely:

- Attitude: Inclusion of the child with a hearing loss

- Attitude: Personal attitude towards a child with a hearing loss

- Attitude: Classroom accommodation/modifications for the child with a hearing loss

Secondly, the findings of the three subgroups will be compared.

Thirdly, the effect of different variables on the attitudes of the respondents will be discussed. An interpretation and discussion of the general trends of this sub-aim will conclude this section.

5.3.1 Results of attitude questionnaire survey

This questionnaire consisted of 30 questions, which focused on the teachers' and student teachers' attitudes towards inclusive education and teaching the child with a hearing loss in inclusive education. Several statements in this regard were formulated in such a way that the respondents could merely indicate whether they agreed or not. The questionnaire included a single type of response category, namely 'agree (yes) / uncertain /disagree (no)'. Some questions (1, 3, 4, 7, 9, 11-18 and 23-29) had to be coded inversely due to the formulation of the question content. The responses accepted as indicative of positive attitudes are indicated in Appendix E.

5.3.1.1 Attitude: Inclusion of the child with a hearing loss

This exposition includes the responses to Questions 1 to 14, 19 to 21 and 25 of Section B of the attitude questionnaire. The objective of this section was to determine the respondents' attitudes towards the educational inclusion of the child with a hearing loss. All numbers in this section correspond with the numbered questions on the

questionnaire that are presented in Appendix E. Figure 5.5 illustrates the results of the responses of the three subgroups of respondents.
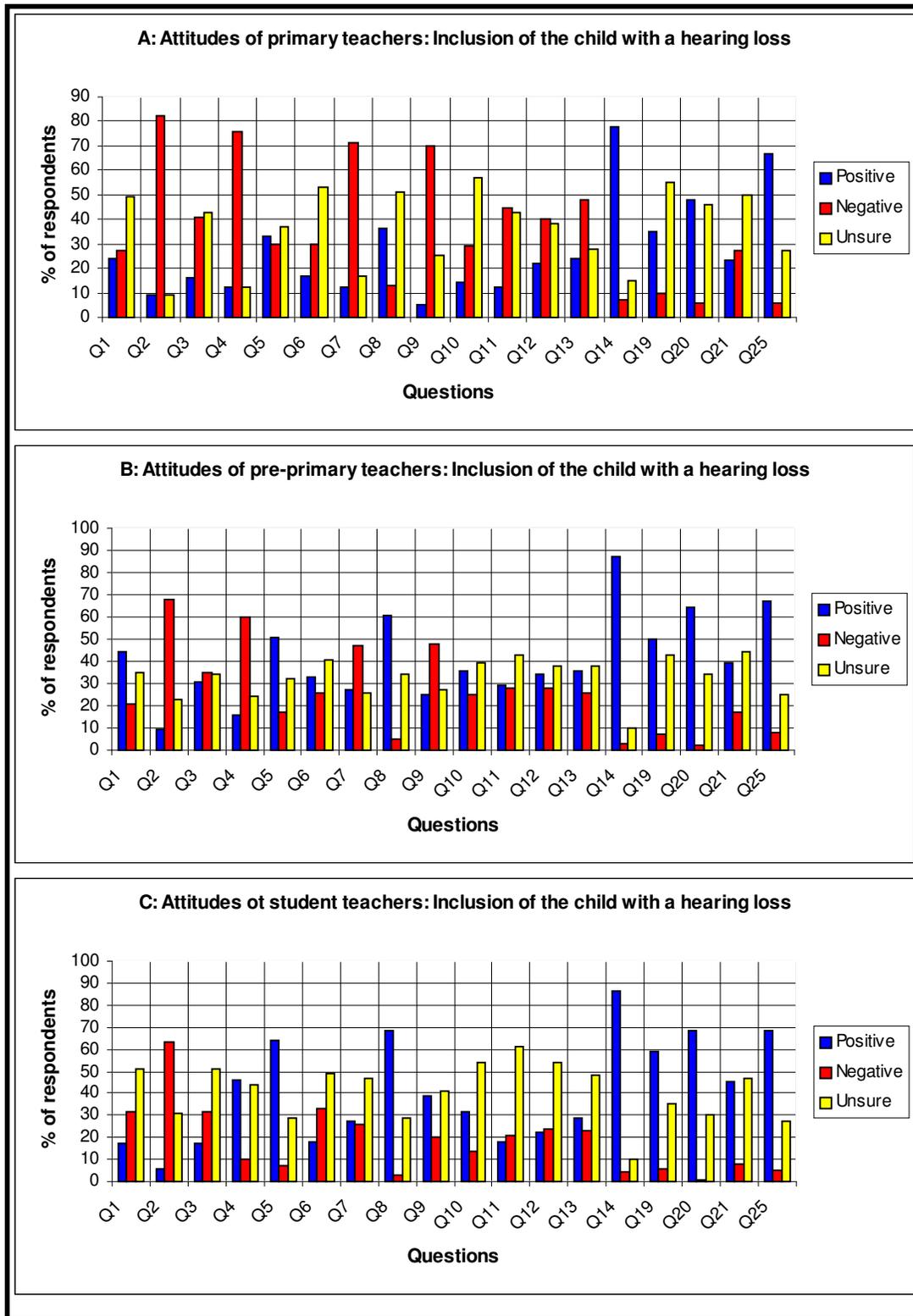
Figure 5.5 Attitude of respondents: Inclusion of the child with a hearing loss

According to Figure 5.5 a fair amount of variety exists in the responses of the different subgroups in this subsection. Some questions elicited a negative response, while others demonstrated a more positive attitude. In some cases the majority of respondents indicated that they were unsure about the appropriate answer.

In order to compare the responses of the three subgroups regarding the number of responses indicating a positive or negative attitude, the following table was compiled.

Table 5.10 A comparison of the responses of the three subgroups regarding their attitude towards the inclusion of the child with a hearing loss

% Respondents	Number of questions positive			Number of questions negative			Number of questions unsure		
70%+ of respondents	1	1	1	4	0	0	0	0	0
50%+ of respondents	2	6	6	4	2	1	5	0	5
30%+ of respondents	6	13	10	10	5	4	11	11	14
Less than 30% of the respondents	12	5	8	8	13	14	7	7	4
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

It is evident from the preceding table that the primary school teachers felt less positive towards certain statements, as only two of the questions were answered positively by 50% and more of them. Less than 30% felt positive towards 12 of the statements regarding the inclusion of a child with a hearing loss. In contrast, the responses of the pre-primary school teachers and student teachers reveal a different trend, as 50% and more of these respondents responded positively to six of the statements. Less than 30% of the pre-primary school teachers and student teachers had a positive attitude towards five and eight of the questions respectively.

With regard to negative attitudes, the primary school teachers as a group seemed to be more negative, since 30% and more of them gave negative answers to 10 of the questions. On the other hand, 30% and more of the pre-primary school teachers and student teachers gave negative answers to only five and four of the questions respectively.

With regard to uncertainty about a response, 50% and more of the primary school

teachers and student teachers were unsure about the appropriate answer to five of the questions. Altogether 30% and more (but not more than 50%) of the pre-primary school teachers were unsure about their answers with regard to 11 of the questions.

Concerning the individual questions, it was again assumed that should the majority (more than 70%)[4] of the respondents answer positively to the question concerned, it would indicate a positive attitude in this regard. With specific reference to the educational inclusion of the child with a hearing loss, the results indicate that there was only one aspect that the majority (more than 70%) of all the respondents felt **positive** about, namely the fact that regular contact with a child with a hearing loss is not potentially harmful for hearing children (Q14).

Question 25 also elicited a **positive** response (but not more than 70%) from the respondents, as 67% of the primary and pre-primary school teachers, as well as 68% of the student teachers indicated that the behaviour of a child with a hearing loss is not likely to set a bad example for the rest of the class. There was no other matter that 50% and more of the primary school teachers felt positive about. Further statements that more than 50% (but not more than 70%) of the pre-primary school teachers and student teachers felt **positive** about included the following:

- 51% of the pre-primary school teachers and 64% of the student teachers indicated that children with hearing loss should, where possible, be given every opportunity to function in a regular class (Q5).

- 61% of the pre-primary school teachers and 68% of the student teachers indicated that inclusion is likely to foster greater understanding and acceptance of differences between learners (Q8).

- 50% of the pre-primary school teachers and 59% of the student teachers indicated that interaction is likely to enable the child with a hearing loss to develop a better self-image (Q19).

- 64% of the pre-primary school teachers and 68% of the student teachers

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[4] In this case 70% is indicative of an arithmetical majority and not a statistical majority.

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indicated that children in a regular classroom are likely to develop a greater degree of acceptance of others with specific needs through contact with children with hearing loss (Q20).

The aspects that elicited responses indicative of a **negative** attitude from the majority (more than 70%) of primary school teachers include the following:

- 82% of the teachers were negative about the statement that a child with hearing loss can receive a better quality of education at a regular school than at a school for the deaf or hard of hearing (Q2).

The fact that the majority (more than 70%) of primary school teachers agreed with the following statements indicate their **negative** attitudes towards the inclusion of the child with a hearing loss:

- Separate education for children with hearing loss has been effective and should not be changed (Q4).

- The inclusion of children with hearing loss in regular schools is not very practical (Q7).

- Schools for the deaf and hard of hearing are the most appropriate places for educating all children with hearing loss (Q9).

There were no statements that elicited **negative** responses from 70% and more of the pre-primary school teachers and student teachers. However, 68% and 63% of them respectively responded negatively to the statement that a child with hearing loss could receive a better quality of education at a regular school than at a school for the deaf or hard of hearing (Q2).

Except for the above-mentioned results indicating definite positive and negative attitudes, some of the results reflect the respondents' **uncertainty** in respect of several aspects. The specific statements about which more than 50% of the primary school

teachers (but not more than 70%) felt unsure, include the following:

- The regular classroom can be a least restrictive environment for a child with a hearing loss (Q6).

- Inclusion is likely to foster greater understanding and acceptance of differences between learners (Q8).

- Children with hearing loss who are included will have a greater ability to function in a hearing world than those who attend schools for the deaf or hard of hearing (Q10).

- Interaction is likely to enable the child with a hearing loss to develop a better self-image (Q19).

- The challenge of being in a regular classroom is likely to promote the academic growth of the child with a hearing loss (Q21).

With regard to the results of the pre-primary school teachers, there were no statements that 50% and more of the respondents felt unsure about.

The student teachers (50% and more, but not more than 70%), however, indicated that they were **unsure** about the following:

- The inclusion of children with hearing loss in regular classes would lead to a lowering of present standards in schools (Q1).

- Most children with hearing loss would not cope in a regular school (Q3).

- Children with hearing loss who are included in mainstream education would be better able to function in a hearing world than those who attend schools for the deaf or hard of hearing (Q10).
- Inclusion is likely to have a negative effect on the emotional development of

the child with a hearing loss (Q11).

- Children with hearing loss are likely to be isolated from their hearing peers (Q12).

The overall impression from the responses of the three subgroups can be summarised as follows:

It appears that the primary school teachers had more negative attitudes towards the educational inclusion of the child with a hearing loss than did the pre-primary school and student teachers. The student teachers tend to be either more positive towards the educational inclusion of the child with a hearing loss than both groups of teachers, or to be unsure about the appropriate answer.

When evaluating these responses against similar studies it becomes clear that the teachers in this study were more negative about the educational inclusion of children with hearing loss than were their counterparts in other countries. According to Martin et al. (1988:86) the general attitude of the sample population in his study were positive towards the mainstreaming of hard-of-hearing children. Sixty per cent of teachers in a research study conducted by Chorost (1988:9) indicated that they believed that the placement of the child with a hearing loss in inclusive education was appropriate. In the current study 76% of the primary school teachers and 60% of the pre-primary school teachers indicated that separate education for children with hearing loss has been effective and should not be changed. Their negative attitudes, especially those of the primary school teachers, were further confirmed by the fact 70% of them indicated that schools for the deaf and hard of hearing are the most appropriate places for educating all children with hearing loss.

The more positive attitudes of the student teachers in the current study are in accordance with those reported by Avramidis et al. (2000b:288), namely that student teachers appear to be more positive towards the overall concept of inclusion. As they have not yet entered the professional arena and been exposed to the demands of a teaching career, it is not surprising that they appear to be more positive about the

notion of inclusion.

5.3.1.2 Personal attitude towards a child with a hearing loss

This exposition includes the responses of the respondents to Questions 15 to 18 of Section B of the attitude questionnaire. The objective of this section was to determine the respondents' personal attitudes towards the child with a hearing loss. All numbers in this section correspond with the numbered questions on the questionnaire that are presented in Appendix E. Figure 5.6 illustrates the responses of the three subgroups of respondents.

A: The personal attitude of primary school teachers towards a child with a hearing loss

B: The personal attitude of pre-primary school teachers towards a child with a hearing loss

C: The personal attitude of student teachers in training towards a child with a hearing loss
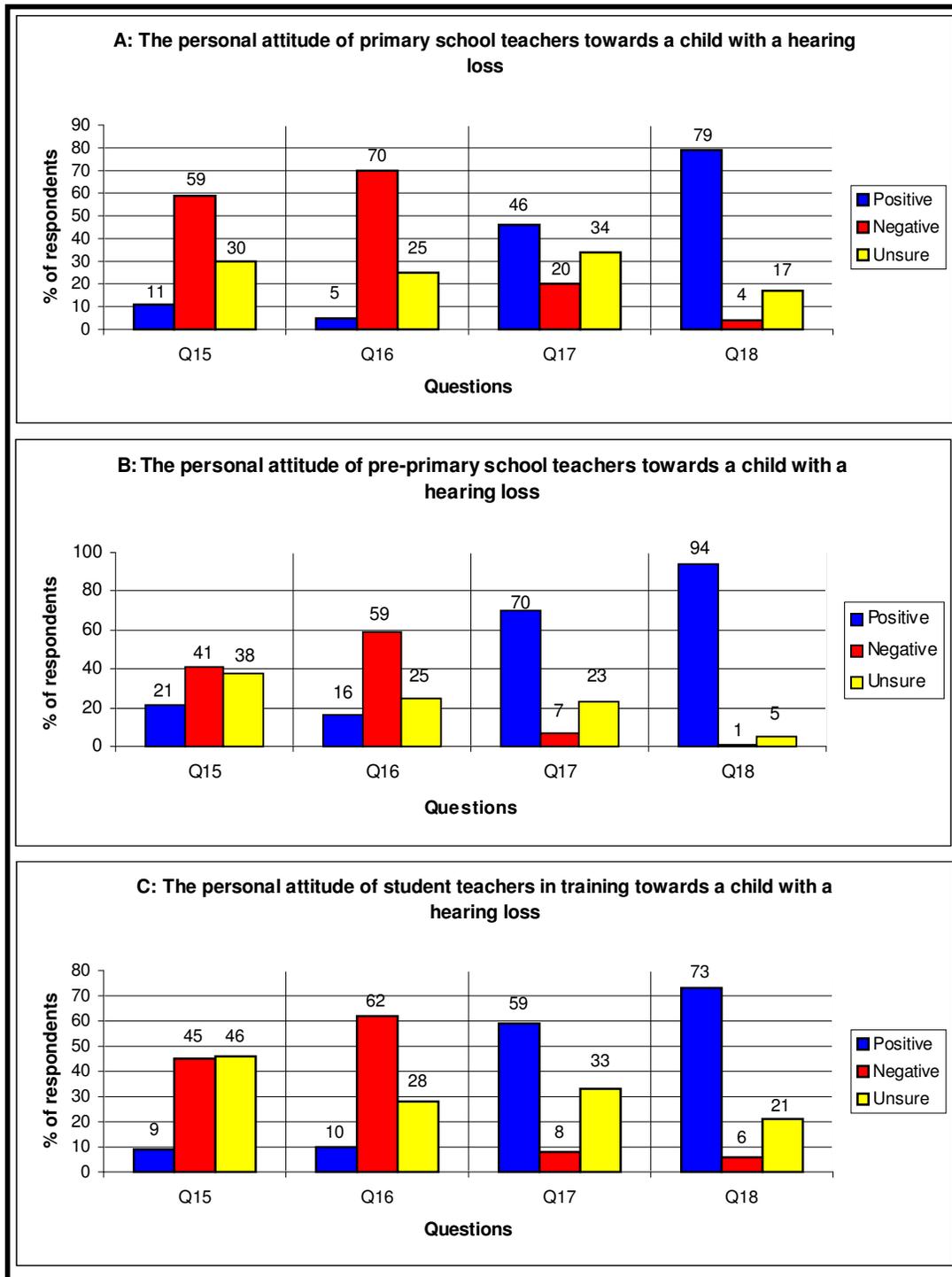
Figure 5.6 Personal attitude of respondents: The child with a hearing loss

These results indicate that there were specific issues that the respondents felt negative about, as well as issues that elicited a more positive response. In order to compare the preceding responses of the three subgroups, the following table (Table 5.11) was compiled.

Table 5.11 A comparison of the responses of the three subgroups regarding their personal attitude towards the child with a hearing loss

% Respondents	Number of questions positive			Number of questions negative			Number of questions unsure		
70%+ of respondents	1	2	1	1	0	0	0	0	0
50%+ of respondents	1	2	2	2	1	1	0	0	0
30%+ of respondents	2	2	2	2	2	2	2	1	2
Less than 30% of the respondents	2	2	2	2	2	2	2	3	2
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

It is clear from Table 5.11 that 70% and more of the primary school teachers and student teachers were positive about one question regarding their personal attitude towards a child with a hearing loss. The same percentage, 70% and more, of the pre-primary school teachers were positive about two of the statements. Only 30% and more of *all* the respondents also felt positive about two statements.

With regard to negative responses, the primary school teachers felt more negative than the other respondents, as 50% and more of them (primary school teachers) responded negatively towards two of the four statements. Fifty per cent and more of the other two subgroups of respondents responded negatively to only one statement. If the respondents' uncertainty is taken into account, 30% and less of the pre-primary school teachers indicated that they were unsure about what to respond to three of the questions. The primary school teachers and teachers in training were also unsure about their responses, as 30% and more (but not more than 50%) indicated they were unsure about how to respond to two of the statements regarding their personal attitude towards a child with a hearing loss.

With regard to the individual questions, a positive answer by the majority (more than

70%)[5] of respondents to the question concerned was again assumed to imply a positive attitude. With specific reference to the respondents' personal attitude towards a child with a hearing loss, the results indicate that there is only one aspect about which the majority (more than 70%) of primary school and student teachers felt positive: they do not tend to ignore a child with a hearing loss (Q18). Seventy per cent and more of the pre-primary school teachers also responded positively to this statement and to the statement regarding their own feelings in the presence of a child with a hearing loss (Q17).

The negative attitudes of the respondents become clear in their responses to Question 16, as 50% and more of all the respondents indicated that they felt uneducated and uninformed about children with a hearing loss. Another matter that elicited a negative response was Question 15. This was because more than 50% of the primary school teachers and more than 30% (but not more than 50%) of their pre-primary school colleagues and student teachers indicated that they felt frustrated, since they didn't know how to help the child with a hearing loss.

Similar findings were reported by Avramidis et al. (2000b:289) who indicated that respondents who perceive themselves as competent enough to cater for a child with specific educational needs, appear to hold more positive attitudes towards inclusive practices.

5.3.1.3 Attitude: Classroom accommodation/modifications for the child with a hearing loss

This exposition involves the responses of the respondents to Questions 22 to 24 and 26 to 30 of Section B of the attitude questionnaire. The objective of this section was to determine the respondents' attitudes towards the necessary classroom modifications in order to accommodation and include the child with a hearing loss. All numbers in this section correspond with the numbered questions on the questionnaire that are presented in Appendix E. Figure 5.7 illustrates the results of the responses of the three subgroups of respondents.

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[5] In this case 70% is indicative of an arithmetical majority and not a statistical majority.
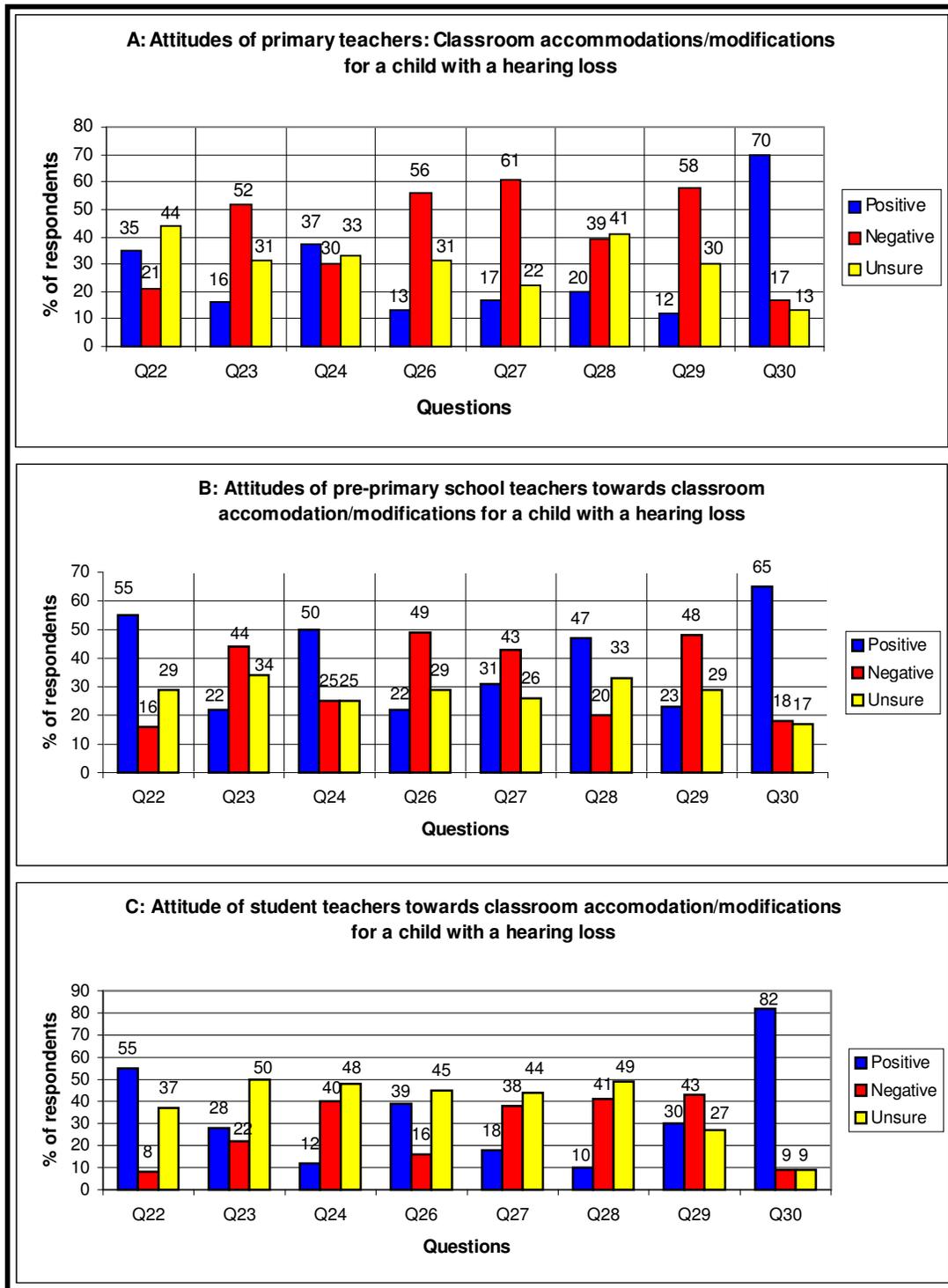
Figure 5.7 Personal attitude of respondents: classroom accommodation/ modifications for the child with a hearing loss

The results presented in Figure 5.7 indicate a variety of responses with regard to the respondents' attitudes towards the necessary classroom accommodation/ modifications for the child with a hearing loss. It is clear that the variety of responses applies not only to the different questions, but also to the performance of the different subgroups of respondents.

In order to compare the responses of the three subgroups regarding the number of responses indicating a positive or negative attitude, the following table (Table 5.12) was compiled.

Table 5.12 A comparison of the responses of the three subgroups regarding their attitude towards classroom accommodation/modifications for the child with a hearing loss

% Respondents	Number of questions positive			Number of questions negative			Number of questions unsure		
70%+ of respondents	1	0	1	0	0	0	0	0	0
50%+ of respondents	1	3	2	4	0	0	0	0	1
30%+ of respondents	3	5	4	6	4	4	6	2	6
Less than 30% of the respondents	5	3	4	2	4	4	2	6	2
	PT	PPT	ST	PT	PPT	ST	PT	PPT	ST

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

The results depicted in Table 5.12 indicate that the primary school teachers appear to be least positive about the statements regarding classroom accommodation/ modifications for the child with a hearing loss. Only one statement elicited a positive response from 50% and more of them. Less than 30% of these teachers felt positive about five of the eight statements. Four of the statements actually elicited a negative response from 50% and more (not more than 70%) of the primary school teachers.

In contrast, the pre-primary school and student teachers were more positive about statements regarding classroom accommodation/modifications for the child with a hearing loss. Altogether 50% and more of them responded positively to three and two of the statements respectively. Furthermore, not one of the statements elicited a negative response from more than 50% of the pre-primary school teachers and student teachers.

In view of the fact that Figure 5.7 and Table 5.12 indicate definite differences between responses of the different subgroups, the performance of each subgroup will be discussed against the background of certain questions. When focusing on the individual questions, it can be assumed that if the majority (more than 70%)[6] of the respondents answered positively to the question concerned, it is indicative of a positive attitude in this regard.

With regard to the primary school teachers, the only statement that elicited a **positive** response from more than 70% (and more than 50%), was the one regarding their willingness to allow a professional person in their class in order to support the inclusion of the child with a hearing loss (Q30). Aspects that revealed negative attitudes from the majority (50% and more) of these teachers include the following:

- 52% indicated that children with hearing loss require individual attention that would be to the detriment of the other learners (Q23).

- 56% indicated that dealing with the behaviour of a child with a hearing loss requires more patience than dealing with the behaviour of a hearing child (Q26).

- 61% indicated that regular school teachers should not be expected to teach children with hearing loss (Q27).

- 58% indicated that regular teachers do not have basic techniques to teach any children, including children with hearing loss (Q 29).

According to Table 5.12 there were at least six statements that indicated the **uncertainty** of more than 30% (but not more than 50%) of the primary school teachers. These included aspects such as the following:

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[6] In this case 70% is indicative of an arithmetical majority and not a statistical majority.

- The adjustments made by the teachers to accommodate children with hearing loss are likely to benefit most hearing learners in class (Q22).

- Having a child with a hearing loss in the class would require too much effort (Q28).

On the contrary, the responses of the pre-primary school teachers are indicative of more **positive** attitudes regarding this subsection of the questionnaire. Fifty per cent and more (but not more than 70%) of the pre-primary school teachers responded positively to at least three statements:

- 65% indicated that they would be willing to allow a professional person in their class in order to support the inclusion of the child with a hearing loss (Q30).

- 55% indicated that the adjustments made by the teachers to accommodate children with hearing loss are likely to benefit most hearing learners in class (Q22).

- 50% disagreed with the statement (Q24) that it would be more difficult to maintain order in a regular classroom than in one that contains a child with a hearing loss (thus indicating their positive attitude in this regard).

There were no statements that indicated a **negative** attitude from more than 50% of the pre-primary school teachers. It is interesting to note that all the aspects that indicated a **negative** attitude from 50% and more of the primary school teachers, indicated a **negative** attitude from only 30% and more (but not more than 50%) of the pre-primary school teachers. These included the following:

- 44% indicated that children with hearing loss require additional individual attention that would be to the detriment of other learners (Q23).

- 49% indicated that dealing with the behaviour of a child with a hearing loss

requires more patience than dealing with the behaviour of a hearing child (Q26).

- 43% indicated that regular school teachers should not be expected to teach children with hearing loss (Q27).

- 48% indicated that regular teachers do not have basic techniques to teach any children, including children with hearing loss (Q 29).

There were only two statements (Q23 and Q28) that elicited an unsure response from 30% and more (not more than 50%) of the pre-primary school teachers.

According to Table 5.12 the overall performance of the student teachers appear to be similar to that of the pre-primary school teachers. However, on closer inspection it is clear that different statements elicited different responses from the student teachers and from the pre-primary school teachers. The only statement that elicited a **positive** response from more than 70% of both groups was the statement regarding their willingness to allow a professional person in their class in order to support the inclusion of the child with a hearing loss (Q30). Another question that elicited a **positive** response from more than 50% of the student teachers was Question 22 in which it was stated that the adjustments made by the teachers to accommodate children with hearing loss are likely to benefit most hearing learners in class.

None of the statements elicited a **negative** response from more than 50% of the student teachers. However, although 30% and more (but not more than 50%) of them felt **negative** about certain statements, their **uncertainty** about the statements tended to overshadow their negative attitudes. For example:

- 40% indicated that it would be more difficult to maintain order in a regular classroom that contains a child with a hearing loss. Altogether 48% were unsure about their opinion regarding this aspect.

- Although 38% were of the opinion that regular teachers should not be

expected to teach children with hearing loss, 44% indicated that they were unsure about this statement.

- 41% indicated that having a child with a hearing loss in the classroom would require too much effort, but 49% were unsure about their opinion in this regard.

5.3.2 Comparison of the subgroups of respondents

An analysis of variance (Welch's ANOVA) was conducted to determine whether there were significant statistical differences (p≤0,05) in the attitudes of the three subgroups of respondents. The results of the comparison between the attitudes of the respondents are illustrated in Table 5.13.

Table 5.13 Comparison of attitudes: student teachers, pre-primary school teachers and primary school teachers

Subsection of questionnaire	Student teachers (n=82)	Pre-primary school teachers (n=134)	Primary school teachers (n=86)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 7,0122^A	Mean: 7,2761^A	Mean: 4,8488^B	<0,0001*
	Standard deviation: 3,6531	Standard deviation: 4,7166	Standard deviation: 3,8303	
Personal attitude towards a child with a hearing loss	Mean: 1,5000^B	Mean: 1,9850^A	Mean: 1,40704^B	<0,0001*
	Standard deviation: 1,1249	Standard deviation: 1,0332	Standard deviation: 0,9378	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 3,2073^A	Mean: 3,35821^A	Mean: 2,6628^B	0,0108*
	Standard deviation: 1,7620	Standard deviation: 1,8164	Standard deviation: 1,6133	

* Significant at the 5% level

These results indicate a significant statistical difference (p≤0,05) between the attitudes of student teachers and pre-primary school teachers in comparison to the attitudes of the primary school teachers regarding the first subsection of the questionnaire (Attitude: Inclusion of the child with a hearing loss). According to the

mean scores of every subgroup it is clear that the student teachers and pre-primary school teachers are more positive towards educational inclusion of the child with a hearing loss in comparison to the primary school teachers.

The comparison of the three subgroups' personal attitudes towards the child with a hearing loss also yields very interesting results. A significant statistical difference (p≤0,05) was obtained between the attitudes of the student teachers and primary school teachers on the one hand and the pre-primary school teachers on the other hand. It is clear that the pre-primary school teachers have more positive personal attitudes towards the child with a hearing loss.

The results further indicate a significant statistical difference (p≤0,05) between the attitudes of student teachers and pre-primary school teachers in comparison to the attitudes of primary school teachers regarding the last subsection of the questionnaire (Attitude: Classroom accommodation/modifications for the child with a hearing loss). Based on the mean scores of every subgroup it is clear that the student teachers and pre-primary school teachers are more positive than their primary school colleagues about classroom accommodation/modifications necessary for the child with a hearing loss.

According to Avramidis et al. (2000b:278-279), similar findings were obtained in studies regarding attitudes towards integration (not inclusion). The most enthusiastic groups were pre-school teachers and student teachers. The most cautious group were the classroom teachers.

5.3.3   Relationship between the attitudes of the respondents and different variables

T-tests were carried out to determine whether the respondents' attitudes were significantly related to different variables, namely their willingness to include a child with a hearing loss and personal experience of hearing loss. An analysis of variants were used to determine if the teachers' knowledge was significantly related to their years of teaching experience.

5.3.3.1 Willingness to include a child with a hearing loss

An analysis of the teachers' responses to Question 12 shows that 94 of the teachers were willing to include a child with a hearing loss in their classrooms. Altogether 121 teachers were not willing to include a child with a hearing loss in their classroom, while 5 teachers did not answer this question. Table 5.14 illustrates the relationship between the teachers' willingness to include a child with a hearing loss and their attitude.

Table 5.14 Relationship between the teachers' willingness to include a child with a hearing loss and their attitude

Subsection of questionnaire	Yes – willing to include a child with a hearing loss (n=94)	No – not willing to include a child with a hearing loss (n=121)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 9,5319	Mean: 3,9008	<0,0001*
	Standard deviation: 4,1053	Standard deviation: 3,1395	
Personal attitude towards a child with a hearing loss	Mean: 2,1596	Mean: 1,4793	<0,0001*
	Standard deviation: 0,8957	Standard deviation: 1,0255	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 4,1702	Mean: 2,3058	<0,0001*
	Standard deviation: 1,6889	Standard deviation: 0,1230	

* Significant at the 5% level

These results indicate a significant statistical difference ($p \leq 0,05$) between the attitudes of those teachers who are willing to include a child with a hearing loss and those not willing to include such a child. Based on the mean scores of every subsection of the questionnaire, those who are willing to include a child with a hearing loss display more positive attitudes in respect of all three subsections of the questionnaire.

As indicated before, 37 of the student teachers were willing to include a child with a hearing loss in their classrooms, while 26 student teachers were not willing to do so. A further 18 student teachers did not respond to this question. Table 5.15 below illustrates the relationship between the student teachers' willingness to include a child with a hearing loss and their attitudes.

Table 5.15 Relationship between student teachers' willingness to include a child with a hearing loss and their attitudes

Subsection of questionnaire	Yes – willing to include a child with a hearing loss (n=37	No – not willing to include a child with a hearing loss (n=26)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 8,8421	Mean: 4,8750	0,0001*
	Standard deviation: 3,3573	Standard deviation: 2,8024	
Personal attitude towards a child with a hearing loss	Mean: 1,7105	Mean: 1,1250	0,0443*
	Standard deviation: 1,0373	Standard deviation: 1,1156	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 3,9210	Mean: 2,2917	0,0002*
	Standard deviation: 1,7764	Standard deviation: 1,4590	

* Significant at the 5% level

The results in Table 5.15 show that a significant statistical difference was obtained between the two groups of student teachers regarding their attitudes. Those who were willing to include a learner with a hearing loss, also had a more positive attitude in respect of all three subsections of the questionnaire.

5.3.3.2 Personal experience of hearing loss

As indicated in Chapter 4 (Figure 4.5), 119 of the teachers indicated that they had no personal experience of hearing loss. Seven of them had a hearing loss themselves, while 67 claimed to know a relative or friend with a hearing loss. Altogether 47 stated that they had already taught a child with a hearing loss. Table 5.16 illustrates the relationship between the teachers' experience of hearing loss and their attitudes.

Table 5.16 Relationship between teachers' personal experience of hearing loss and their attitudes

Subsection of questionnaire	No personal experience of hearing loss (n=119)	Personal experience of hearing loss (n=101)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 5,8305	Mean: 6,9320	0,0715
	Standard deviation: 4,5334	Standard deviation: 4,4902	
Personal attitude towards a child with a hearing loss	Mean: 1,5254	Mean: 2,0194	0,0004*
	Standard deviation: 0,9846	Standard deviation: 1,0288	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 2,9661	Mean: 3,2330	0,2633
	Standard deviation: 1,7143	Standard deviation: 1,8215	

* Significant at the 5% level

The results in Table 5.16 indicate that in terms of respondents' attitudes towards inclusion of the child with a hearing loss and attitudes towards classroom accommodation/modifications, no significant statistical difference (p≤0,05) was obtained between these two groups. However, with regard to personal attitudes towards a child with a hearing loss, it was found that the teachers with a personal experience of hearing loss had more positive attitudes. A significant statistical difference (p≤0,05) was found between the two groups.

With regard to the student teachers, Figure 4.9 (Chapter 4) indicates that three of the students had a hearing loss themselves, 23 claimed to know a relative or friend with a hearing loss and four stated that they had already taught a child with hearing loss during their practical training. A total of 35 indicated that they have had no experience of hearing loss. The relationship between the student teachers' personal experience of hearing loss and their attitudes is presented in Table 5.17.

Table 5.17 Relationship between student teachers' personal experience of hearing loss and their attitudes

Subsection of questionnaire	No personal experience of hearing loss (n=119)	Personal experience of hearing loss (n=101)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 6,7714	Mean: 7,9286	0,2199
	Standard deviation: 3,5070	Standard deviation: 3,8096	
Personal attitude towards a child with a hearing loss	Mean: 1,200	Mean: 1,7857	0,0379*
	Standard deviation: 1,0233	Standard deviation: 1,1339	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 2,9143	Mean: 3,7143	0,0904
	Standard deviation: 1,6516	Standard deviation: 1,9599	

* Significant at the 5% level

According to these results no significant statistical difference ($p \leq 0,05$) was obtained between the two groups with regard to their attitudes towards inclusion of the child with a hearing loss and attitudes towards classroom accommodation/modifications. However, with regard to personal attitudes towards a child with a hearing loss, it is clear that the student teachers with personal experience of hearing loss, had more positive attitudes – a significant statistical difference ($p \leq 0,05$) was obtained between the two groups.

From these results (Table 5.16 and Table 5.17) it is clear that a relationship exists between the respondents' personal attitude towards the child with a hearing loss and their experience of hearing loss. These results are in accordance with research findings as teachers' experiences with people with specific needs have been reported to influence their attitudes (Opdal et al., 2001:145). According to Leyser et al. (1994:6)   positive contacts and interactions with people who have specific needs promote teachers' support for inclusion.

5.3.3.3 Teaching experience

As indicated in Chapter 4 (Fig. 4.4), the majority (98) of the teachers had 11 to 20 years of teaching experience. Altogether 78 teachers had 1 to 10 years of teaching

experience, while 44 teachers had in excess of 20 years of experience. Table 5.18 illustrates the relationship between the teachers' teaching experience and their attitudes.

Figure 5.18 Relationship between teachers teaching experience and their attitudes

Subsection of questionnaire	Teaching experience: 1-10 years (n=78)	Teaching experience: 11-20 years (n=98)	Teaching experience: +21 years (n=44)	P-value
Attitude: Inclusion of the child with a hearing loss	Mean: 7,9103^A	Mean: 5,9556^B	Mean: 4,3182^C	<0,0001*
	Standard deviation: 4,6464	Standard deviation: 4,5193	Standard deviation: 3,4826	
Personal attitude towards a child with a hearing loss	Mean: 1,9615^A	Mean: 1,6889^{AB}	Mean: 1,3864^B	0,0058*
	Standard deviation: 1,0249	Standard deviation: 1,0347	Standard deviation: 0,8684	
Attitude: Classroom accommodation/modifications for the child with a hearing loss	Mean: 3,3462	Mean: 3,1000	Mean: 2,6364	0,0897
	Standard deviation: 1,8713	Standard deviation: 1,7991	Standard deviation: 1,6007	

* Significant at the 5% level

According to the results depicted in Table 5.18 significant statistical differences (p≤0,05) were obtained between all three subgroups regarding their attitudes towards inclusion of the child with a hearing loss. It appears as though the increase of years of teaching experience is marked by a decrease in positive attitudes. Thus, the teachers with only 1 to 10 years of teaching experience tended to be more positive than those with more than 10 years of teaching experience, while those with 11 to 20 years of teaching experience were more positive than those who had in excess of 20 years of experience.

With regard to the teachers' personal attitudes towards children with hearing loss, significant statistical differences (p≤0,05) were obtained between the attitudes of the teachers with 1 to 10 years of teaching experience and those with more than 20 years of experience. Based on the mean scores, the teachers with less experience had a more positive personal attitude towards the child with a hearing loss than the teachers with more than 20 years of teaching experience.

According to Avramidis et al. (2000b: 288) these findings are supported by a number of studies (of teacher attitudes towards integration – not inclusion) indicating that younger teachers and those with fewer years of experience were found to be more supportive of integration. Another study by Marshall et al. (2002:208) confirms these results by revealing that younger teachers were significantly more positive than their older colleagues. These attitudes might be partly explained by the fact that the younger teachers and those with less experience might have been brought up to experience an educational culture of cuts and lack of resources (Marshall et al., 2002:208).

5.3.4 Summary of results: sub-aim #2

The findings of sub-aim 2 can be summarised as follows:

- The teachers and student teachers all appeared to have negative attitudes about the inclusion of the child with a hearing loss. However, the results indicate that the primary school teachers were more negative towards the educational inclusion of the child with a hearing loss than the pre-primary school and student teachers.

- Regarding their personal attitudes towards a child with hearing loss, the respondents indicated that they feel inadequately educated, uninformed and frustrated by not knowing how to help the child with a hearing loss. They were positive in the sense that they do not tend to ignore a child with a hearing loss. However, the overall results indicate that in their personal attitude the pre-primary school teachers were more positive towards the child with a hearing loss than the primary school teachers and the student teachers.

- The primary school teachers were found to feel negative about the classroom accommodation/modifications for the child with a hearing loss. In contrast, the pre-primary school teachers and student teachers had more positive attitudes in this regard.

- The teachers' and student teachers' willingness to include a child with a hearing loss was found to be significantly related to their attitudes towards the inclusion of such a child, their personal attitudes towards the child with a hearing loss and the classroom accommodation/modifications necessary for this population.

- The teachers' and students teachers' personal experience of hearing loss was also significantly related to their personal attitudes towards a child with a hearing loss.

- In terms of the teachers' teaching experience, the increase of years of teaching experience was marked with a decrease in positive attitudes. The teachers with less experience (1-10 years) were more positive toward the educational inclusion of the child with a hearing loss than the teachers with 10 to 20 years of teaching experience. The latter group, in turn, were more positive than the teachers with more than 20 years of teaching experience. Teachers with less experience therefore had a more positive personal attitude toward the child with a hearing loss than the teachers with more than 20 years of teaching experience.

5.3.5 Integration of results: sub-aims #1 and #2

The literature confirms "knowledge" as a critical factor in determining teachers' 'attitudes' towards learners with specific educational needs (Wamae & Kang'ethe-Kamau, 2004:34). "The more informed a teachers feels about a handicapping condition, the more inclined she is to feel comfortable with the child having the condition and the more accepting will be her attitude towards the child… There is no fear like the fear for the unknown" (Wenday, 1986 in Wamae & Kang'ethe-Kamau, 2004:34)

The Pearson correlation coefficient (r) was used to determine the degree of relationship between the teachers' knowledge and attitudes regarding all the subsections of the questionnaires.

The results of this procedure are presented in Table 5.19.

Table 5.19 The relationship between the teachers' knowledge and attitudes

Subsection of questionnaires	Knowledge: Inclusive education	Knowledge: The child with a hearing loss	Knowledge: Classroom accommodation/modifications for the child with a hearing loss
Attitude: Inclusion of the child with a hearing loss	r: 0,30135	r: 0,39864	r: 0,20060
	P-value: <0,0001*	P-value: <0,0001*	P-value: 0,0027*
Personal attitude towards a child with a hearing loss	r: 0,11451	r: 0,14151	r: 0,05599
	P-value: 0,0895	P-value: 0,0355	P-value: 0,4075
Attitude: Classroom accommodation/ modifications for the child with a hearing loss	r: 0,33408	r: 0,39344	r: 0,14628
	P-value: <0,0001*	P-value: <0,0001*	P-value: 0,0297*

* Significant at the 5% level

It is clear from the results in Table 5.19 that *r (*Pearson correlation coefficient) is not very high and thus not indicative of a perfect relationship (+1.0 or -1.0) between the knowledge and attitudes of the teachers. This result is probably due to the teachers' overall negative attitudes towards most of the statements in the attitude questionnaire. However, the p-value is significant ($p \leq 0,05$) and indicates a trend of positive relationships between the following aspects:

- The teachers' knowledge regarding inclusive education and their attitude towards the inclusion of the child with a hearing loss and classroom accommodation/modifications for the child with a hearing loss.

- The teachers' knowledge regarding the child with a hearing loss and their attitude towards the inclusion of the child with a hearing loss and classroom accommodation/modifications for such a child.

- The teachers' knowledge regarding the classroom accommodation/ modifications for the child with a hearing loss and their attitude towards the inclusion of and classroom accommodation/modifications for such a child.

It is clear that no definite relationship exists between the teachers' knowledge in respect of all three subsections of the knowledge questionnaire and their personal attitudes towards the child with a hearing loss.

"… If attitudes are seen as developing out of the interaction between knowledge, skills and experience, then it is importance that newly qualified teachers possess appropriate levels of experience, knowledge and skills in order to support pupils' learning in a diversity model" (Avramidis et al., 2000b: 289).

5.4   RESULTS AND DISCUSSION OF SUB-AIM #3

THE NEEDS OF THE TEACHER WHO HAS TO TEACH A CHILD WITH A HEARING LOSS IN INCLUSIVE EDUCATION, WITH REGARD TO PERSONAL TRAINING, FURTHER TRAINING AND IN-SERVICE TRAINING

The third sub-aim of the study was to determine the teachers' and student teachers' needs with regard to further training pertaining to the educational inclusion of the child with a hearing loss. Two closed questions and one open question were used to obtain all possible information about the respondents' opinions and needs in respect of further training. The responses obtained will be presented in the following order:

Firstly, the results of Question 31 of the attitude questionnaire about the respondents' willingness for further training will be discussed.

Secondly, the respondents' choice of further training will be discussed.

Thirdly, the respondents' specific training needs in terms of coping with a child with a hearing loss will be discussed. An interpretation and discussion of the general trends of this sub-aim will conclude this section.

5.4.1 Respondents' willingness for further training

A question (Q 31) regarding the respondents' willingness for further training was included in the attitude questionnaire. Figure 5.8 illustrates the results of the responses to this question of the three subgroups of respondents.
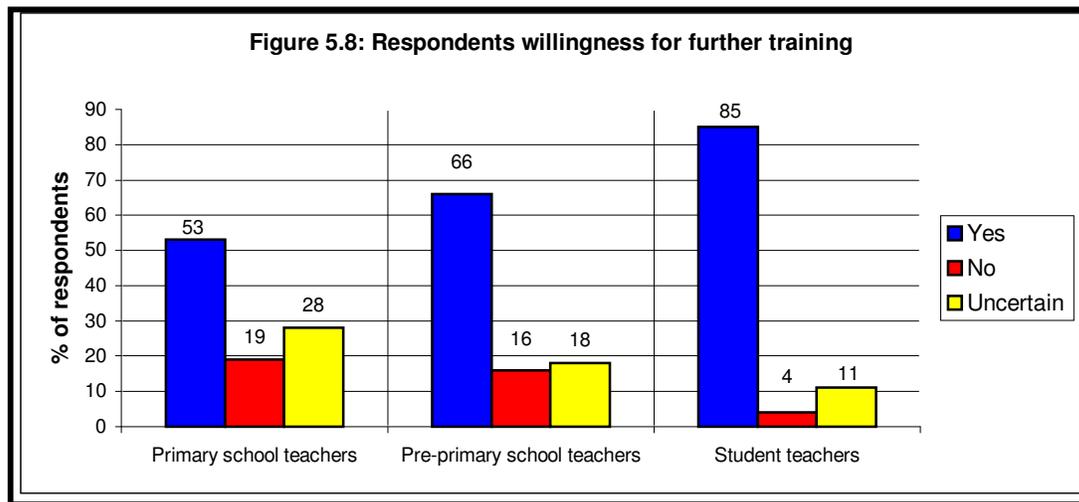

Figure 5.8 Attitude of respondents: Willingness for further training

The results in Figure 5.8 clearly indicate that 85% of the *student teachers* are willing to receive further training in order to be able to accommodate a child with a hearing loss in their classrooms. Only 66% of the *pre-primary school teachers* indicated a willingness for further training. However, the *primary school teachers* appear to be the most negative about this aspect, as only 53% of them indicated that they were willing to undergo further training, 19% indicated that they were not willing and 28% indicated that they were unsure how to react to this statement.

Although the student teachers had no difficulty in dealing with the concept of further training, the responses of the teachers are slightly disconcerting as the development of an inclusive system has vast implications for practicing teachers. The new, more direct role of the regular education teachers demands an increased understanding of learners with specific educational needs, types of appropriate curricular and instructional modifications etc.. As the teacher may be the most influential person in determining the extent to which a child's potential is achieved (Martin et al., 1988:84), teachers must be

prepared to accept the challenge, even if they need to be prepared (trained). "Teachers have a right and a responsibility to be prepared for the task at hand" (D'Isa Turner, 2001:2)

5.4.2 Respondents' choice of further training

This exposition includes the responses to Question 1 of Section C of the attitude questionnaire. The objective of this question was to determine the respondents' preferred choice of training. They were given four options of further training and were expected to arrange these options in order of their preference. Figure 5.9 below illustrates the results of the responses of the pre-primary and primary school teachers.
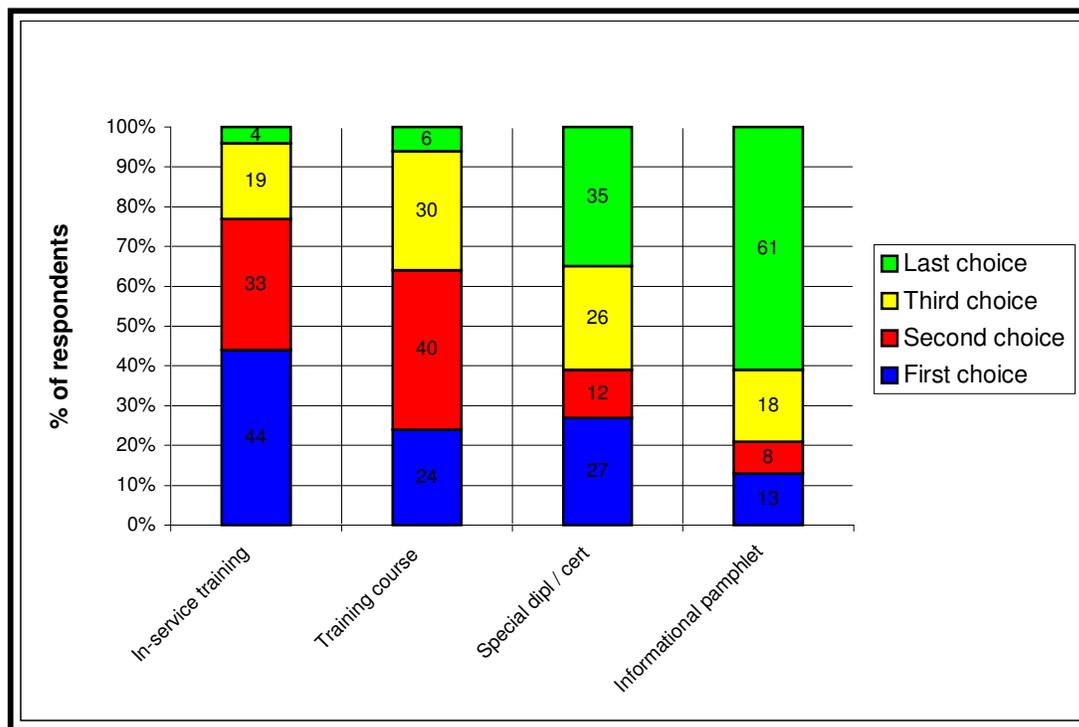
Figure 5.9: Teachers' choice of training

It appears as though 44% of the teachers prefer in-service training by a qualified audiologist as their first choice. Their second and third choices appear to be a training course over a period of two days as 40% and 30% of the teachers respectively selected this option. Altogether 61% of the teachers selected informal in-service training by means of an information pamphlet as their last choice. It is interesting to note that the option regarding a special diploma or certificate was not selected as a

preferred choice of training by any of the respondent groups.

Figure 5.10 illustrates the results of the responses of student teachers regarding their preferred choices of further training.
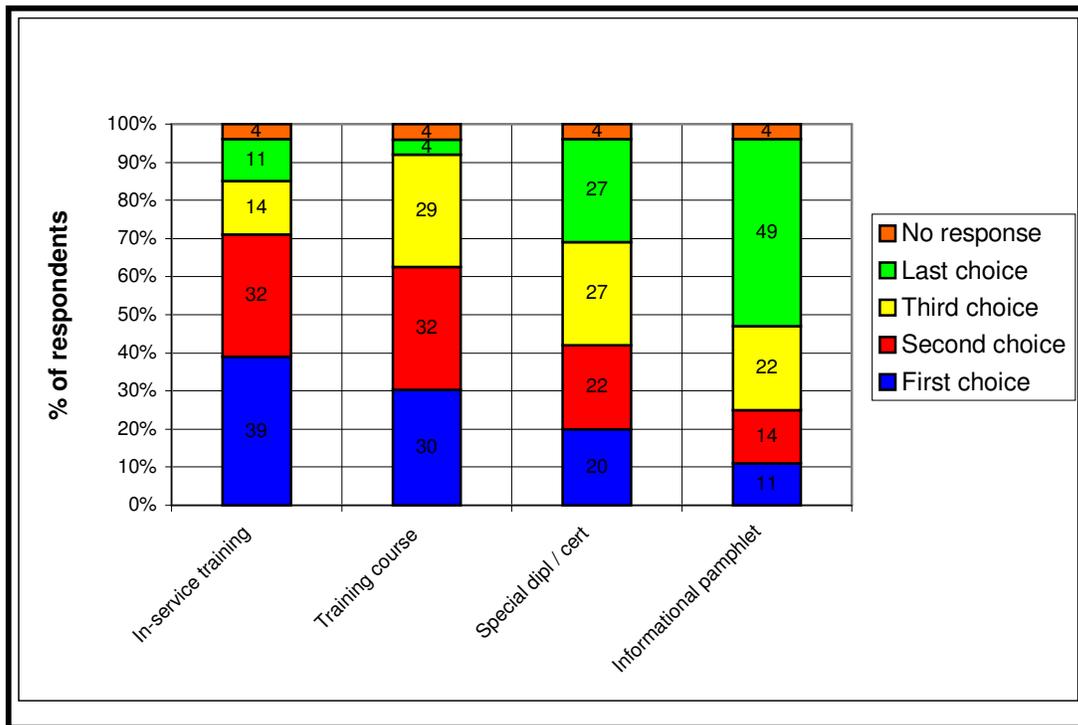

Figure 5:10 Student teachers' choice of training

According to Figure 5.10 above, 39% of the student teachers selected personal in-service training by a qualified audiologist as their first choice of training. Their second and third choices of training, like the teachers, involved a training course over a period of two days. Almost half of the student teachers (49%) indicated that informal in-service training through the use of an information pamphlet would be their last choice of training. As in the case of the teachers, a special diploma or certificate was not preferred as a definite option of training.

To ensure that teachers are well prepared for the successful implementation of the philosophy of inclusive education in South Africa, sufficient opportunities must be provided for professional development. Teachers and student teachers will have to gain knowledge, insight and new understandings of teaching and learning, and also to

acquire new skills (McLeskey & Waldron, 2002:7; Engelbrecht et al, 2001:84).

In-service training, the respondents' first choice of further training, should be considered an important part of educational planning with regard to any included child with a hearing loss (Ross et al., 1991:321). The reason for this is that the diversity of potential and skills among children with hearing loss means that no single professional can meet the needs of all children with hearing loss. As the inclusive setting abounds with new and challenging situations, the best way to support and train the teacher is through in-service training and support (Ross, 1991:408). Research has shown that teachers are more comfortable having a child with a hearing loss in class if in-service training was provided (Martin et al., 1988:94).

Another aspect that supports the notion of in-service training is the fact that pre-service or undergraduate training cannot provide all the information needed for the successful management of a child with a hearing loss (Ross et al, 1991:321). The ever-changing world of technology, new information and techniques compel even the best-trained professional to update his/her knowledge and skills on an ongoing basis. On the other hand, the results of the current study show that the student teachers are not adequately prepared to manage children with hearing loss effectively. As hearing loss is considered to be a low incidence disability, it is doubtful that any training institutions will modify their undergraduate curriculum in the near future to provide more information on educating the child with a hearing loss (Ross, 1991:408).

5.4.3 Respondents' specific training needs

Section C of the attitude questionnaire included an open question (Q2) regarding the respondents' specific training needs with regard to the child with a hearing loss in the inclusive setting. A qualitatively analysis was made of the responses and this is presented in Table 5.20. (Please note that some respondents indicated more than one training need.)

Table 5.20 The respondents' specific training needs regarding the child with a hearing loss

Specific training needs (content)	PT (n=86)	PPT (n=134)	ST (n=81)
Including the child with a hearing loss Teaching methods/strategies, communication in the classroom, group work, assessment of the child with a hearing loss, discipline, preferential seating, classroom resources, parental involvement	70	77	81
Child with a hearing loss Identification of hearing loss, needs, characteristics and limitations of the child with hearing loss, social-emotional development, speech and language development, learning strategies used by the child with a hearing loss	10	46	40
Communication methods Sign language, non-verbal communication, auditory-oral approach, deaf culture	10	28	14
Hearing aids The "what" and the "how" of hearing aids	2	3	3
No response	37 (43%)	55 (46%)	40(49%)

PT = Primary school teachers; PPT=Pre-primary school teachers; ST=student teachers

Although not all the respondents completed this question, the results (Table 5.20) indicate a definite need for more knowledge, especially with regard to the educational inclusion of the child with a hearing loss. Aspects that were specifically mentioned were teaching methods and strategies, communication in the classroom, group work, and assessment of the child with a hearing loss, discipline, preferential seating, the use of classroom resources and parental involvement.

It is interesting to note that the pre-primary school teachers and student teachers indicated a definite need for knowledge about the child with a hearing loss. However, only ten similar responses were obtained from the primary school teachers in this regard. A total of 28 of the pre-primary school teachers indicated that they needed more information about communication methods and the so-called deaf culture.

A fact that causes some concern is the respondents' need for knowledge about hearing aids. Only two responses indicating a need for information about such aids, were obtained from the primary school teachers, and three each from the pre-primary school and student teachers. This might be due to the fact that all of the respondents lack the necessary knowledge regarding the child with a hearing loss (refer to sub-aim 1)

According to Ross (1991:408), the content of any further training should eventually be framed in terms of the needs of the child with a hearing loss.

5.5 RESULTS AND DISCUSSION OF SUB-AIM #4

TO PROVIDE A *QUALITATIVE* DESCRIPTION OF THE DEMANDS (INCLUDING KNOWLEDGE AND ATTITUDE) FACING THE TEACHER OF A CHILD WITH HEARING LOSS IN INCLUSIVE EDUCATION

The fourth sub-aim of the study was to provide a qualitative description of the demands (including knowledge and attitude) that face the teacher of a child with hearing loss in inclusive education. The data for this discussion was obtained from the three focus group discussions. The four key questions of the discussion guide served as four themes and were also divided into sub-categories that relate to and support the specific theme. It is important to note that the subcategories that emerged were not predetermined, but generated and reviewed systematically during the course of the focus group discussions.

Each theme is set down according to the following format:

The direct quotations from the transcripts that represent the theme are given and analysed critically. Direct quotations from the different groups are colour-coded in order to differentiate between the responses of the three groups of participants, namely: Blue = speech therapists/audiologists, Green = parents, Red = teachers. An interpretation and summary of the general trends of this sub-aim will conclude this section. It is important to note that there will inevitably be some overlap between certain themes.

5.5.1 Theme 1: the needs of the child within the inclusive classroom

In each focus group discussion the participants cited a number of factors that they regard as the needs of the child with a hearing loss within the inclusive classroom. These are now discussed separately below:

5.5.1.1 The environment

It was interesting to note that it was only the speech therapists/audiologists that were concerned about the acoustical environment of the inclusive setting. Statements such as the following indicated this:

> *"The environment plays an unbelievably large role. The environment creates or destroys the education situation. If there are ceiling fans or a hard surface and open windows with children yelling outside. And those chairs and tables made of steel that go 'ie' 'ie' on the floors. That child can be the most well adapted cochlear child that there is, but he will not hear."*

> *"Schools must be built away from noise. And especially the classrooms where such a child is educated must be chosen in such a way that they are away from the street. Maybe acoustic tiles, carpets on the floors, even the choice of a non-metal dustbin."*

The environment of the child with a hearing loss in an inclusive setting is crucial. According to Brackett (1997:356) this is one of the 'make or break' factors of the inclusive setting. Having large numbers of learners in a classroom that is not acoustically treated provides a lot of background noise which, together with the typical classroom instructional distances, causes a negative listening environment for the child with a hearing loss.

5.5.1.2 Hearing aids and FM systems

Once again, it was mainly the speech therapists/audiologists who indicated the use of hearing aids and FM systems as a specific need for the child with a hearing loss in the inclusive setting:

"Each child with a hearing loss in an ordinary school ought to have a cochlear implant or hearing aids and a FM-system. In that manner you can eliminate the large difference in signal-to-noise ratio"

"I feel, for example, that all classes should have FM-systems – even normal children can benefit from this and this will also spare the teacher's voice [especially in the classroom]. That she don't need to shout."

"The FM system is important, to wear it and to use it…"

Not only was the need expressed for the use of hearing aids and FM systems, but the proper daily maintenance of these aids was also indicated as a specific need.

"The hearing aid should work every day. And you must ensure that his hearing aid works. And also send spare batteries along."

5.5.1.3 Realistic expectations

A very important aspect that was mentioned was that the teachers had to have realistic expectations regarding the child with a hearing loss, especially not to expect too little of the child.

"What I discovered is that the teachers expect less from this child with a hearing loss. She will therefore not make the same demands of him as of other children. And I think that one must tell her, but she must have realistic demands for this child."

5.5.1.4 A team approach

The importance (need) for a team approach in the process of including the child with a hearing loss was supported by most of the participants. Statements such as the following indicated this:

"I am very serious about team approach. The team members must see each other – the team that at that stage, who is involved, usually mom, dad, me [audiologist] and then the teachers."

Not only was the need expressed for the use of a team approach, but also valuable aspects were mentioned in terms of the functioning of the team, such as meeting regularly to discuss the progress of the child.

"We sit and talk about that what bothers us. And we try to do it about once per term"

"The teacher ought to monitor the child, together with the parents and the speech therapist, to immediately detect when the child doesn't keep up anymore. Because many times it is discovered too late. That one can take preventative steps as soon as one discover that the child doesn't keep up"

"As soon as the child (especially the older child) begins to show scholastic deviations it is essential that the whole team must know. That the teacher and the remedial teacher then start with remedial therapy. And that he also maybe must start with speech therapy again and then definitely must go to see a psychologist or educational psychologist again. You know, as soon as real scholastic problems are generated it is important that everyone must know"

The importance of a team leader was also mentioned:

"There must be a strong team leader. There must be somebody who takes leadership regarding this child's case. I think, of course, a motivated parent is

the most important team member"

The parents and teachers specifically mentioned the importance of a supportive teacher-parent relationship, characterised by two-way communication. This recognises one of the most basic team structures, namely collaboration.

"There must be a very good parent-teacher relationship; in the sense of, if you stumble across a problem, you must be able to contact the teacher and say: "This is my problem." There must be a good, open communication"

"The teacher must communicate with the parent as well. It must be two-way communication. It is very important that the teacher also has your telephone number, in order to phone you if there is something that you (the parent) can do to help the teacher"

One major concern of the teachers in terms of the team approach was that they were afraid to be judged by the team members, as they were really trying their best in a system that is currently not yet in place to fully support inclusive education. This is once again indicative of their lack of self-confidence about their own effort and stresses the need of team activities pertaining to teacher training.

"But if you have a hearing impaired child and those parents work along with you... they try to help you and don't attack you, it makes it a lot easier for that teacher. When you have such a child and the parents constantly attack you... you who in the meantime in your ignorance try to do your best and those parents constantly attack you, it becomes even more unbearable. The child's support network (team) must not necessarily be offensive toward the teacher because the teacher really tries her best"

The speech therapists/audiologists also mentioned the importance of a supportive relationship between the teachers and the therapist. Very significant statements supported the idea that it is not the role of the speech therapist/audiologist to judge the teachers, but that they should work together as a team, supporting one another in supporting the child.

"I, for my part, also indicated that I really need them. I need them. I don't know what happens there [in the classroom] and they must please tell me, you know. I want to know more. That I [SLT] am not in control, in this situation. I [SLT] am only here and I also need more knowledge, and I need something from them. I need their [teachers] information. And you know, we said to each other: What can you tell me? We said: With what do I struggle and how can you help me? And I must tell you; I really think it worked very well"

5.5.1.5 Social and emotional aspects

The social and emotional needs of the child with a hearing loss in the inclusive setting was a clear matter of concern among the participants:

"I just want to say, that which is incredibly important to me, is the social and emotional needs of this child. It is different, different than the needs of another child in the mainstream education. And the teacher must know it"

"Yes, socialising. He has a need to socialise. It has much to do with acceptance"

"It is very important that the child is treated normally, just like the others."

"I think that for me it was important that she knows: she is like a normal other child, even though she has this hearing problem."

The participants not only recognised the social and emotional needs of the child with a hearing loss, but also indicated the importance of the role of the teachers to handle this sensitive aspect in the classroom.

"The teacher must be empowered to explain to the other children in the class (because they are rather curious) in such a way that it is acceptable. And to

explain to them in such a way that it doesn't turn this child into a small monster in the class – that it is acceptable for the other children."

She must inform them (the other children) in what aspects this child is different and how one should adapt and that this child is just like them

"It is not necessarily bad and disrupting to have such a child in the class because it also teaches the 30 children that he/she isn't different than us. She is just like us. They don't experience her as different."

As all the participants expressed their concern about the emotional/social needs of the child with a hearing loss, nearly all of them suggested a solution (also to be considered as a specific need of the child and teacher in the inclusive classroom), namely the 'buddy system'.

"It is perhaps always a good idea that the child receive a special friend who makes sure that he knows that we must go to the hall or we must go there now, etc"

"It is important that there is (because the collaboration is so important), with the coaching of the teacher's side, that there is a friend who gives some attention – The "Buddy" system.

"The "buddy system." Someone who is with him and who just supports him if he doesn't properly understand what the instruction is."

In order to summarise the above results and relate the specific issues to the sub-aim, the following table (Table 5.21) was developed.

Table 5.21 Theme 1: Demands facing the teacher of the child with a hearing loss

Theme 1: Main discussion points indicating the demands facing the teachers	Corroborative comments in literature
Teachers need to establish environments conducive to teaching a child with a hearing loss in an inclusive setting.	Luckner & Denzin, 1998:3; Easterbrooks & Radaszewski-Byrne, 1995:25; Berry 1992:31
Teachers must be able to use FM systems and monitor auditory equipment.	Luckner & Denzin, 1998:3; Berry 1992:31
Teachers must have realistic expectations of the included child.	Sands, et al., 2000:24; Voltz et al., 2001:6
Teachers must be able to work in a team.	Easterbrooks & Radaszewski-Byrne, 1995:26; Sass-Lehrer, 1986:11; Engelbrecht et al., 2001:84; Hudson & Glomb, 1997:443; Lloyd, 2000:144
Teachers must be able to handle the social and emotional needs of the child with a hearing loss.	Luckner & Denzin, 1998:4; Cambra, 2002:38; Grissom & Cochran, 1986:269

5.5.2 Theme 2: Changes needed to accommodate the child with a hearing loss in the inclusive classroom

Most changes mentioned by the participants were the inverse of some of the barriers to learning for the child with a hearing loss in the unique South African context, namely the teacher (knowledge and attitudes will be discussed under theme 3), classroom accommodation and modifications and assessment procedures.

The following exposition includes the typical comments by the focus group participants about the changes needed to accommodate the child with a hearing loss in the inclusive educational setting.

5.5.2.1 The teacher

The participants clearly indicated that not *all* teachers would be good candidates for inclusive education. Statements like the following supported the fact that these teachers would have to be selected – they would have to have an interest in and the appropriate personality to cope with the child with a hearing loss.

"You must select your staff members (that is what I think at this stage). I think

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you must get your staff member in the school who is interested, en who can make a success of it."

"If you are a dramatic person, then that is wonderful for that hearing impaired person… and a lively personality.'

5.5.2.2 Classroom accommodation and modifications

It was clear that the participants had many concerns about the changes that would need to be made in the teaching strategies used in the classroom of the child with a hearing loss. Some of the suggestions included the following:

- **Pre-teaching and post-teaching**

This was mentioned as a strategy to be implemented before the class moves on to a new topic and after a specific topic has been completed. The teacher, parents and child with a hearing loss must pre-view and post-view the material so that the child achieves mastery of the content material.

"If one can maybe only propose certain principles to the teacher, such as pre-teaching and then make this practical. That the teacher knows which reading books she will do next and that she sends them home along with the child the week beforehand. If the child is familiar with the book [beforehand], then she [the child] will also feel better. Understand more and receive more from the lesson. The principle of pre-teaching is therefore important."

"…and also afterwards, maybe a 'Post-teaching" will do, then you'll know that the child has received the maximum input."

- **Adjusting to the child's learning method**

An important aspect mentioned by the speech therapists/ audiologists was that the teachers have to adjust to the child's learning method, thereby supporting the child to

improve his/her level of performance.

> *"That one specifically looks at how this child learns – the manner in which he learns and then adjust his schoolwork accordingly."*

- **Extra reading support**

> *"Additional training in reading – reading is incredibly important – especially if the child has a problem with reading, because most learning takes place through reading."*

- **Effective classroom communication**

As the communication needs of the child with a hearing loss stem directly from the hearing loss, various suggestions were made regarding classroom communication management. It was suggested that the teachers focus on the formulation of questions, check for comprehension on question content, paraphrase the question into a simpler form (if necessary), and repeat answers to questions.

> *"A child with a hearing loss normally has a problem with questions – question structure. The teacher has to specifically focus on asking questions and answering questions, the comprehension of questions."*

Further aspects that were suggested to optimise the child's perception of spoken language included strategies such as gaining the child's attention, speaking clearly, using repetition, checking for understanding.

> *"She must be aware of how she talks; otherwise the child will miss the information. That she is trained to use techniques, such as for example: Talk clearly, repeat, check, look at the child. You know, and that she ensures that the child understands."*

It was also mentioned that the teachers require strategies for handling communication

breakdown.

> *"She notices that when … switches off. And when he switches off, he totally switches off. Then she loses him for the rest of the class and all that she does is, she merely goes and picks him up, she hooks him on again and continues with the rest of the class.*"

Various suggestions were made regarding the modifications necessary to ensure that the child has auditory and visual access to communication with the teacher. This included suggestions like adapting the environment to enhance speech perception, such as ensuring that the teacher's face is well illuminated, and structuring the classroom to allow the child with a hearing loss visual access to the teacher and other learners.

> *"One knows that the light should not shine on their eyes, it should fall on your face. You must constantly be aware of their needs and that your classroom is structured accordingly… and can make adjustments wherever they are needed."*

Further, preferential seating was suggested to keep the distance between the teacher and the child to a minimum, resulting in optimal speech perception.

> *"One must constantly be aware of the light and then also that the child sits close to you because you look at the [child's] face… is there comprehension?"*

> *"The teachers must realise what are the limitations of the child and therefore pay attention to the positioning in the classroom."*

- **Visual support**

The use of the child's visual modality was stressed by comments regarding the teacher's responsibility to use patterns of presentation such as visual demonstrations and writing key words on the board.

"I always feel that the teacher can make much more use of visual hints, e.g. writing the homework on the blackboard."

"One works a lot more visually… use lovely apparatus and…"

5.5.2.3 Assessment

The changes needed in the assessment of the child with a hearing loss appeared to be a major concern of all the participants involved, especially the parents. As all the tests are presented primarily through reading, any problem the child has in understanding the written word has the potential to impact negatively on his/her results.

A specific aspect that was mentioned was the complexity of language in written format.

"Although he has a limited vocabulary, he understands the work and can do much better in his exams if the questions were asked differently or if there were two or three synonyms from which he could chose one. He might be able to recognise one of the three, but one of the other two words is used and as a result he does not understand."

The parents stated clearly that the child must have the opportunity to ask for clarification if he/she does not understand the written questions. It was stressed that the purpose of the test is to assess a child's knowledge of academic content, and not his/her grasp of a particular question format.

"When we help her to learn, she knows the answer. The moment she writes the test, she writes something totally stupid or she leaves it open. Then you notice that the question is asked in a different manner. And we went to the principal and I asked that she would be allowed to ask if she does not understand the question."

One parent expressed a wish to be able to review the vocabulary of the test with the teacher, some time prior to the scheduled administration of the test.

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"I wish I would be able to take that question paper beforehand and indicate for the teacher with a pencil – this word my child will not know. Maybe the answer, but this question she will not understand."

Some specific suggestions were made regarding adjustments that would be necessary when assessing children with hearing loss, such as keeping the child's abilities in mind when constructing the test, and allowing extra time to complete the test.

"The teachers must adapt the exams for the child. They must know how to ask the questions – to not ask ambiguous questions."

"One must also maybe give the child a bit more time or maybe read it slowly…"

Another suggestion was the possibility of oral exams. However, one therapist indicated specifically that although it was a feasible idea, the authorities would not allow it.

"They will most likely do much better in an oral exam than in a written exam."

"But the department does not propose oral exams. The department is very strict about oral exams. It is really in exceptional cases that they use oral exams. This is very bad, because I feel that learners could do much better."

5.5.2.4 Language of instruction

Based on the fact that children with a hearing loss are not always able to develop the same competent and intuitive grasp of the language as their hearing peers, it was suggested that the child must receive his/her education in his/her mother tongue (home language).

'It seems to me that we as therapists should maybe tell the parents – ok, I do understand that it is their choice – but they should maybe rather stick to mother tongue education. Because it is such a huge problem for these children to learn one language. Let alone a second language."

"But there is also a need for the child to (in our opinion), to only have to learn one compulsory language at school."

"The mother tongue is important. It is much easier for a disabled child to be taught in his mother tongue or first language. Think this should be national law."

One of the controversies regarding inclusive education for the child with a hearing loss also emerged in the discussions, namely the use of Sign Language as the language of instruction. Although the participants acknowledged the fact that some parents prefer their children to use Sign Language, it was clear that the teachers were a bit hesitant about this, indicating that they were not willing to go for further training in this regard.

"For some people sign language is a sensitive issue. They want their children to do this… This is part of their deaf culture…"

"They want their children to speak sign language. Now you can imagine if you tell the teacher that she must learn sign language… I'm not prepared to do that."
"I am sorry but I am not prepared to also do that. I have enough work and do everything to the best of my possibilities. I am not prepared to also do that."

"To tell me to learn sign language is the same as telling me to learn French. I am not prepared to learn sign language for one child in 10 years."

In order to summarise the above results and to relate the specific issues with the sub-aim, the following table (Table 5.22) was developed.

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Table 5.22 Theme 2: Demands facing the teacher of the child with a hearing loss

Theme 2: Main discussion points indicating the demands facing the teachers	Corroboration in literature
Teachers need to make the necessary classroom accommodation and modifications in order to facilitate an inclusive learning environment for the child with a hearing loss.	Luckner & Denzin, 1998:3-6; Sass-lehrer, 1986:233; Easterbrooks & Radaszewski-Byrne, 1995:25; Sass-Lehrer, 1986:11; Berry 1992:32-33.
Teachers need to make the necessary adaptations with regard to the assessment of the child with a hearing loss.	Luckner & Denzin, 1998:3-6; Easterbrooks & Radaszewski-Byrne, 1995:24
The teacher will have to adapt to a multicultural multilingual context.	Lomofsky & Lazarus, 2001:312

5.5.3 Theme 3: demands posed to the knowledge, attitudes and skills of the teachers

In each focus group discussion, the participants cited a number of aspects regarding the teachers' knowledge, attitudes and skills that they regard as important. These are now discussed separately below:

5.5.3.1 Knowledge

The knowledge of the teacher was regarded as a very important element in the whole process of inclusion.

> *"I think for the first time the teacher's knowledge is very important."*

However, it was also a matter of concern as some participants were of the opinion that teachers in the regular classroom do not have sufficient knowledge to teach children with hearing loss and therefore need additional information, training and support.

> *"I often talk with the teachers on the phone. And it seems to me that their largest problem is a lack of knowledge. And they want practical guidelines for handling these children."*

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A lot of empathy was also expressed towards the teacher for not having sufficient knowledge about the child with a hearing loss.

"It can be extremely stressful for a teacher, to have a deaf child, hearing impaired child in her class, because she does not know how to handle the child."

"She must be informed about the hearing impaired child. So that the child is not a threat for her."

The following aspects regarding the expected knowledge of the teacher were mentioned:

• **Knowledge of different disabilities**

"They must be aware of various disabilities. Not only of the child with hearing loss."

"They must be aware that children with hearing loss often also can have additional problems. Additional disabilities, such as visual problems, auditory processing problems…"

• **Knowledge of the hearing loss**

"They must have knowledge of the different levels of hearing loss."

"She must know what is the pathology of the ear, why the child is half-deaf."

• **Knowledge of the characteristics and needs of the child with a hearing loss**

"Knowledge of the influence of hearing loss on the development of speech and language; and the effects on reading and learning."

"There are certain things that the teacher must know that stand out for me. The child has articulation problems; he has language problems; he has comprehension problems; he does not understand what she says."

"Knowledge of the concrete thinking of a deaf child. They have difficulty associating with things that they cannot see, that they cannot comprehend."

"The teachers must know that the children have a problem with learning language. They must understand this. They must know the children struggle with sentence construction, she struggles with vocabulary, she struggles with comprehension exercises and she struggles a little with mathematics."

"She must know he will maybe become tired quicker than a other child, and why this is the case. And if he starts whimpering, why is that? And if one does not know about his social needs – e.g. he will not easily be part of a group, and the reasons for that."

- **Knowledge of language development**

   "Knowledge of language development. I would like for her to more or less know how expressive language development unfolds. That she can see, oops but this child is not totally up to standard with regard to development."

- **Knowledge of auditory processing**

   "Knowledge of auditory processing. Many teachers do not really know what this is. They must be able to differentiate between the various existing divisions of auditory processing. I would like to see that they obtain knowledge about that, so that this will help me with my diagnosis as SLT."

- **Knowledge of hearing aids**

   "The hearing aids; how to check them."

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"…and then with regard to hearing aids, I feel that this is something that they should always have knowledge of – they must not only be aware of the hearing aid, but also how it works."

"What does she really hear? Can she really hear with this thing [hearing aid]? And if it stops working, what will I do?"

"She must know why there is the cochlear implant. She must at least have a little bit of knowledge about the battery that is flat."

"She must at least understand a little about the apparatus, so that she will know if it is flat, or if it has a lose wire."

"How does a hearing aid work? How does a FM system work?"

- **Knowledge of classroom strategies**

"Knowledge of adjustment in the classroom is important. They must know what behavioural features to take note of when they see that the child is not coping; know where to position the child in the classroom and how to structure the environment."

"She must realise, but this child has now not understood what I said. He does not have this word. Maybe I have to put in another word and maybe he does not have this vocabulary. She must have knowledge of this, that one can do something like that."

"And the greatest need is practical things. What do I do in this case? Or, look, there where she is sitting on the mat, is that where she should sit? I don't know where she should sit. Does she have to see my lips, or doesn't she really have to?"

"What is the type of thing that you must take notice of when you

communicate with the child. Basic things in terms of curriculum adjustments, adaptation of my skills."

Apart from all the above aspects regarding the teacher's knowledge, it was clear that such knowledge had to be based and focused on the specific needs of the child with a hearing loss.

"If one is aware of the child and what his so-called specific needs are, you can begin to make plans to meet those needs. I think there are often needs that are skipped or that one is not aware of and that then possibly cause the fact that there is not good communication between you and the child. I think that for me this is about knowing exactly who is the child that is sitting there, what are his specific needs and then I think that all teachers are problem solvers."

5.5.3.2 Skills

While the respondents expressed the need for the teachers to have specific knowledge, other statements indicated that the teachers need to have some specific skills to cope with the child in the inclusive classroom. It is important to note that these aspects are closely linked to the content that have already been discussed under themes 1 and 2 and therefore will not be repeated in detail in this discussion.

Most of the statements regarding skills required were related to effective communication and classroom management:

- **Effective communication**

It was suggested that the teachers should possess effective communication skills, including the following:

➢ **Speaking clearly, repeating information and checking for understanding**

"She must be trained to use techniques, such as for example: Talk clearly,

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repeat, check, look at the child. You know, and that she ensures that the child has understood the instructions."

If there is a communication problem and the child does not understand. Then she must know that she should not repeat the same phrase, but that she should rather chose different wording or something. All the basic skills of communication and how you can specifically communicate with someone with a hearing loss. Which adjustments you should make."

"Don't lose him, while you are presenting some lesson; don't lose the child, because then he will later not be interested anymore."

➢ **Using concise statements or simplified vocabulary**

"She must be aware of things such as the question format which is a problem for the children and in between word, such as: /in/, /is/, /the/. She must specifically build this into the class, and focus on this."

• **Managing the situation in the classroom**

A number of skills to be used by the teacher in the classroom were suggested. Some statements focused on the teachers' responsibility to adapt their teaching style.

"It is important that the teacher will know that she can slightly adjust her lessons, to help the child. And in this the teacher should work closely together with the SLT."

"You are fairly aware of the fact that you must give class differently. You must make your preparation in such a way that it fits in with that."

"I assume you will have to make adjustments, e.g. don't turn around and write on the blackboard simultaneously anymore."

Since the education system is currently using Outcomes-Based Education (OBE),

various aspects were proposed in order to facilitate the child's participation in group work.

> *"When they do group activities it is difficult for the child to be part of a group. She must be able to constantly bring the child back to the group. And what group to select for this child, where he will be able to fit in the best. Where he will possibly also be able to be a leader. Because that is how it works with Outcomes Based Education. We must all be able to take the lead. But if a child is in a very strong group, he won't be able to do that."*

5.5.3.3 Attitudes

All the participants unanimously agreed that the teacher should have a positive attitude towards the child with a hearing loss and accept the child with his/her unique needs.

> *"The teachers must have a positive attitude towards the child. One negative thing can damage that entire relationship."*
> *"I would say that the teacher must be prepared to accept this child."*

In order to summarise the above results and to relate the specific issues with the sub-aim, the following table (Table 5.23) was developed.

Table 5.23 Theme 3: Demands facing the teacher of the child with a hearing loss

Theme 3: Main discussion points indicating the demands facing the teachers	Corroboration in literature
Teachers need to have knowledge regarding the following:	
• Different disabilities	Easterbrooks & Radaszewski-Byrne, 1995:24
• Hearing loss	Easterbrooks & Radaszewski-Byrne, 1995:24
• The characteristics and needs of the child with a hearing loss	Easterbrooks & Radaszewski-Byrne, 1995:24; Grant, 1883:91; Grissom & Cochran, 1986:269; Wamae & Kang'ethe-Kamue, 2004:34
• Language development	Easterbrooks & Radaszewski-Byrne, 1995:24; Grant, 1883:91
• Auditory processing	Grant, 1883:94
• Hearing aids	Berry, 1992:31; Grissom & Cochran, 1986:269
• Classroom strategies	Easterbrooks & Radaszewski-Byrne, 1995:25; Grant, 1883:94
Teachers need to have skills regarding the following:	
• Effective classroom communication	Siegel, 2000:65; Berry, 1992:29-36
• Classroom management	McLeskey & Waldron, 2002:4: Easterbrooks & Radaszewski-Byrne, 1995:25; Sass-Lehrer, 1986:11
Teachers need to have a positive attitude towards the child with a hearing loss.	Swart et al., 2002:177; Carrington, 1999:260

5.5.4 Theme 4: additional aspects than may affect the responsibilities of the teacher of the child with a hearing loss

In the context of all the changes that are presently taking place within the education system in South Africa, the participants in all three focus group discussions were concerned about other aspects may influence the responsibilities of the teacher of the child with a hearing loss. The following discussion includes the aspects that were mentioned.

5.5.4.1 Teacher/child ratio

The current teacher/child ration was seen as the most difficult obstacle towards including children with specific educational needs, as it has a direct influence on the teacher's ability to cope with all the learners in the class.

"The teachers don't cope at all with the numbers that they currently have in their class. They sometimes have up to 40 learners in their class."

"Classes must be smaller, because this is an aspect that can play a role."

"I can't constantly support the child while there are 30 others that must be supported because they also need support. I can't constantly help to overcome his problems, while there are 30 others who are entitled to my attention. And while you can't help him, when you are helping the other 30, he is disrupted."

5.5.4.2 Current education system

Various aspects of the current education system were indicated as possible challenges that could influence the role of the teacher.

- **System not conducive to including children with specific educational needs**

"I don't know how we are going to get there, but the system is at this stage is just like that, that it is not al all conducive for children with disabilities."

"In think this is towards which one works, but it is definitively not at all in place yet. Not for any disability. In think it is even more difficult for a hearing impaired person."

- **Too much pressure on the teachers**

The teachers specifically indicated that they could not cope with everything that was already expected from them in the regular schools.

"…the pressure that is already on teachers. The fact that they have to work with large groups, that they must work with children whose mother tongue is far removed from the teaching language and then the constant changes that take place in education itself… the curriculum 2005 etc… I think teachers in any case have too much… and as I see it this is merely becoming more. The general feeling is that this makes it even more difficult to work with a child with special needs."

"When I arrived at a normal school… the pace at which everything happens bowled me over. It really happens just like that at a school."

"…and the parents expect that you must be a good netball teacher and they expect that you must be a good tennis teacher and they expect that you must be a good class teacher and they expect from you that you must coach a good concert, is it not so? Remember that your concert cannot be compared to the other concert. They expect from you that… everything that you do they expect from you. Now you must also be a good inclusion teacher. And you must be well-well, because otherwise… what then? So all those expectations… the demands are just many, to now add extra demands that are not 'Mickey Mouse' demands. It is just as if you say, listen here… just quickly do this then you will be able to do it well. To be able to do all these things well is not just a matter of a small training course on a Saturday morning or something… it is asking for much. It is not just you must be able to do this and this and then you will be a good inclusions teacher. There will be a few things that you must be able to do and that is asking for much."

"The multicultural context in schools, where in addition to the many children, there are also children whose education language is not necessarily the child's first language."

"With this new curriculum one must sit for 3 afternoons per week for up to 5 hours to plan. Then I am not yet talking about netball and swimming and tennis and revue and everything."

5.5.4.3 Parental involvement

Some participants indicated that lack of parental involvement could have a negative influence on the responsibility of the teacher.

"Parents are less and less involved – parents all work."

However, it was also stressed that the parents who are involved should not intrude in the classroom, but must have a collaborative relationship with the teacher.

"The parent must be sensitive not to make a nuisance of himself. This must be kept at a professional level. That they don't want to go and bother the teacher every day – because there will be days when she inevitably just won't be able to. That one really must make an arrangement – put diaries together, and decide these is the days on which we will talk."

5.5.4.4 Attitudes

Participants in all three focus group discussions indicated that negative attitudes towards inclusion and the child with specific educational needs also had to be kept in mind. It was indicated that the majority of teachers have a negative attitude towards the whole notion of inclusive education. However, the roots of this attitude problem were also identified and included aspects such as lack of knowledge, fear for the unknown, fear of failing the child, lack of insight in the child's problems, too much pressure in the current education system and not knowing how to cope with the child with a hearing loss in a regular classroom.

"Teachers often feel threatened about that – terribly."

"Generally speaking teachers react rather often negatively about these

children, who they think have behavioural problems."

"He will inevitably possibly not progress scholastically because he can't hear. He won't be able to write one sentence because he can't hear what you say. Then inclusion has, for me personally… I can say for you… this is for me emotionally incredibly difficult."

"Teachers are especially scared of children with cochlear implants. They are so scared that they may break something."

"The problem is – we don't know what we don't know. This is what makes it so dangerous."

"I have knowledge of a child who has another scholastic problem and who can be helped with just a little bit of remediation or my knowledge. I can't spend half of my time on a child for whom I don't even have the knowledge required to help him."

"How should I, I don't know, I don't have speech therapy, I don't have a speech therapy background, I don't know how to teach a hearing impaired child to listen. I am stupid in this regard. Do I have to teach him to read lips, do I have to teach him sign language, what must I do?"

"I can't accommodate that child in the class because I don't know how. It's not that I don't want to. It's not because I think they are different. It's not that I think they are not good enough. It's simply a practical fact… I can't. I am so scared that they [the department] will come and quickly give me another textbook or another this or that and then think that I can do it."

"If a child can't hear… I don't know what his needs will be. Maybe this child cries his eyes out every evening because… maybe I don't know that this child needs to see my face."

5.5.4.5 Support services

According to some participants, adequate support is strongly associated with the teachers' ability to cope with inclusive education. In general, it was indicated that *general support services*, as had been available in the past, had to be re-implemented.

> *"I think that with inclusive education it is first of all necessary to get the psychological services back that were previously there because currently there is not enough help at each school."*

> *"I think support services – those support services at every school. And that it should not be far and that it should be cost effective, because parents can also not afford extra help and that support services are constantly available for the teachers."*

The *support from the school principal* was also indicated as an important factor.

> *"The support of the principal. You know, if that person doesn't want to be involved or isn't interested – I think the teachers will have a very lonely fight."*

Most of the participants also indicated the need for *support for the teachers*, with particular focus on the teachers' needs in the first place and then on classroom strategies, in order to ensure that the classroom environment is responsive to the child's range of learning needs.

> *"A support network, a support basis for the teacher as such. And the teacher doesn't easily or inevitably want to go and talk with the parent. The person must be a crisis line: 'Help, I'm struggling with this child, how should I handle him?'"*
> *"It is also important for me that that teacher must somewhere have a support structure, be that from a professional person or from a fellow teacher or someone who has already walked a similar road… Somewhere that teacher must have a person with whom he has a trusting relationship… on a regular basis…"*

"I think that a person must walk a type of road with a teacher. I don't think that it works to dump a child in a class and to make certain assumptions regarding knowledge and skills. And therefore I believe that one must walk a road with someone, but that you then come with basic information that the person does not have. To first empower that person and the become a support structure for his specific needs."

"Yes, support. Say someone can come around to you once per day and sit and identify things with which you have a problem and sit together with you and talk… This is a support with which one can go quite a way."

The need for more sufficient support for the teacher was emphasised by the fact that teachers indicated that they were not receiving enough support.

"Which support do I have? You get such a thick book or paper or whatever and then the mother says to you, sorry, my child is hearing impaired, this is the information, study it. In the class situation you need extra help to help the child. If you don't have it, you and I can't do it."

"I think I have a experienced a terribly gap with speech therapists. There wasn't regular contact. I didn't always know with what she was doing."]

5.5.4.6 Teacher training

The need for appropriate teacher training was an aspect that was identified as a very important pre-requisite for the implementation of inclusive education, not only in terms of pre-graduate training but also as a part of continued education.

"All these things must already be built into their curriculum. Pre-graduate – before they begin practicing - that they at least already know what are the results of a hearing loss, what this implies, and how they must handle the child. They must already be aware of the child's needs and must have a general knowledge. And they must even have a few skills for talking with the

hearing impaired and for making adjustment and even to know what to expect if such a child is placed in the class."

"Compile a further education course, with a bunch of modules… let's say hearing impairment, sight impairment… and you do all so that you know a little about all, then you can do something with inclusion. I mean… I won't only get hearing impaired children… I will eventually get sight impaired or physically disabled with wheelchairs… so rather get a decent Further Diploma in Education (FDE) course, let the teachers do it… and the necessary knowledge… and then get a category rise or whatever. It is like further training."

In order to summarise the above results and to link the specific issues to the sub-aim, the following table (Table 5.24) was developed.

Table 5.24 Theme 4: Other demands facing the teacher of the child with a hearing loss

Theme 4: Main discussion points indicating the demands facing the teachers	Corroboration in literature
Teachers need to cope with a too high teacher/child ratio.	Prinsloo, 2001:345; Ngidi & Sibaya, 2002:7; Hay et al., 2001:218
Teachers need to cope with an education system that poses different demands to the teacher:	
• System not yet conducive to inclusive education	Swart et al., 2002:178; Lomofsky & Lazarus, 2001:215; Hay et al., 2001:218
• Too much pressure on the teachers	Swart et al., 2002:178; Ngidi & Sibaya, 2002:8; Forlin, 2004:199
Teachers need to cope with a lack of parental involvement	Prinsloo, 2001:344; Engelbrecht et al., 2001:82
Teachers need to cope with their own negative attitudes as a result of:	
• Lack of knowledge /training	Swart et al., 2002:178; Prinsloo, 2001:345; Graves & Tracy, 1998:223; Lomofsky & Lazarus, 2001:213; Chorost, 1998:8-11
• Perceived lack of personal efficacy	Swart et al., 2002:183; Carrington, 1999:264; Prinsloo, 2001:345; Avramidis et al., 2000b:289; Luckner, 1991:302
• Lack of support	Swart et al., 2002:184; Prinsloo, 2001:345; Luckner, 1991:302
Teachers need to cope without the necessary support:	
• Support from the principal	McLeskey & Waldron, 2002:2; Graves & Tracy, 1998:222
• Educational and teacher support	Swart et al., 2002:184; Hay, 2003:136; Engelbrecht et al., 2001:81: Luckner, 1991:302; Rose, 2001:151
Teachers need to receive the necessary training regarding inclusive education of the child with a hearing loss:	
• Pre-service training	Swart et al., 2002:179; Eloff et al., 2002:95, Avramidis et al., 2000(b):289; Hay et al., 2001:218
• Further training / in service training	Swart et al., 2002:183; Prinsloo, 2001:345; Carrington, 1999:264; McLeskey & Waldron, 2002:7; Rose, 2001:151

5.5.5 Summary of results: sub-aim #4

The findings concerning sub-aim 4 may be summarised as follows:

- Teachers need **knowledge** regarding the following aspects:

  ➤ Hearing loss

  ➤ Characteristics and needs of the child with a hearing loss

  ➤ Language development

  ➤ Auditory processing

  ➤ Hearing aids

  ➤ Classroom strategies

  ➤ Other disabilities

- Teachers need **skills** regarding the following aspects:

  ➤ Establishing an environment conducive to teaching a child with a hearing loss

  ➤ Using and monitoring amplification systems

➤ Working in a team (collaboration and consultation)

➤ Addressing the social and emotional needs of the child with a hearing loss

➤ Using the necessary classroom accommodations and modifications to facilitate an inclusive learning environment

➤ Assessing the performance of a child with a hearing loss

➤ Adapting to a multicultural/multilingual context

➤ Using effective classroom communication

• Teachers need to develop **positive attitudes** towards inclusive education and the child with a hearing loss

• Teachers face the following challenges with regard to including the child with a hearing loss:

➤ Too high teacher/child ratio

➤ A system not yet conducive to inclusive education – insufficient facilities and infrastructure

➤ Too much work-related pressure

➤ Lack of parental involvement

➤ Inadequate knowledge, skills and training

➤ Negative attitudes as a result of perceived lack of personal efficacy

➤ Lack of educational and teacher support

5.6 CONCLUSION

Inclusive education is a reality in the South African context. The challenges posed to the teachers in carrying out of their professional role and responsibilities should be determined if the inclusive philosophy is to be implemented successfully. It has been the aim of this study to identify the specific challenges posed to the teacher of the child with a hearing loss.

The quantitative findings of the first phase of this study (questionnaires) were supported by the qualitative findings of the second phase (focus group discussions). This method of triangulation played a constructive role as it lead to an enriched way of synthesising and integration of results, thereby providing fuller and more comprehensive results.

When the results of the four sub-aims were integrated, the following aspects emerged:

• Teachers and student teachers have relatively good basic knowledge of inclusive education, but lack knowledge regarding the child with a hearing loss. (sub- aim 1) They appear to have negative attitudes towards the child with a hearing loss as well as inclusion of the child with a hearing loss (sub-aim 2). Statistically, a positive trend was observed in the relationship between the teachers' knowledge of a child with a hearing loss and their attitude toward the inclusion of such a child. This was confirmed by the results of sub-aim 3 as they indicated a need for training with regard to the characteristics and needs of the child with a hearing loss. The result of sub-aim 4 corroborate the above-mentioned results as the participants clearly indicated that the teachers' lack knowledge regarding the child with a hearing loss is

a result of insufficient training (theme 4). It was stressed that they need knowledge and skills, as this in turn would support the development of positive attitudes (themes 1, 2 and 3).

- Teachers and student teachers lack knowledge regarding the classroom accommodation/modifications necessary for the child with a hearing loss (sub-aim 1) and they (especially the primary school teachers) appear to have negative attitudes towards these classroom accommodation/modifications (sub-aim 2). Statistically, a positive trend of a relationship was observed between the teachers' knowledge regarding classroom accommodation/modifications and their attitudes towards these classroom accommodation/modifications and inclusion of the child with a hearing loss. This was confirmed by the results of sub-aim 3 as the respondents indicated a need for training with regard to including the child with a hearing loss. The results of sub-aim 4 corroborate the above-mentioned results as the participants clearly indicated that teachers need to have knowledge and skills regarding classroom accommodation/modifications (themes 1, 2 and 3) but lack the necessary knowledge as a result of insufficient training (theme 4).

- Variants identified to be significantly related to the teachers knowledge and attitudes were their willingness to include a child with a hearing loss and their years of teaching experience. Personal experience of hearing loss is related to the attitudes of teachers and student teachers, but not to their knowledge.

- A wide variety of demands that are placed upon teachers in terms of their knowledge, attitude and the unique South African context were identified.

5.7   SUMMARY

Chapter 5 presented the results of the empirical research, which included the questionnaire surveys and the three focus group discussions. The results were organised, analysed and discussed according to the sub-aims of the study. The chapter ends with a conclusion and a summary.

CHAPTER 6

CONCLUSION AND IMPLICATIONS

"We must not cease from exploration and the end of all our exploring will be to arrive where we began and know the place for the first time"

- TS Elliot -

6.1   INTRODUCTION

The entire context of South African education is undergoing a slow, yet definite metamorphosis, and inclusion is now nationally both a constitutional imperative and an unequivocal reality. Teachers are the key role-players in determining the quality of implementation of this new policy. They are expected to embrace the new philosophy, to think and to work in a new frame of reference.

Unfortunately, too often change in education has failed because insufficient attention has been paid to the needs of those who are expected to put the change into effect (Wearmouth et al., 2000 in Hay et al., 2001:214). The question must be asked whether teachers are prepared and ready for inclusive education. The following statement is relevant when trying to answer this question: **"**Change is difficult to realize in schools and classrooms because it requires simultaneous development of reforms in professional development, curriculum, and student support services along with a change in teachers' attitudes and beliefs as reflected in the culture of the school" (Weiner, 2003:13).

Against this background it was the aim of this study to determine the demands placed on the teachers of children with hearing loss in inclusive education in South Africa.

Within this broader aim, the specific aim of this chapter is to discuss the conclusions drawn from the theoretical and empirical study as described in the previous chapters and to make recommendations that have practical implications for addressing the challenges faced by the teachers of children with hearing loss in inclusive education in South Africa

A critical evaluation of this study is provided and appropriate recommendations are offered regarding further research possibilities related to the study

6.2   CONCLUSIONS

6.2.1 Conclusions based on the results of the empirical study

The results obtained from this study suggest several important conclusions.

Firstly it was apparent from the findings that the teachers in regular education as well as the student teachers had sufficient knowledge about the theoretical aspects of inclusion but they lack knowledge regarding the child with a hearing loss. Aspects that were significantly related to the teachers' lack of knowledge was their unwillingness to include a child with hearing loss and to a lesser extent their years of teaching experience.

Secondly it was clear that both the teachers and student teachers appear to have negative attitudes towards the inclusion of the child with a hearing loss. The negative attitudes of the teachers were, as in the case of knowledge, significantly related to their unwillingness to include a child with a hearing loss and their years of teaching experience, but also their personal experience with hearing loss. An aspect that was significantly related to the student teachers' negative attitudes was their personal experience with hearing loss. The results further indicated trends of positive relationships between the teachers' attitudes and knowledge.

Thirdly the teachers' and student teachers' indicated specific needs in terms of further training and the content of training. These training needs can be seen in relation to their lack of knowledge regarding the child with a hearing loss and as a

result of their negative attitudes.

These specific results regarding the teachers' and student teachers' knowledge and attitudes imply that the inclusion of the child with a hearing loss will not necessarily be a successful process. Most importantly of all, it must be realised that the teachers themselves are facing specific challenges: inclusive education assumes that the teachers will be able to accommodate the specific learning needs of each child by adapting the learning environment and the curriculum. If their negative attitudes, lack of knowledge and need for further training are not addressed, they will probably not be able to handle these challenges.

6.2.2 Challenges posed to the teacher of the child with a hearing loss

- **Child-related challenges**

Although the primary effect of a hearing loss is an inability to hear some or all of conversational speech, its impact on communication development (see Fig. 2.3) dramatically alters social and academic skill acquisition (Brackett, 1997:355). It is important that the teachers realise that communication is not an isolated (sensory) skill but that it involves the entire child, including expressive and receptive language systems, speech production and higher-level linguistic skills of reading and writing.

An effective inclusive program therefore requires that the teacher to recognise communication as the core of the program. The challenge is to address all the above-mentioned areas in the classroom, combining social /interactive communication with academic communication (Brackett, 1990 in Berry, 1992:29). A communication-based program (Siegel, 2000:64) would include aspects such as:

➢ Avoid focussing on specific skill development as this often does little to assist the child in daily communication. Focussing on specific skill development is often so detached from meaningful contexts that the child with a hearing loss never learns the power of communication or its value.

➢ Provide appropriate communication access, by providing a "language-rich

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environment" and communication with hearing peers.

➢ Provide appropriate assessment of the child's communication language, mode and skill development.

➢ Support communication development by assisting the child in developing age-level language skills.

The current study demonstrates that teachers often have limited knowledge of such aspects as the child with a hearing loss and the management of this child in the classroom. It can be assumed that the teachers also need to develop knowledge and skills concerning communication and other related aspects as indicated above.

- **Teacher related challenges**

The responsibility for the reshaping of education resulting in the successful implementation of inclusive practices is placed squarely on the shoulders of teachers. "…It is through the mediation and action of teacher voice that the very nature of the schooling process is often either sustained or challenged" (Giroux, 1990 in Lloyd, 2000:147).

Regarding the child with a hearing loss it is clear that the teachers has become the primary catalyst in ensuring effective communication development in the educational situation. The results of the current study indicate that teachers are not yet ready to achieve this status. The beliefs that teachers have about teaching children with hearing loss and beliefs about their roles and responsibilities in meeting the needs of these children may impair the progress of inclusive schooling. Most teachers are neither trained, nor knowledgeable about hearing loss and the educational needs of this population. Above all they find it threatening to have to change their proven teaching methods to accommodate the child with a hearing loss. However, all responses were not necessarily negative. This study also found that most of the teachers indicated that they were willing to learn more about the inclusive education of the child with a hearing loss

- **Environment related challenges**

Various factors in the inclusive environment are critically linked to communication and must be manipulated for positive impact. Several challenges may face teachers in the teaching environment. They may be required to do the following:

➤ To maximise the auditory environment in order to keep the noise levels low and prevent reverberation as an ideal acoustics environment is not typically found in most classroom situations. This would include aspects such as using materials in the classroom that can absorb sounds, like fabrics (for curtains), carpets, window shades and cork (Berry, 1992:31).

➤ To monitor lighting in the classroom as there is an obvious correlation between lighting and effective communication.

➤ To adapt the child's seating according to class format and activity as the importance of preferential seating and its effect on successful communication cannot be underestimated.

➤ To be comfortable and confident in using, monitoring and troubleshooting amplification systems.

➤ To present the curriculum in forms and at levels to meet the abilities of the child.

➤ To use teaching strategies and modifications that improve communication in the classroom such as repetition, rephrasing etc.

The current study found that many of the teachers had little knowledge of the above-mentioned aspects or that the possible manipulation of these aspects will influence their attitude negatively against the inclusion of a child with a hearing loss. Furthermore they also indicated that they lacked the infrastructure of knowledgeable personnel (audiologists) who can assist them in facing these challenges.

Apart from these 'general' challenges posed to the teacher, the unique South African

context presents 'specific' challenges to the teacher. This was specifically indicated in the qualitative analysis of the study. Teachers feel unprepared and unequipped to teach in the inclusive setting due to lack of time, lack of facilities, too high teacher/ child ratio, too much pressure on the teachers, lack of adequate support and lack of training. They cannot keep up with the radical changes in the education system that has transformed their working environment. They are not yet acquainted with the principle of outcomes-based education and struggle to involve parents in the learning process. As a result they can feel inadequate and unprepared for the challenge of including the child with a hearing loss. (Prinsloo, 2001:345).

Regardless of these challenges it is important to realize that inclusive education *can* be an appropriate academic option for children with hearing loss in South Africa. However, the success of including children with hearing loss will depend on the extent to which these challenges are addressed. This implies that the *system* is also facing some challenges.

6.2.3 Challenges posed to the system

To meet the challenge of ensuring that education is both excellent and equitable, one barrier to learning to be removed is the notion that inclusive education can be provided within the current educational system with minor changes (Lloyd, 2000:145). The reason for this is the fact that the implementation of an inclusive philosophy involves radical changes in the whole system (discussed in Chapter 2), including the roles and responsibilities of the teachers. In addition to the move towards inclusive education there have been other major educational changes in South Africa over the past years. Teachers' concerns are frequently linked to their changing roles determined by the introduction of new educational philosophies, policies and practices (Forlin, 1998:87)

In the overview of the draft guidelines for the implementation of inclusive education (Department of Education, 2002:61) it is clear that the concerns of the teachers – and the concerns based on the results of this study - are acknowledged:

"When educators are asked to change their ways of thinking, working and

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reflecting on their environment, they may tend to feel inadequate, insecure or frustrated. They may feel the need for training, information and support. One of the crucial steps towards developing full-service schools is to plan for on-going in-service training, accompanied by a regular assessment of the types and content of capacity building necessary"

In the same vein, the Conceptual and Operational Guidelines for the Implementation of Inclusive Education: Full Service Schools (Department of Education: 2003b: 34) state the following:

"All educators can teach all learners. Although some learners need additional support, there is no special pedagogy, which is different from good pedagogy for any learner. **However, all educators will need new skills in curriculum differentiation, curriculum assessment, assessment of potential, collaborative teaching and learning, collaborative planning and sharing, reflection on good practices and co-operation"[1]**

It has been suggested that the district support teams are in the key position to provide the training and support for full-service schools:

"The main focus of the district-based support teams would be to provide *indirect* support to learners through supporting educators and school management, with a particular focus on curriculum and institutional development, to ensure that teaching and learning framework and environment is responsive to the full range of learning needs. This indirect support role is often referred to as consultancy" (Department of Education, 2003a: 24),

Such an approach, including collaboration, would recognize the teachers as full partners with professionals, parents and others and will consequently help teachers in becoming more involved and efficacious in implementing effective inclusive practices in their classes. However, the important role of appropriate training must not be underestimated.

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[1] Author's own emphasis, as this statement regarding the teachers' needs for further training, was confirmed by the results of the current study.

6.2.4 Addressing the challenges

It is not enough to identify the challenges teachers will have to face when including a child with a hearing loss in the regular classroom. The challenges should be addressed. In this case conclusions from the empirical study can now be made relevant by drawing answers from the relevant literature:

> "Hearing-impaired children like their hearing peers begin life with the potential for achieving academic and social maturity. However, a hearing impairment imposes an invisible filter that impacts an individuals' verbal language development and in turn their reading and writing skills. Consequently, hearing-impaired students, as a result of their hearing loss, present unique obstacles to learning that require special techniques and strategies in order to achieve academic skills commensurate with their innate abilities" (Luckner, 1991:302)

In order to fully address the challenge posed to the teachers of children with hearing loss it is important that firstly, the system must begin with an understanding of the role of communication. It must be realised that failed communication leads to failed education and failed education leads to a failed adulthood (Siegel, 2000:67).

Furthermore, the inclusive approach should be based on an understanding of the complex nature of the unique barriers to learning experienced by children with hearing loss and of the many variables that must interact if the challenges are to be addressed.

Indispensable to this process is the identification of the unique barriers to learning presented to the child with a hearing loss, such as:

- Barriers in the child himself /herself (for example additional aspects that could influence the child's ability to learn such as auditory processing problems).

- Aspects regarding the teacher's knowledge, attitudes and skills in the class.

- Aspects in the environment such as unfavourable acoustic environments.

The identification of these unique barriers could serve as a basis for developing a system that responds to these challenges. Once the problems have been identified, strategies that address each aspect of each problem can be developed, and the people with the relevant skills and knowledge can be brought in to support the teachers in addressing the challenge.

In terms of the child with the hearing loss solutions to challenges posed to the system would include aspects such as:

- Supporting the teachers to create an environment conducive to learning for the child with a hearing loss (as discussed in paragraph 6.2.2).

- Providing appropriate pre-service and in-service training, as it is quite clear that pre- and in-service training to enhance teachers' knowledge and skills in teaching children with hearing loss are warranted. These training programs need to consider conditions that will affect the success or failure of the approach of inclusive education so that barriers to implementation of new strategies and ideals can be overcome. Apart from the traditional approaches to training, the teachers should be guided and supported in trying new teaching strategies and seeing positive outcomes: for example, these teachers may need to see other successful teachers working in inclusive environments, managing the classroom to meet the needs of the child with a hearing loss. Strategies to assist teachers in communicating with the child and in developing or modifying the curriculum will lead to realistic expectations, improved attitudes and appropriate classroom demands (Amon, 1988 in Berry, 1992:31).

- **Providing resource materials**

    Teachers need adequate curriculum materials and other classroom equipment appropriate to the needs of the child with a hearing loss.

- **Adapting the size of the classes**

  According to Schruggs & Mastropieri (1996:12) teachers agree that their class size should be reduced, to fewer than 20 learners if a learner with specific educational needs is to be included. However, in a developing country, characterised by limited financial resources, such a suggestion might be a plea in the wind.

- **Providing support services**

  Providing direct support by educational audiologists to the teachers and the learner in the inclusive setting through effective consultation and collaboration.

In a nutshell, a new educational *communication-driven paradigm* is required to serve children with hearing loss effectively in inclusive education in South Africa. Teachers are challenged to recognise that communication assessment, development and access are central to an effective educational delivery system for these children.

6.3 CRITICAL EVALUATION OF THE STUDY

A critical evaluation of the study is necessary to justify the conclusions and gain perspectives regarding the implication of the empirical data obtained. The appraisal should reflect both the positive and negative aspects of the study.

The main criticism to be brought in against this study is that the data was collected from teachers, student teachers, parents and speech therapists /audiologists who are from a restricted geographic region. Their responses may not be representative of a similar sample from other regions, especially the rural areas in South Africa. However, the data revealed certain tendencies regarding the challenge posed to teachers in an inclusive setting.

From a methodological perspective this study emphasises the importance of combining two research methods (questionnaires and focus group discussions) in order to obtain strong evidence-based data about the challenges facing teachers.

The significance of this study is that it is the first study of its kind in South Africa focusing on the demands placed on the teachers of a specific population namely children with hearing loss. This study provides baseline information regarding the challenges that have to be addressed in order to ensure the successful implementation of inclusive education of children with hearing loss. Based on this study, recommendations for addressing these challenges could be proposed.

This study also indirectly emphasizes the critical role of the educational audiologist within the educational system. Educational audiologists possess unique knowledge and skills regarding the child with a hearing loss and are also uniquely equipped through their training to support teachers, thus being in the prime position to bridge the gap between the sciences of audiology and education. The roles and responsibilities of educational audiologists in the total management of children with hearing loss are quite comprehensive. They are in the unique situation of providing direct support to both the child and the teacher within the inclusive setting. This support should not only consist of assessment of the child and management of amplification, but should include consultation and collaboration with the teachers in order to support them as they address the needs of the child with a hearing loss:

> "Unfortunately, administrators and others in the schools are often not aware of the broad scope of practice for educational audiologists, and educational audiology services are frequently not available or are under-utilized" (DeConde Johnson, Benson & Seaton, 1997:25).

Although the changes required in the system are not easy to accomplish, the challenge is to enhance audiology services in schools in South Africa in order to ensure comprehensive services to all children with hearing loss in this unique context:

> "The field of educational audiology, …is predicated on the search of increasingly effective strategies to support the academic and social success of learners with hearing impairment. To settle for less than the best is to shortchange learners with hearing impairment and to leave the challenge of the field unmet" (English, 1995:220).

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6.4   RECOMMENDATIONS FOR FURTHER RESEARCH

It is important to realize that the current study was undertaken in the early years of implementing inclusive education in South Africa. Further changes in policies and practical implementation of the inclusive philosophy may change the scope of research in this regard. Based on the results of the empirical study the following recommendations for further research are made:

- Expansion of the current research theme to other parts of the country, especially the rural areas. Research in this regard would shed light on the possibility of including the child with a hearing loss in classrooms in these areas.

- An investigation into the success of current inclusive practices already provided to children with hearing loss in inclusive settings in South Africa.

- Research in order to determine if the goals of teacher training (pre-service and in-service) in order to ensure adequate provision for children with hearing loss are currently being met.

- Research regarding the specific accommodations and modification necessary to accommodate the child with a hearing loss within inclusive education in South Africa.

- Research regarding the challenges posed to the educational audiologist in the changing educational system in South Africa.

6.5 CONCLUSION

"The ultimate goal for educators, schools and other education institutions, and for those who support them, is the development of learners. Their development is dependent on effective teaching, which, in turn, is dependent on the development of effective curricula and supportive teaching and learning environments" (Department

of Education, 2003a: 10)

However, the development of an inclusive system requires more than the simple notion of all children being educated within the regular classroom. The single most significant common factor for all children with hearing loss is the importance of communication – an effective communication driven system will support the teachers in accepting the challenge of teaching theses children and will meet the needs of children with hearing loss. Teachers do not only require pre-service and ongoing, supportive in-service training, but also need to be emotionally enabled in order for the necessary paradigm shift to occur (Swart et al., 2002:187).

In conclusion, the following statement made a decade ago still holds true:

Children who are deaf or hard of hearing have the right to enter school ready to learn, to be able to graduate from high school on grade level, and, wherever possible, to continue their education at a college, university, or other postsecondary program of their choice. In order to realize this vision we need to accept the challenges to tear down our own walls, to accept and celebrate diversity, and to work together to develop and implement effective educational programs which will lead us, successfully, into the 21st century" (Christensen & Luckner, 1995:30)

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Appendix A

Cover letters and letters of informed consent
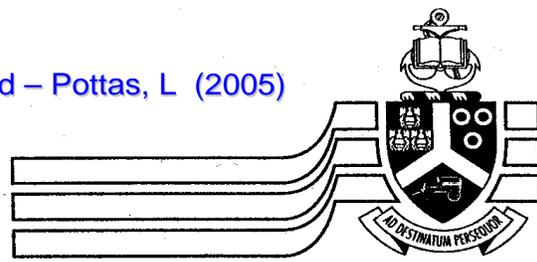
University of Pretoria

Department of Communication Pathology
Speech, Voice and Hearing Clinic
Tel   : +27 12 420 2357
Fax   : +27 12 420 3517
E-mail address : brenda.louw@up.ac.za

Dear Principal / Lecturer

PERMISSION FOR RESEARCH PROJECT

As a doctorate student in Communication Pathology, I am currently busy with a research project determining the challenges posed to the teacher if the child with a hearing loss in
inclusive education in South Africa

The decision to integrate students with specific educational needs in the educational mainstream has become a priority since the publication of White paper 6 on the development of an inclusive educational system. The focal point in this process is the person who is primarily responsible for the day-to-day implementation of the inclusive philosophy, namely **the teacher.** Clearly the demands and challenges, which face teachers in the performance of their professional role and responsibilities, must be addressed. This is supported by the fact that a number of authors to the attitude, knowledge and skills of the teacher link successful inclusion. This not only implies a better knowledge and understanding of various disabilities and children who have these disabilities, but also the expertise to make appropriate adaptations to curricula and teaching strategies.

In order to develop understanding for and acknowledgement of the role of the teacher of the child with hearing loss, the aim of this study is to determine the challenges, unique to the South African context, posed to the teacher of a child with hearing loss in inclusive education. The results of this study will be published and presented at seminars.

I am planning to obtain the necessary information for this research project through the use of questionnaires. Therefore I kindly request your permission to allow your teachers in the foundation phase of your school / final year teacher students / pre-school teachers to complete a questionnaire that will not take more than 15 minutes of their time.

Please note that your identity, all identifying information of the school/tertiary institution, teachers and students as well as their responses will be kept strictly confidential and will remain anonymous. There will also be no financial implication for the school/tertiary institution, and the school routine/ lecture timetable will not be influenced by the research project.

Please contact me at 0839030020 should you require more information

With sincere appreciation for your co-operation.

Yours sincerely

Lidia Pottas   Prof SR Hugo   Professor Brenda Louw
Postgraduate student   **Research supervisor**   **Head: Communication Pathology**

Please complete the following in order to grant permission to the teachers in the foundation phase of your school/ your final year teacher students / your pre-school teachers to participate in the research project:

I, _____ hereby give my informed consent that the teachers of my school / final year teacher students are permitted to participate in the above-mentioned research project.
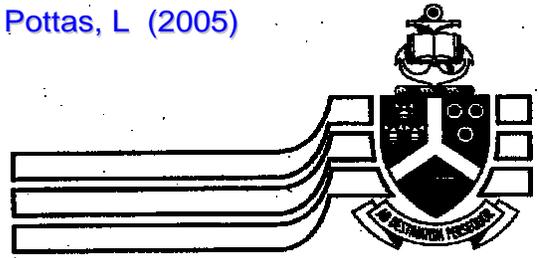
Date: _____

Signed: _____

Universiteit van Pretoria

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Faks   : +27 12 420 3517
E-pos adres   : brenda.louw@.up.ac.za

Geagte Skoolhoof / Lektor

TOESTEMMING VIR NAVORSINGSPROJEK

As 'n ingeskrewe doktorale student in Kommunikasiepatologie , is ek tans besig met 'n navorsingsprojek rakende die uitdagings wat aan die onderwyser van die kind met 'n gehoorverlies gestel word in inklusiewe onderwys in Suid Afrika.

Die opvoedkundige insluiting van leerders met spesifieke opvoedkundige behoeftes het 'n realiteit geword met die publikasie van Witskrif nr. 6, rakende die ontwikkeling van 'n inklusiewe onderwysstelsel. Die sleutelrol in hierdie proses word gespeel deur die **onderwyser,** wat verantwoordelik sal wees vir die dag-tot-dag implementering van hierdie nuwe onderwysfilosofie. Dit is vanselfsprekend dat die eise en uitdagings wat aan hierdie onderwysers gestel word in die uitvoering van hul professionele rol, geïdentifiseer en aangespreek moet word. Dit is veral relevant teen die agtergrond van navorsing wat daarop dui dat die houding, kennis en vaardighede van die onderwyser/ voornemende onderwysers in verband gebring word met die suksesvolle implementering van inklusiewe onderwys.

Ten einde begrip te ontwikkel vir die unieke rol van die onderwyser van die kind met 'n gehoorverlies is die doel van hierdie studie om die uitdagings wat aan die onderwyser van die kind met 'n gehoorverlies in die inklusiewe onderwysstelsel in Suid-Afrika te bepaal. Die resultate sal in vakverwante tydskrifte gepubliseer word en as basis dien vir kongresreferate.

Ek beplan om die nodige inligting vir die navorsingprojek d.m.v. vraelyste te verkry. Hiermee vra ek u toestemming dat elke onderwyser in die grondslagfase / finalejaar onderwysstudent / kleuterskoolonderwyseres 'n vraelys mag voltooi. Die tydsduur vir die voltooiing van die vraelys sal ongeveer 20 minute wees.

Ek onderneem dat alle identifiserende inligting vanuit die finale verslag verwyder sal word. Skole, tersiêre instellings, skoolhoofde, lektore en onderwysers/studente se identiteit sal ten alle tye as streng vertroulik hanteer word. Voorts onderneem ek ook dat hierdie navorsingsprojek nie die skool / lesingrooster se nomale roetine sal ontwrig nie of dat dit enige finansiële implikasies vir die skool / tersiêre instelling tot gevolg sal hê nie.

Kontak my gerus by 0839030020 indien u enige verdere inligting verlang.

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Nogmaals dankie vir u moeite. Dra ook my dank oor aan u personeel /studente vir hulle deelname

Vriendelike groete

Lidia Pottas   Prof SR Hugo   Professor Brenda Louw
Nagraads student   **Studieleier**   **Hoof: Dept. Kommunikasiepatologie**

Voltooi asseblief die onderstaande toestemmingbrief on sodoende toestemming aan u onderwysers / studente te verleen om aan die navorsingprojek deel te neem.

Ek, _____ verleen hiermee my toestemming dat die onderwysers in die grondslagfase van my skool / onderwysers verbonde aan my kleuterskool/ finalejaar onderwysstudente aan bogenoemde navorsingsprojek mag deelneem.

Datum: _____

Handtekening: _____

Appendix B

Cover letters and letters of informed consent
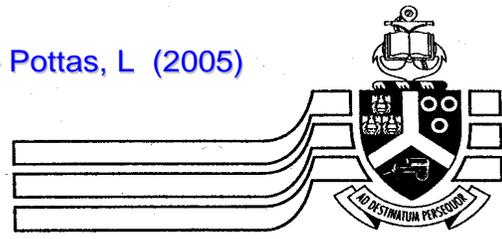
University of Pretoria

Department of Communication Pathology
Speech, Voice and Hearing Clinic
Tel : +27 12 420 2357
Fax : +27 12 420 3517
E-mail address : brenda.louw@.up.ac.za

Dear Teacher / Student

PERMISSION FOR RESEARCH PROJECT

As a doctorate student in Communication Pathology, I am currently busy with a research project determining the challenges posed to the teacher if the child with a hearing loss in inclusive education in South Africa

The decision to integrate students with specific educational needs in the educational mainstream has become a priority since the publication of White paper 6 on the development of an inclusive educational system. The focal point in this process is the person who is primarily responsible for the day-to-day implementation of the inclusive philosophy, namely **the teacher.** Clearly the demands and challenges, which face teachers in the performance of their professional role and responsibilities, must be addressed. This is supported by the fact that a number of authors to the attitude, knowledge and skills of the teacher link successful inclusion. This not only implies a better knowledge and understanding of various disabilities and children who have these disabilities, but also the expertise to make appropriate adaptations to curricula and teaching strategies.

In order to develop understanding for and acknowledgement of the role of the teacher of the child with hearing loss, the aim of this study is to determine the challenges, unique to the South African context, posed to the teacher of a child with hearing loss in inclusive education. The results of this study will be published and presented at seminars.

I am planning to obtain the necessary information for this research project through the use of questionnaires. Therefore I kindly request you to complete a questionnaire that will not take more than 15 minutes of your time.

Please note that your identity, all identifying information of the school/tertiary institution, teachers/students as well as their responses will be kept strictly confidential and will remain anonymous. There will also be no financial implication for the school/tertiary institution, and the school routine/ lecture timetable will not be influenced by the research project.

Please contact me at 0839030020 should you require more information

With sincere appreciation for your co-operation.

Yours sincerely

Lidia Pottas   Prof SR Hugo   Professor Brenda Louw
Postgraduate student   **Research supervisor**   **Head: Communication Pathology**

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Please complete the following in order to confirm your willingness to participate in the research project:

I, _____ hereby give my informed consent to participate in the above-mentioned research project.
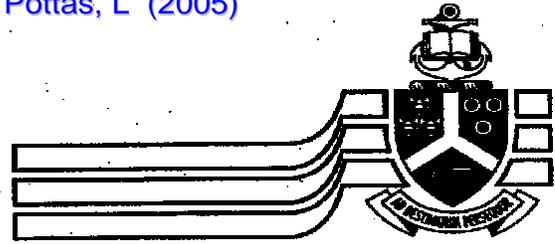
Date: _____

Signed: _____

Universiteit van Pretoria

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E-pos adres   : brenda.louw@.up.ac.za

Beste onderwyser / student

TOESTEMMING VIR NAVORSINGSPROJEK

As 'n ingeskrewe doktorale student in Kommunikasiepatologie , is ek tans besig met 'n navorsingsprojek rakende die uitdagings wat aan die onderwyser van die kind met 'n gehoorverlies gestel word in inklusiewe onderwys in Suid Afrika.

Die opvoedkundige insluiting van leerders met spesifieke opvoedkundige behoeftes het 'n realiteit geword met die publikasie van Witskrif nr. 6, rakende die ontwikkeling van 'n inklusiewe onderwysstelsel. Die sleutelrol in hierdie proses word gespeel deur die **onderwyser,** wat verantwoordelik sal wees vir die dag-tot-dag implementering van hierdie nuwe onderwysfilosofie. Dit is vanselfsprekend dat die eise en uitdagings wat aan hierdie onderwysers gestel word in die uitvoering van hul professionele rol, geïdentifiseer en aangespreek moet word. Dit is veral relevant teen die agtergrond van navorsing wat daarop dui dat die houding, kennis en vaardighede van die onderwyser/ voornemende onderwysers in verband gebring word met die suksesvolle implementering van inklusiewe onderwys.

Ten einde begrip te ontwikkel vir die unieke rol van die onderwyser van die kind met 'n gehoorverlies is die doel van hierdie studie om die uitdagings wat aan die onderwyser van die kind met 'n gehoorverlies in die inklusiewe onderwysstelsel in Suid-Afrika te bepaal. Die resultate sal in vakverwante tydskrifte gepubliseer word en as basis dien vir kongresreferate.

Ek beplan om die nodige inligting vir die navorsingprojek d.m.v. vraelyste te verkry. Hiermee vra ek u toestemming om aan die navorsingsprojek deel te neeem en die vraelys te voltooi. Die tydsduur vir die voltooiing van die vraelys sal ongeveer 20 minute wees.

Ek onderneem dat alle identifiserende inligting vanuit die finale verslag verwyders sal word. Skole, tersiêre instellings, skoolhoofde, lektore en onderwysers/studente se identitiet sal ten alle tye as streng vertroulik hanteer word. Voorts onderneem ek ook dat hierdie navorsingsprojek nie die skool / lesingrooster se nomale roetine sal ontwrig nie of dat dit enige finansiële implikasies vir die skool / tersiêre instelling tot gevolg sal hê nie.

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Kontak my gerus by 0839030020 indien u enige verdere inligting verlang.

Nogmaals dankie vir u moeite en deelname.

Vriendelike groete

Lidia Pottas   Prof SR Hugo   Professor Brenda Louw
Nagraads student   **Studieleier**   **Hoof: Dept. Kommunikasiepatologie**

Voltooi asseblief die onderstaande toestemmingbrief om sodoende u bereidwilligheid om aan die projek deel te neem, te bevestig:

Ek, _____ gee hiermee my oorwoë toestemming om aan bogenoemde navorsingsprojek deel te neem

Datum: _____

Handtekening: _____

Appendix C

Letters of informed consent: Focus group discussions

FOCUS GROUP DISCUSSION: LETTER OF INFORMED CONSENT

Please complete the following in order to confirm your willingness to partake in the research project:

I, _____ hereby give informed consent to partake in the research project.

Date:_____

Signed: _____

FOKUSGROEP BESPREKING: BRIEF VIR INGELIGTE TOESTEMMING

Voltooi asseblief die volgende om sodoende u bereidwilligheid om aan die navorsingsprojek deel te neem, te bevestig:

Ek, _____ gee hiermee my ingeligte toestemming om aan die navorsingsprojek deel te neem.

Datum: _____

Handtekening: _____

Appendix D

Knowledge questionnaire

KNOWLEDGE QUESTIONNAIRE

Office use only

Respondent number	V1 [ ][ ][ ][ ] 1-4

Instructions:
In order to permit you to answer the questions as honestly as possible, your name need not appear anywhere on the questionnaire and confidentiality is ensured. There are no right or wrong answers. Your help in completing the questionnaire is of vital importance, although participation is entirely voluntary.

Section A:
Demographic information
(Please mark the appropriate block with an x)

1. Gender:

Male	
Female	

V2 [ ] 5

2. Home language:

English	
Afrikaans	
SeTswana	
iSiZulu	
iSiXhosa	
Sepedi	
TshiVenda	
SeSotho	
SeSwati	
XiTsonga	
iSiNdebele	

V3 [ ][ ] 6-7

3. Your age?

   _____ years old

V4 [ ][ ] 8-9

4. What is your highest level of education?

_____

V5 [ ][ ] 10-11

5. Type of school at which you teach:

Private school	
Government school	

V6 [ ] 12

6. Phase you are currently teaching?

Pre- primary	
Primary	

V7 [ ] 13

7. Size of present class: _____ children	V8 14-15
8. Length of teaching experience: _____ years	V9 16-17
9. Are there any children with disabilities in your school? Yes No	V10 18
10. How many children with **hearing loss** is currently in your class: _____ children	V11 19-20
11. What is your personal experience towards hearing loss (Mark all the appropriate blocks) No experience I have a hearing loss I know family / friends who have a hearing loss I have taught a child with hearing loss	V12 21 V13 22 V14 23 V15 24
12. If given a choice would you include a child with hearing loss in your classroom? Yes No	V16 25

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Section B (Complete all the questions by placing a cross in the appropriate block)				
As a teacher you are employed at a mainstream school. According to legislation, it is expected of you to accommodate and provide for children in your class with and without a hearing loss. How would you go about this?				
	Yes (Agree)	Uncertain	No (Disagree)	*For Office Use Only*
1. By adjusting your classroom to facilitate a stimulating learning environment.				V17 ☐ 26
2. By adjusting your teaching to facilitate a creative learning environment.				V18 ☐ 27
3. By acknowledging the different needs of all children irrespective of their age, language, ethnological background or disability (hearing loss).				V19 ☐ 28
4. By collaborating with professional service providers i.e. Speech Language Pathologists and Audiologists				V20 ☐ 29
5. By involving parents in the decision making concerning process how to handle their child				V21 ☐ 30

The following statements pertain to the child with a hearing loss. Please indicate with a cross in the appropriate block whether they are true or false or whether you are uncertain.				
	True	**Uncertain**	**False**	
6. There is a difference between a child that is deaf and a child that is hard of hearing.				V22 [　] 31
7. The intellectual abilities of a child with a hearing loss **always** differ from those of a child with normal hearing.				V23 [　] 32
8. A child with a hearing loss **always** experiences difficulty in adapting to his social environment				V24 [　] 33
9. A child with a hearing loss **always** asks for instructions to be repeated.				V25 [　] 34
10. To understand a message, a child with a hearing loss is **totally** dependent on visual cues e.g. facial expressions.				V26 [　] 35
11. A child with a hearing loss **never** gives the appropriate answers when questions are asked.				V27 [　] 36
12. A child with a hearing loss finds it difficult to hear whispered speech..				V28 [　] 37
13. A child with a hearing loss **always** talks too loudly.				V29 [　] 38

	True	**Uncertain**	**False**	
14. The attentiveness of a child with a hearing loss is **always** weaker than that of a child with normal hearing.				V30 ☐ 39
15. A child with a hearing loss **always** has poor reading abilities.				V31 ☐ 40
16. The speech of a child with a hearing loss is **always** unintelligible.				V32 ☐ 41
17. A child with a hearing loss can **never** function independently within the classroom.				V33 ☐ 42
18. A child with a hearing loss **always** needs additional assistance from the teacher.				V34 ☐ 43
19. The academic progress of a child with a hearing loss is **always** weaker compared to a child with normal hearing of the same age group.				V35 ☐ 44
20. A child with a hearing loss **never** experiences problems with the spelling of words.				V36 ☐ 45

You have a child with a hearing loss in your class that shows no academic progress. What would you do to overcome the problem?

	Yes	Uncertain	No		
21. Ask the child to repeat instructions given, to ensure that you have been understood.				V37	46
22. Write down all instructions to be carried out on the blackboard or overhead projector transparencies.				V38	47
23. Recommend that the child be transferred to a school for the hearing impaired.				V39	48
24. Move the child to the front row of the class.				V40	49
25. Talk **very** slowly when giving instructions so that the child can read your lips (lip read).				V41	50
26. Talk **very** loudly when giving instructions.				V42	51

The child with a hearing loss is sitting near the door and window in your classroom. You become aware that the child is not paying attention during the presentation of the lesson. How would you react in this case.

	Yes	Uncertain	No		
27. Check the child's hearing apparatus to ensure that it is in working order.				V43	52
28. Move the child away from the door and windows, but not out of the front row.				V44	53

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29. Remove distractive visual material.		282		V45 ☐	54
30. Try not to move around in the classroom while giving instructions.				V46 ☐	55
31. Make use of additional visual aids, e.g. pictures, during the presentation of the lesson.				V47 ☐	56

Section C
Please give your opinion regarding the following questions:

1. Should I receive training in order to accommodate the child with a hearing loss in the classroom, my choice of training would be as follows.
Arrange the given options from 1 - 4 in order of preference; with
1= my first choice and **4**= my last choice.

a) Personal in-service training by a qualified audiologist.	
b) A complete educational course over a period of two days.	
c) A special educational diploma / certificate	
d) Informal in-service training through an informational pamphlet.	

V79 ☐ 88
V80 ☐ 89
V81 ☐ 90
V82 ☐ 91

2. Do you have any specific training needs in terms of handling a child with a hearing loss in the mainstream setting. In other words, what would you like to know more about?

_____

_____

_____

V83 ☐☐ 92-93

V84 ☐☐ 94-95

3. Is there anything else that you would like to share concerning the inclusion of the hearing-impaired child into mainstream education?

_____

_____

_____

_____

V85 ☐☐ 96-97

V86 ☐☐ 98-99

KENNISVRAELYS

Vir kantoorgebruik

Respondentnommer	V1		1-4

Instruksies:
Aangesien daar van u verwag word om die vraelys so eerlik moontlik te voltooi, word anomiteit verseker en hoef u naam op geen deel van die vraelys te verskyn nie. U hulp met die voltooiing van die vraelys is van uiterste belang, alhoewel deelname vrywillig en opsioneel is.
Afdeling A: **Demografiese inligting**   (Merk asseblief die toepaslike blokkie met 'n ×)

1. Geslag:		V2	5
Manlik			
Vroulik			

2. Huistaal:		V3	6-7
Engels			
Afrikaans			
SeTswana			
iSiZulu			
iSiXhosa			
Sepedi			
TshiVenda			
SeSotho			
SiSwati			
XiTsonga			
iSiNdebele			

3. Wat is u ouderdom? _____ jaar	V4	8-9

4. Wat is u hoogste vlak van opleiding? _____	V5	10-11

5. Tipe skool waar u tans onderrig gee?		V6	12
Privaat skool			
Departementele skool			

6. Graad waarvoor u tans onderrig gee:			V7		13
Pre-primêr					
Primêr					

7. Aantal leerlinge in u huidige klas:		V8		14-15
_____ leerlinge				

8. Aantal jare onderrig ervaring:		V9		16-17
_____ jaar				

9. Is inklusiewe onderwys reeds by u skool geïmplementeer?		V10		18
Ja				
Nee				

10. Hoeveel kinders met 'n gehoorverlies is tans in u klas?		V11		19-20
_____ kinders				

11. Dui asseblief u persoonlike ervaring t.o.v gehoorverlies aan. (merk alle blokkies wat van toepassing is)				
Geen ervaring		V12		21
Ek het self 'n gehoorverlies		V13		22
Ek ken familie / kennisse met 'n gehoorverlies		V14		23
Ek het al 'n kind met 'n gehoorverlies onderrig		V15		24

12. Indien dit u keuse is, sal u 'n kind met gehoorverlies in u klaskamer insluit?		V16		25
Ja				
Nee				

Afdeling B. (Merk asseblief die toepaslike blokkie met 'n ×)				
U as onderwyser/es is werksaam by 'n hoofstroomskool. Volgens die wet word daar nou van u verwag om enige kind, hetsy met of sonder 'n gehoorverlies in die klaskamer te akkommodeer. Wat verstaan u onder hierdie stelling?				
	Stem saam (Ja)	**Onseker**	**Stem nie saam nie (Nee)**	*Vir Kantoorgebruik*
1. Die skep van 'n fasiliterende leeromgewing deur aanpassings te maak in die klaskamer.				V17 ☐ 26
2. Die skep van 'n fasiliterende leeromgewing deur aanpassings te maak in u onderrigmetodes en leerstrategieë.				V18 ☐ 27
3. Erkenning van die verskillende behoeftes van alle kinders, ongeag die ouderdom, taal, etnisiteit of gestremdheid (gehoorverlies).				V19 ☐ 28
4. Samewerking met alle professionele persone, bv. spraaktaalterapeute en oudioloë				V20 ☐ 29
5. Die ouers te betrek by die besluitnemingproses aangaande die hantering van die kind.				V21 ☐ 30
Hieronder verskyn stellings rakende 'n kind met 'n gehoorverlies. Dui asseblief aan of die stellings waar of onwaar is.				
	Waar	**Onseker**	**Onwaar**	
6. Daar is 'n verskil tussen 'n kind wat doof is en 'n kind wat hardhorend is.				V22 ☐ 31
7. 'n Kind met 'n gehoorverlies se intellektuele vermoëns stem **nooit** ooreen met dié van 'n normaalhorende kind nie.				V23 ☐ 32
8. 'n Kind met 'n gehoorverlies vind dit **altyd** moeilik om sosiaal aan te pas in sy omgewing.				V24 ☐ 33

	Waar	Onseker	Onwaar	
9. Die kind met 'n gehoorverlies vra **altyd** vir herhaling van instruksies.				V25 ☐ 34
10. 'n Kind met 'n gehoorverlies is **net** afhanklik van visuele leidrade om die boodskap te verstaan, bv. gesigsuitdrukkings.				V26 ☐ 35
11. 'n Kind met 'n gehoorverlies gee **nooit** die toepaslike antwoorde wanneer vrae aan hom gevra word nie.				V27 ☐ 36
12. 'n Kind met 'n gehoorverlies sukkel om te hoor wanneer daar gefluister word.				V28 ☐ 37
13. 'n Kind met 'n gehoorverlies praat **altyd** te hard.				V29 ☐ 38
14. 'n Kind met 'n gehoorverlies se aandagspan is **altyd** swakker as dié van 'n normaalhorende kind.				V30 ☐ 39
15. 'n Kind met 'n gehoorverlies het **altyd** swak leesvaardighede.				V31 ☐ 40
16. 'n Kind met 'n gehoorverlies se spraak is **altyd** onverstaanbaar.				V32 ☐ 41
17. 'n Kind met 'n gehoorverlies kan **nooit** onafhanklik in die klaskamer funksioneer nie.				V33 ☐ 42
18. 'n Kind met 'n gehoorverlies het **altyd** addisionele hulp van die onderwyser nodig.				V34 ☐ 43
19. 'n Kind met 'n gehoorverlies se akademiese vordering is **altyd** swakker as dié van 'n normaalhorende kind van dieselfde ouderdom.				V35 ☐ 44
20. 'n Kind met 'n gehoorverlies ondervind **nooit** probleme met die spel van woorde nie.				V36 ☐ 45

**'n Kind met 'n gehoorverlies is in u klas. U kom agter dat die kind geen vord⟨
op akademiese gebied toon nie. Wat sal u doen om die probleem op te los?**

	Ja	Onseker	Nee	
21. Maak seker die kind verstaan jou deur aan hom te vra om die opdrag te herhaal.				V37 ⬚ 46
22. Skryf alle instruksies vir die opdrag wat uitgevoer moet word op die skryfbord of op transpirant neer.				V38 ⬚ 47
23. Beveel aan dat die kind na 'n skool vir gehoorgestremdes gaan.				V39 ⬚ 48
24. Plaas die kind voor in die klas.				V40 ⬚ 49
25. Praat **baie** stadig wanneer u die instruksies aanbied, sodat die kind u lippe kan lees.				V41 ⬚ 50
26. Praat **baie** hard wanneer u die instruksies in die klas aanbied.				V42 ⬚ 51

Die kind met 'n gehoorverlies sit voor in die klas naby aan die vensters en die deur. U kom agter dat die kind nie aandag gee tydens die lesaanbieding nie. Hoe sal u die geval hanteer?

	Ja	Onseker	Nee	
27. Gaan die kind se gehoor-apparate na en kyk of dit werk.				V43 ⬚ 52
28. Skuif die kind weg van die vensters en die deur, maar steeds voor in die klas.				V44 ⬚ 53
29. Verminder alle materiaal (bv. kleurvolle en besige plakkate) wat moontlik die kind se aandag kan aftrek tydens die lesaanbieding.				V45 ⬚ 54
30. Beweeg minder rond wanneer die instruksies in die klaskamer oorgedra word.				V46 ⬚ 55
31. Maak gebruik van addisionele hulpmiddels, bv. duidelike prente tydens die aanbieding van die les.				V47 ⬚ 56

Afdeling C:
Algemeen
Verskaf asseblief u eie mening aangaande die volgende vrae:

1. Indien ek verdere opleiding moet ondergaan ten einde die die kind met gehoorverlies in my klas te akkommodeer, sal my keuse van opleiding soos volg wees.
Rangskik die gegewe opsies asseblief na voorkeur van 1 – 4, met

   1=my eerste keuse en
   4=my laaste keuse

a) Persoonlike indiensopleiding deur 'n gekwalifiseerde oudioloog.	
b) 'n Volledige opleidingskursus wat strek oor enkele dae.	
c) 'n Spesiale onderwysers diploma.	
d) Informele indiensopleiding deur middel van inligtingstukke.	

V79   88
V80   89
V81   90
V82   91

2. Het u enige opleidingsbehoeftes ten opsigte van die hantering van die kind met 'n gehoorverlies in die hoofstroomopset. Met ander woorde, waarvan sou u graag meer te wete wou kom?

_____

_____

_____

V83   92-93

V84   94-95

3. Is daar enige iets wat u nog wil vermeld rakende die insluiting van die kind met 'n gehoorverlies in die hoofstroom?

_____

_____

_____

_____

V85   96-97

V86   98-99

RESPONSES ACCEPTED AS INDICATIVE OF KNOWLEDGE

QUESTION	RESPONSE INDICATIVE OF KNOWLEDGE
Q 1	Agree
Q 2	Agree
Q 3	Agree
Q 4	Agree
Q 5	Agree
Q 6	Agree
Q 7	Not agree
Q 8	Not agree
Q 9	Not agree
Q 10	Not agree
Q 11	Not agree
Q 12	Agree
Q 13	Not agree
Q 14	Not agree
Q 15	Not agree
Q 16	Not agree
Q 17	Not agree
Q 18	Not agree
Q 19	Not agree
Q 20	Not agree
Q 21	Agree
Q 22	Agree
Q 23	Not agree
Q 24	Agree
Q 25	Not agree
Q 26	Not agree
Q 27	Agree
Q 28	Agree
Q 29	Agree
Q 30	Agree
Q 31	Agree

Appendix E

Attitude questionnaire

ATTITUDE QUESTIONNAIRE

Office use only

Respondent number	V1 ☐☐☐☐ 1-4

Instructions:
In order to permit you to answer the questions as honestly as possible, your name need not appear anywhere on the questionnaire and confidentiality is ensured. There are no right or wrong answers. Your help in completing the questionnaire is of vital importance, although participation is entirely voluntary.

Section A:
Demographic information
(Please mark the appropriate block with a x)

1. Gender: Male ☐ Female ☐	V2 ☐ 5
2. Home language: English ☐ Afrikaans ☐ SeTswana ☐ iSiZulu ☐ iSiXhosa ☐ Sepedi ☐ TshiVenda ☐ SeSotho ☐ SeSwati ☐ XiTsonga ☐ iSiNdebele ☐	V3 ☐☐ 6-7
3. Your age? _____ years old	V4 ☐☐ 8-9
4. What is your highest level of education? _____	V5 ☐☐ 10-11
5. Type of school at which you teach: Private school ☐ Government school ☐	V6 ☐ 12
6. Phase you are currently teaching? Pre- primary ☐ Primary ☐	V7 ☐ 13

7. Size of present class: _____ children	V8 ⬛ 14-15
8. Length of teaching experience: _____ years	V9 ⬛ 16-17
9. Are there any children with disabilities in your school? Yes No	V10 ⬛ 18
10. How many children with **hearing loss** is currently in your class: _____ children	V11 ⬛ 19-20
11. What is your personal experience towards hearing loss (Mark all the appropriate blocks) No experience I have a hearing loss I know family / friends who have a hearing loss I have taught a child with hearing loss	V12 ⬛ 21 V13 ⬛ 22 V14 ⬛ 23 V15 ⬛ 24
12. If given a choice would you include a child with hearing loss in your classroom? Yes No	V16 ⬛ 25

292

Section B: **Attitudes questionnaire.** Please indicate if you agree or disagree with the following statements. (Please mark the appropriate block with a ×)	I agree (YES)	Uncertain	I do not agree (NO)	*Office use only*
1. The inclusion of children with hearing loss into regular classes will lead to a lowering of present standards in the schools.				V17 ☐ 26
2. A child with a hearing loss child can receive a better quality of education at a regular school than at a school for the deaf or hard of hearing.				V18 ☐ 27
3. Most children with hearing loss would not cope academically in a regular school.				V19 ☐ 28
4. Separate education for children with hearing loss has been effective and should not be changed.				V20 ☐ 29
5. Children with hearing loss should be given every opportunity to function in a regular class, where possible.				V21 ☐ 30
6. The regular class can be the least restrictive environment for the child with ahearing loss				V22 ☐ 31
7. The inclusion of children with hearing loss into regular schools is not very practical.				V23 ☐ 32
8. Inclusion is likely to foster greater understanding and acceptance of differences between the learners.				V24 ☐ 33
9. Schools for the deaf and hard of hearing are the most appropriate places for all children with hearing loss to be educated.				V25 ☐ 34

	I agree (YES)	Uncertain	I do not agree (NO)	Office use only
10. Children with hearing loss who are included in regular education will have a greater ability to function in a "hearing world" than those who attend schools for the deaf or hard of hearing.				V26 ☐ 35
11. Inclusion is likely to have a negative effect on the emotional development of a child with a hearing loss.				V27 ☐ 36
12. Children with hearing loss are likely to be isolated by their hearing peers.				V28 ☐ 37
13. Included children with hearing loss are likely to experience stigma attached to their disability than those who are educated with other hearing-impaired peers.				V29 ☐ 38
14. Regular contact with a child with a hearing loss is potentially harmful for hearing children.				V30 ☐ 39
15. I feel frustrated because I don't know how to help a child with a hearing loss.				V31 ☐ 40
16. I feel uneducated and uninformed towards a child with a hearing loss.				V32 ☐ 41
17. I feel uncomfortable and find it difficult to relax in the presence of a child with a hearing loss.				V33 ☐ 42
18. I tend to ignore a child with a hearing loss.				V34 ☐ 43
19. Interaction with normal hearing children is likely to enable the child with a hearing loss to develop a better self-image.				V35 ☐ 44

	I agree (YES)	Uncertain	I do not agree (NO)	Office use only
20. Children in regular classes are likely to develop a greater degree of acceptance of others with special needs through contact with children with hearing loss.				V36 ☐ 45
21. The challenge of being in a regular classroom is likely to promote the academic growth of the child with a hearing loss.				V37 ☐ 46
22. The adjustments made by teachers to accommodate children with hearing loss are likely to benefit most hearing students in class (e.g. to use a lower voice pitch and to write instructions on the chalk board).				V38 ☐ 47
23. Children with hearing loss require additional individual attention that would be to the demerit of the other learners.				V39 ☐ 48
24. It would be more difficult to maintain order in a regular class that includes a child with a hearing loss.				V40 ☐ 49
25. The behaviour of children with hearing loss is likely to set a bad example for the rest of the class.				V41 ☐ 50
26. A child with a hearing loss's classroom behaviour requires more patience than a hearing child.				V42 ☐ 51
27. Regular school teachers should not be expected to teach children with hearing loss..				V43 ☐ 52
28. Having a child with a hearing loss in my class would require too much effort.				V44 ☐ 53
29. Regular teachers have the basic techniques to teach any children, including children with hearing loss.				V45 ☐ 54

	I agree (YES)	Uncertain	I do not agree (NO)	Office use only
30. I am willing to allow a professional person (e.g. psychologist, audiologist, speech therapist) in my class, in order to support the inclusion of a child with a hearing loss in my class.				V46 ☐ 55
31. I am willing to go for further training in order to accommodate a child with a hearing loss in my class.				V47 ☐ 56

Section C:
General
Please give your opinion regarding the following questions:

1. Should I receive training in order to accommodate the child with a hearing loss in the classroom, my choice of training would be as follows.
Arrange the given options from 1 - 4 in order of preference; with **1**= my first choice and **4**=my last choice.

a)	Personal in-service training by a qualified audiologist.	
b)	A complete educational course over a period of days.	
c)	A special educational diploma / certificate	
d)	Informal in-service training through an informational pamphlet.	

V48 ⬜ 57
V49 ⬜ 58
V50 ⬜ 59
V51 ⬜ 60

2. Do you have any specific training needs in terms of handling a child with a hearing loss in the mainstream setting. In other words, what would you like to know more about?

_____

_____

_____

V52 ⬜ 61-62

V53 ⬜ 63-64

3. Is there anything else that you would like to share concerning the inclusion of the hearing-impaired child into mainstream education?

_____

_____

_____

_____

V54 ⬜ 65-66

V55 ⬜ 67-68

HOUDINGSVRAELYS

Vir kantoorgebruik

Respondentnommer	V1		1-4

Instruksies:
Aangesien daar van u verwag word om die vraelys so eerlik moontlik te voltooi, word anomiteit verseker en hoef u naam op geen deel van die vraelys te verskyn nie. U hulp met die voltooiing van die vraelys is van uiterste belang, alhoewel deelname vrywillig en opsioneel is.

Afdeling A:
Demografiese inligting
(Merk asseblief die toepaslike blokkie met 'n ×)

1. Geslag:

Manlik	
Vroulik	

V2 ___ 5

2. Huistaal:

Engels	
Afrikaans	
SeTswana	
iSiZulu	
iSiXhosa	
Sepedi	
TshiVenda	
SeSotho	
SiSwati	
XiTsonga	
iSiNdebele	

V3 ___ 6-7

3. Wat is u ouderdom?

_____ jaar

V4 ___ 8-9

4. Wat is u hoogste vlak van opleiding?

_____

V5 ___ 10-11

5. Tipe skool waar u tans onderrig gee?

Privaat skool	
Departementele skool	

V6 ___ 12

6. Graad waarvoor u tans onderrig gee:		V7		13
Pre-primêr				
Primêr				

7. Aantal leerlinge in u huidige klas: _____ leerlinge	V8		14-15

8. Aantal jare onderrig ervaring: _____ jaar	V9		16-17

9. Is inklusiewe onderwys reeds by u skool geïmplementeer?	V10		18
Ja			
Nee			

10. Hoeveel kinders met 'n gehoorverlies is tans in u klas? _____ kinders	V11		19-20

11. Dui asseblief u persoonlike ervaring t.o.v gehoorverlies aan. (merk alle blokkies wat van toepassing is)			
Geen ervaring		V12	21
Ek het self 'n gehoorverlies		V13	22
Ek ken familie / kennisse met 'n gehoorverlies		V14	23
Ek het al 'n kind met 'n gehoorverlies onderrig		V15	24

12. Indien dit u keuse is, sal u 'n kind met gehoorverlies in u klaskamer insluit?	V16		25
Ja			
Nee			

299

Afdeling B: Houdingsvraelys (Merk asseblief die toepaslike blokkie met 'n ×)	Ek stem saam (JA)	Onseker	Ek stem nie saam nie (NEE)	Vir kantoorgebruik
1. Die insluiting van kinders met gehoorverlies in gewone klaskamers sal lei tot die verlaging van huidige akademiese standaarde in die skool.				V17 [ ] 26
2. 'n Kind met gehoorverlies kan 'n beter kwaliteit onderrig by 'n gewone skool ontvang as by 'n spesiale skool vir dowes of hard-horendes.				V18 [ ] 27
3. Die meeste kinders met gehoorverlies sal nie die akademie in hoofstroomskole kan bemeester nie.				V19 [ ] 28
4. Afsonderlike onderrig vir kinders met gehoorverlies was sover suksesvol en moet nie verander word nie.				V20 [ ] 29
5. Kinders met gehoorverlies behoort elke geleentheid te kry om te funksioneer in gewone klaskamers, waar moontlik.				V21 [ ] 30
6. Die gewone klaskamer kan die omgewing wees wat die kind met gehoorverlies die minste sal beperk (waar hy maksimaal kan funksioneer.)				V22 [ ] 31
7. Insluiting van die kind met gehoorverlies in gewone klasse is nie prakties nie.				V23 [ ] 32
8. Insluiting kan moontlik lei tot beter begrip en aanvaarding van individuele verskille tussen die leerlinge.				V24 [ ] 33
9.Skole vir die dowes en hard-horendes is die mees aanvaarbare plek waar alle kinders met gehoorverlies onderrig behoort te ontvang.				V25 [ ] 34

	Ek stem saam (Ja)	Onseker	Ek stem nie saam nie (Nee)	*Vir kantoorgebruik*
10. Kinders met gehoorverlies wat opvoedkundig ingesluit word, sal beter sosiaal funksioneer in die "horende wêreld" as diè wat skole vir dowes bywoon.				V26 ⬚ 35
11. Insluiting sal heel moontlik 'n negatiewe effek op die emosionele ontwikkeling van die kind met 'n gehoorverlies hê.				V27 ⬚ 36
12. Kinders met gehoorverlies sal heel moontlik deur hul horende portuurgroep uitgesluit word.				V28 ⬚ 37
13. Daar sal moontlik 'n groter stigma kleef aan die kinders se gestremdheid as hulle ingesluit word, as wanneer hulle onderring saam met hul gehoorgestremde maats ontvang.				V29 ⬚ 38
14. Gereelde kontak met kinders met gehoorverlies is potensieel skadelik vir normaal horende kinders.				V30 ⬚ 39
15. Ek voel gefrustreerd, omdat ek nie weet hoe om 'n kind met gehoorverlies te help nie.				V31 ⬚ 40
16. Ek voel onkundig en oningelig aangaande die kind met gehoorverlies.				V32 ⬚ 41
17. Ek voel ongemaklik en vind dit moeilik om te ontspan in die teenwoordigheid van 'n kind met 'n gehoorverlies.				V33 ⬚ 42
18. Ek is geneig om kinders met gehoorverlies te vermy.				V34 ⬚ 43
19. Interaksie met horende kinders kan moontlik lei tot die ontwikkeling van 'n beter selfbeeld by kinders met gehoorverlies.				V35 ⬚ 44

	Ek stem saam (Ja)	Onseker	Ek stem nie saam nie (Nee)	*Vir kantoorgebruik*
20. Normaal horende kinders sal meer geneig wees tot aanvaarding van ander persone met spesiale behoeftes wanneer hulle in aanraking kom met kinders met gehoorverlies.				V36 [ ] 45
21. Die uitdaging om in 'n gewone klaskamer te funksioneer, kan lei tot die verhoging van akademiese groei van die kind met gehoorverlies.				V37 [ ] 46
22. Die aanpassings wat deur die onderwysers gemaak moet word om die kinders met gehoorverlies te akkommodeer (bv. om in 'n laer stemtoon te praat en instruksies op die swartbord te skryf); sal ook tot voordeel wees van die normaal horende kinders.				V38 [ ] 47
23. Kinders met gehoorverlies benodig addisionele individuele aandag wat die ander leerlinge sal benadeel.				V39 [ ] 48
24. Dit sal moeiliker wees om orde en dissipline in die klas te handhaaf wanneer daar kinders met gehoorverlies ingesluit is.				V40 [ ] 49
25. Die gedrag van 'n kind met gehoorverlies sal moontlik 'n swak voorbeeld stel vir die horende klasmaats.				V41 [ ] 50
26. 'n Kind met gehoorverlies se gedrag in die klaskamer verg meer geduld as diè van horende kinders.				V42 [ ] 51
27. Daar behoort nie van gewone onderwyseresse verwag te word om kinders met gehoorverlies te onderrig nie.				V43 [ ] 52

	Ek stem saam (Ja)	Onseker	Ek stem nie saam nie (Nee)	Vir kantoorgebruik
28. Om 'n kind met gehoorverlies in die klas te hê, sal te veel ekstra moeite wees.				V44 ☐ 53
29. Gewone onderwyseresse beskik oor die basiese vaardighede om enige kind te onderrig, insluitend kinders met gehoorverlies.				V45 ☐ 54
30. Ek is bereid om 'n ander professionele persoon in my klas toe te laat, om die kind met gehoorverlies in die klas te ondersteun.				V46 ☐ 55
31. Ek is bereid om verdere opleiding te ondergaan om die kind met 'n gehoorverlies in my klas te akkommodeer.				V47 ☐ 56

Afdeling C:
Algemeen
Verskaf asseblief u eie mening aangaande die volgende vrae:

1. Indien ek verdere opleiding moet ondergaan ten einde die die kind met gehoorverlies in my klas te akkommodeer, sal my keuse van opleiding soos volg wees.
Rangskik die gegewe opsies asseblief na voorkeur van 1 – 4, met

    1=my eerste keuse en
    4=my laaste keuse

a) Persoonlike indiensopleiding deur 'n gekwalifiseerde oudioloog.	
b) 'n Volledige opleidingskursus wat strek oor enkele dae.	
c) 'n Spesiale onderwysers diploma.	
d) Informele indiensopleiding deur middel van inligtingstukke.	

V48   57
V49   58
V50   59
V51   60

2. Het u enige opleidingsbehoeftes ten opsigte van die hantering van die kind met 'n gehoorverlies in die hoofstroomopset. Met ander woorde, waarvan sou u graag meer te wete wou kom?

_____

_____

_____

V52   61-62

V53   63-64

3. Is daar enige iets wat u nog wil vermeld rakende die insluiting van die kind met 'n gehoorverlies in die hoofstroom?

_____

_____

_____

_____

V54   65-66

V55   67-68

304

RESPONSES ACCEPTED AS INDICATIVE OF POSITIVE ATTITUDES

QUESTION	RESPONSE INDICATIVE OF POSITIVE ATTITUDE
Q 1	Not agree
Q 2	Agree
Q 3	Not agree
Q 4	Not agree
Q 5	Agree
Q 6	Agree
Q 7	Not agree
Q 8	Agree
Q 9	Not agree
Q 10	Agree
Q 11	Not agree
Q 12	Not agree
Q 13	Not agree
Q 14	Not agree
Q 15	Not agree
Q 16	Not agree
Q 17	Not agree
Q 18	Not agree
Q 19	Agree
Q 20	Agree
Q 21	Agree
Q 22	Agree
Q 23	Not agree
Q 24	Not agree
Q 25	Not agree
Q 26	Not agree
Q 27	Not agree
Q 28	Not agree
Q 29	Agree
Q 30	Agree

Appendix F

Permission from the Research Proposal
and Ethics Committee
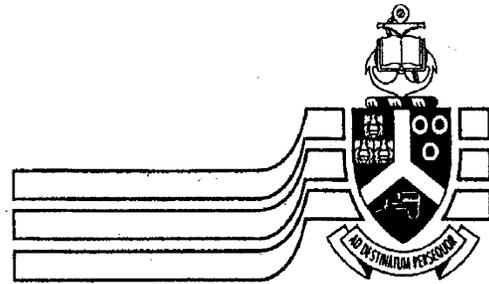
University of Pretoria

Research Proposal and Ethics Committee
Faculty of Humanities

8 October 2004

Dear Mrs Pottas

Project:	*Inclusive education in South Africa: the challenges posed to the teacher of the child with a hearing loss*
Researcher:	**L Pottas**
Supervisor:	**Prof SR Hugo**
Department:	**Communication Pathology**
Reference number:	**8631700**

Thank you for your correspondence dated September 2004.   The Committee appreciates the clarification of the issues previously raised.

I have pleasure in informing you that the Research Proposal and Ethics Committee formally approved the above study on 30 September 2004.

We wish you success with the project.

Sincerely

Prof Brenda Louw
Chair: Research Proposal and Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA

Appendix G

Transcription of focus group discussions

Focusgroup Discussion – Teachers

F: **Ek wil net gou-gou vra, voor ons begin, as julle die term insluitende progressiewe onderwys moes hoor, waaraan dink julle? Wat impliseer dit ...?**

1: Ek sien dit as kinders wat in die ou bedeling in 'n spesiale skool sou wees. Kinders wat in 'n Doweskool sou wees, kinders wat in 'n Blindeskool sou wees. Kinders wat in een of ander skool sou was waarvoor jy nou moet akkomodeer in 'n gewone skool.

F: **Goed, ietsie anders …?**

2: Dit is kinders wat spesifieke behoeftes het en geakkomodeer word in gewone skole.

F: **Ek gaan sommer oorgaam ... daar is 'n vraag wat ek nogal gedink het ek kan vra vir iemand wat so outjie self in die klas gehad het.**

3: Net vir 'n kort rukkie.

F: **Het jy enigsens anders gevoel toe jy besef het dat jy 'n kind met 'n gehoorverlies gaan hê?**

3: Weet jy, in die begin. Jy is redelik bewus daarvan dat jy anders moet klasgee. Jy moet jou voorbereiding ook so maak dat dit daarby aanpas, en dit was vir nie eintlik heeldag elke dag se storie nie. So ek moes... Hierdie les moet ek iets anders doen. Ek dink as 'n mens in daardie situasie is, raak jy dalk gewoond aan die hele klasopset en almal raak gewoond daaraan maar vir my spesifieke was dit ...

1: Vir my was dit anders in die opsig … ek weet nie of mens .... wat 'n CI gehad het moet klassifiseer as 'n gehoorgestremde kind nie … in effek is sy nie want sy kan hoor. Akademies het sy nie probleme nie. So, ... was in my *stride*. Ek hoef niks ekstra of anders te gedoen het nie en in so geval is die *inclusion* nie so problem nie… want sy hoor net so goed soos die ander kinders en daarom weet ek nie hoe waardevol my insette kan wees nie. Dis nie asof sy ekstra hulp … of omdat sy dit nog nie kan doen nie. Sy kan klaar hoor. Sy kan klaar alles doen. Dit was glad nie 'n aanpassing nie.

F: **Dit is goed om dit te weet dat hulle so goed doen…..**

1: Maar is dit nou in dieselfde sin van... ek het wel vir so kind skool gehou, maar nie gehoorgestremd is nie, maar wat 'n Down-kind was. Is dit nou ook van toepassing by jou? Gaan dit eintlik oor die gehoor? Sien ek het nie eintlik ervaring daarvan nie en ek neem aan as jy sal moet begin aanpassings maak bv. glad nie meer kan omdraai en op die bord skryf te gelyk nie... daardie tipe van goed sal jy moet kan doen maar ek het nou geen ervaring daarvan nie.

3: So dit was nie eers vir jou nodig om sulke aanpassings te maak nie?

1: Glad nie.

4: Ek wil daarby aanlas... ek het ook vir .... gehad en vir .... en met .... en .... niks. Jy kyk maar net of die FM reg is en of die batterytjie pap raak... maar rêrig waar normaal. 100% normaal.

1: Ek het net vir .... gehad waar .... maar sy is nog 'n slim kind ook. So sy het geen probleme nie.

F: **Sou julle sê net so *inclusion* is die kriteria waarvolgens besluit ...**

4: Ja, seker so want ... Hulle moet intelligent wees en daar moet nie ander probleme wees nie. Daar is faktore wat net daar moet wees dan werk dit 100%.

307

F: Wat sou julle beskou as die behoeftes van die kind met 'n gehoorverlies?

    4: Emosioneel?

F: Alles. As mens so'n kind nou sou vat en mens sit hom in 'n gewone skool. Wat sou sy behoeftes wees? ...

    4: ...

    3: .... Buddy stelsel. Hy het 'n baie goeie maatjie wat eintlik 'n baie goeie slim intelligente outjie wat in die begin jare toe hy so graad 2-3 was .... was hy altyd saam met die outjie en weet jy baie. Hulle sit nou in groepsverband maar hy sit nou nie weer saam met die maatjie nie maar die maatjie is nog steeds saam in die klas. Dit is nie eens meer nodig nie, maar ek dink die basis daar was goed gelê. So iemand wat saam was wat hom net gehelp het as hy nie mooi verstaan het wat die opdrag was nie.

    1: Ek dink dis geweldig moeilik. ......was vir my 'n ander situasie want sy kan hoor, maar as jy regtig 'n kind met 'n probleem het? *I'm all for it* maar daardie kind gaan nie so ver aanvaar word soos die ander nie want noodwendig gaan jy daardie kind anders moet hanteer. Noodwendig gaan hy moet, veral as hy nou 'n ander probleem het ... miskien skolasties nie vorder nie omdat hy nie kan hoor nie. Hy gaan nie een sin kan skryf nie want hy gaan nie kan hoor wat jy sê nie. Dan het *inclusion* vir my persoonlik .... kan ek vir jou sê ... is dit vir my emosioneel verskriklik moeilik. Ek praat vanuit die standpunt van 'n kind wat op 'n ander gebied nou ..... So'n kind in jou klas is absoluut nie ideaal nie. Dit is in elk geval vir die juffrou wat in elk geval ongelooflik baie het om te hanteer en baie het om te doen. Dit is nie net van jy het een kindjie ekstra nie. Jy het een groot probleem ekstra, want die kind is emosioneel nie gereed nie. As hy nie kan hoor nie dan is dit nie net van hierdie kind kan nie hoor nie.... Hy kan nie hoor om 'n sin te skryf nie. So wat doen hy terwyl die ander sinne skryf? Ek kan nie die heeltyd die kind emosioneel ondersteun terwyl daar 30 ander emosioneel ondersteun moet word nie want hulle het ook ondersteuning nodig. Ek kan nie heeltyd help om sy probleem te oorbrug terwyl daar 30 ander geregtig is op my aandag nie. Ek kan nie vir hom wat nie kan hoor nie, help nie. Dit is net onmoontlik. En terwyl jy hom nie kan help nie, as jy die ander 30 help, is hy 'n ontwrigting. Want wat gaan hy doen? Hy kan nie hoor nie. Hoe lank moet hierdie arme kind nou stilsit as hy nie kan hoor nie? Wat moet ek as juffrou doen wat nie die opleiding het om die kind regtig te help nie? Ek meen ek kan normale kinders leer lees en skryf, bietjie uitval die kant toe, bietjie uitval daardie kant toe, help en so aan, maar kinders met sulke geweldige uitvalle, om dit ...... as een juffrou *inclusion* .... 30 kinders en dan een kind met sulke geweldige uitvalle ..... Na my menig of dit gehoor, sig, kognitief of wat ook al die geval is, so geweldige uitval .... dis 'n saak van onmoontlikheid. Op die ou einde voel dit vir my of mens net besig is om meer en meer te verwag en dis eintlik onmoontlik.

    2: Ek het gedink dat dit moontlik kan wees dat sy andersheid nie baie gewig moet dra nie. Dat hy nie so uitstaan tussen die ander kinders nie. En die manier waarop mens hom hanteer ... dat hy sy andersheid nie so intens beleef nie.

F: Dit sluit aan by die emosionele.

    1: Maar hoe wil jy dit doen ... ek sê as dit soos ..... was, het ons haar nie anders hanteer nie. Ek bedoel .... het wonderlik aangegaan, dit was geen issue nie. Maar as hy soveel anders is dan is die ideaal om hom nie so anders te hanteer nie ... maar in die praktyk is dit verskriklik moeilik om hom nie anders te hanteer nie. In die praktyk selfs is dit wonderlik en dit klink reg en opvoedkundig en emosioneel en al daardie wonderlike dinge.Dit is waar, jy moet hom nie anders hanteer nie. Maar in die praktyk, as die outjie, ek gaan nou van die ding uit dat die outjie glad nie kan hoor nie, dan is daar nie 'n manier om hom nie anders te hanteer nie want die ander kan hoor. Die praktyk is net 'n ander situasie. Hoe moet ek, ek weet nie, ek het nie spraakterapie nie, ek het nie 'n spraakterapie agtergrond nie, ek weet nie hoe om 'n kind wat gehoorgestremd is te leer om te luister nie. Ek is dom, moet ek hom leer liplees, moet ek vir hom gebaretaal leer, wat moet ek doen?

2: Sou mens anders daaroor gevoel het as daar permanente ondersteuning gehad het of as daar ondersteuning was, sou dit 'n verskil gemaak het aan die ondersteuning van so outjie?

1: Weet jy, ek het al baie met ..... gepraat. Die ding is net .... jy het gepraat oor ... weet jy oorsee in 'n klaskamer met een kind wat volgens *inclusion* is het jy ekstra hulp m.a.w. as ek hier is en jy kan elke dag saam met .... of .... wat die probleem het ... en wat ek ookal doen kan jy vir .... of .... die hele tyd help. *Fine*, dan kan dit werk maar op hierdie stadium ... wat se ondersteuning het ek? Jy kry so dik boek of papier of wat ookal en dan sê die ma vir jou *sorry* my kind is gehoorgestremd, hierdie is die inligting, gaan dit deur. In die klas situasie het jy 'n ekstra hand nodig om daardie kind te help. As jy dit nie het nie, ek kan dit nie doen nie.

4: Ek sit nou en dink ek het kindertjies .... ek dink nou aan .... was 'n probleem maar toe dink ek nou daaraan ..... ek het tog kindertjies in my klas..... maar omdat ek kennis het van gehoorgestremdheid. Daar was kindertjies daarna wat horend was wat erger uitvalle gehad het as .... wat ek in elkgeval mee moes *cope* want daar was nie 'n plek om hulle heen uit te stuur nie. Dit was maklik om te sê .... Nuwe Hoop toe is die beste plek vir jou, maar nou sit jy met 'n outjie wat baie swak is waarna jy net moet kyk.

4: Ek dink dis waar wat.......... sê, as mens net die kennis het van hoe om 'n gehoorgetremde te hanteer, dan is dit maar dieselfde as 'n baie swak outjie wat swak vorder in die klas wat RO moet kry. Dit is maar dieselfde.

F: **Jy sê nie noodwendig 'n ondersteuning in terme van 'n klomp inligting nie maar iemand wat fisies by jou in die klas is.**

1: Iemand om daardie kind te help want daardie kind het leterlik hulp ¾ van die tyd nodig. As hy probleem het ... ek praat nou nie van iemand soos .... nie. En ek kan nie as juffrou die helfte van die tyd aan een kind spandeer nie want daar is 30 anders soos sy sê wat ander probleme het wat ek dalk kan regmaak wat ek dalk die kennis het om te kan regmaak. Ek het kennis van 'n kind wat kom ons sê 'n ander skolastiese probleem het en wat net met 'n bietjie RO of wat ek kennis voor het, kan regmaak. Nou kan ek nie die helfte van my tyd spandeer aan 'n kind wat ek nie die kennis het om hom te help nie. Ek bedoel dis onmoontlik om te sê gee vir juffrou die kennis... Spraakterapeute ... daardie tipe mense het mos nie .... jy kan mos nie al daardie kennis vir my in 'n kitskursussie gee nie. So dis 'n moeilike stelsel en finansieel weet ek dis net onmoontlik om vir elke gehoorgestremde kind sy eie hulp te hê tensy ouers dit finansieel kan bybring miskien?

F: **Om weer terug te kom na wat ons gesê het die behoeftes van die kind. Ons het begin by die emosionele gedeelte. Is daar nog spesifieke wat julle dink ....**

2: Ja, sosialisering. Het hy nie 'n behoefte om te sosialiseer nie? Dit het baie met aanvaarding te doen.

4: Die fisiese behoeftes in die skool ..... bv. Atletiek ... praat jy nou van sulke behoeftes? Oor die algemeen nou in so skoolopset soos in saalbyeenkomste is gehoorgestremdes verlore.

4: Ons het ..... en .... ek het ervaar dat selfs .... en .... sit en rondkyk het en dan .... sit altyd die outjies af met atletiek .... maar dan tik jy maar net op sy skouer en dan ... ek het ook ervaar swemtye, wanneer al die gehoorapparate afgehaal word, dan's hy stokdoof tussen al die ander. Dit is ook 'n helemale ander situasie op sy eie.

F: Spesifiek die klaskamer. Enige ander behoeftes in die klaskamer?

3: Fisies is daar nie enigsens iets anders nie. Hulle kan trappe klim.

1: Sulke kinders se balans, omdat gehoor en balans hand aan hand gaan, is sulke kinders se balans aangetas?

F: Nie noodwendig nie.

1: Miskien as hulle balans aangetas is sal jy miskien 'n reling moet hê of as daar so probleem is .... vir my was dit nie 'n probleem nie.

F: Watter aanpassings dink julle is nodig om so 'n kind in 'n klaskamer te kan akkomodeer?

2: Dit voel vir my of daar 'n bewustheid moet wees van die outjies en van sy spesifieke behoeftes ...... ek dink net in terme van toe ek self met van die outjies in 'n klas in 'n terapeut opset gewerk het. Mens weet die lig moet nie in hulle oë skyn nie, dit moet op jou gesig val. Nou struktureer jy jou klaskamer so maar nou begin jy ander aktiwiteite op die vloer doen of in ander areas in die lokaal en ek dink baie keer het 'n mens voortdurend bewustheid nodig van 'n outjie se behoefte ... dat jy aanpassings kan maak waar dit so moet wees.

4: Ek kan onthou in Gr 1het ons so baie telaktiwiteite op die mat en selfs in wiskunde. Eintlik verskriklik baie geleenthede om te kyk hoe hulle luistervaardigheid is, want hulle sit so en dan moet een sê 2, 4, 6, 8, 10 en daardie een sit heeltyd daar en luister wat sê die ander so ..... mens moet bewus wees dat daardie enetjie as hy dalk nou nie dadelik dis haar beurt en dis 10 nie, dat sy dalk nie kan .....

4: Dis waar wat .... sê en mens moet maar heeltyd bewus wees van die lig en dan ook die kind nader aan jou sit want jy kyk tog maar na die gesiggie ... is daar begrip? Daar is net 'n bewustheid van daardie outjie wat anders is as by die ander......

F: Enige aanpassings wat jy van weet? Wat se goed moes jy doen?

3: Dit was maar die tipe ding waar ek seker moes gemaak het dat hy my gesig kan sien en ook die lig en dan moes ek stadiger praat. Mens moet vreeslik daaraan werk......

1:   Weet jy ek dink uit nature as jy skoolhou gaan jy bewus wees van dit en jy gaan so ver as moontlik as wat enige normale intelligente mens kan aanpas, gaan jy aanpas, ek meen as .... nou nie kan hoor by atletiek nie, is dit nou nie 'n vreeslike groot *issue* nie, omdat ek dit weet en om agter haar te staan en die en die oomblik as die skoot klap op haar ruggie te klap nie. Dit is nie vir my aanpassings nie. Mens doen dit in jou *stride*. Dit is nie moeilik om dit te doen nie, jy is bewus daarvan maar dit is nie ...... jy doen dit in jou *stride*. En 'n bietjie ekstra doen gee mens nie voor om nie, maar dit gaan vir my .... as iemand regtig gehoorgestremd is. Ek kan nie daardie kind in die klas akkomodeer nie want ek weet nie hoe nie. Dis nie omdat ek nie wil nie. Dis nie omdat ek dink hulle is anders nie. Dit is nie omdat ek dink hulle is nie goed genoeg nie. Dis eenvoudig fisies in die praktyk ..... ek kan nie. Ek weet nie hoe nie. Ek is so bang mense dink kom ons gee gou-gou nog 'n handboekie vir haar of nog 'n dit of dat en dan kan sy sommer deurlees en dan kan sy dit doen. Ek dink so kind se behoefte is op 'n professionele vlak, mense wat weet wat hulle doen. Dis so goed jy sê vir my hier dis die spraakterapie boek, dis hoe mens die kinders leer. Daar is mense wat opgelei is om dit te kan doen. Anders is dit sinneloos.

2: Ek dink daar is 'n verskil in die soort ondersteuning wat hulle moet kry. Die een manier is om iets vir iemand te gee om te lees..... en my ervaring is 'n onderwyser het heeltemal te veel om te doen om nog weer te lees. Om nog weer 'n studie te gaan maak van 'n veld of 'n spesifieke kind, vreeslik geweldige leeswerk kry. Maar fisiese ondersteining, sê nou maar iemand kan een maal per dag by jou omkom en sit en identifiseer die dinge waarmee jy 'n probleem het en sit saam met jou en praat .... is dit 'n ondersteuning wat mens mee 'n ent kan stap.

1: Tydgebonde dink ek moet mens altyd baie versigtig wees. Ek weet nie wat is die patologie van die saak nie maar die punt is .... veronderstel .... sit hier en .... kan nie hoor nie, en jy kom een maal per dag by my om. Nou weet ek elke dag .... dit gaan my elke dag 'n halfuur vat om vir jou die skoolwerk te gee want dis wat Sannie op die ou einde moet kan doen.

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2: Maar as daar ondersteuning is om haar gehoorskerpte op te tel en dat sy beter kan hoor en beter kan volg .....

1: Daardie tipe ondersteuning het waarde. Dis wat ek sê ...... ek het nie iemand nodig .... ek het nie 'n mamma nodig by die huis wat nou net hierdie kind se werk gaan doen nie. Dit help nie. Iemand moet daardie kind help om te kan hoor want dit is al hoe ek daardie kind kan help as daardie kind kan hoor....

F: **As die kind dan nou gepas is met 'n optimale gehoorapparaat?**

1: Dan *no problem*. As hierdie kind kan hoor ... en ek is bereid om hom op 'n ander vlak te gaan haal as waar ek is .... ek meen ek het al kinders wat geen taal het nie .... ek sal vir hom die taal ... as hy net kan hoor m.a.w. êrens moet die mediese goeters aan gewerk word dat daardie kind kan hoor op die ou einde. En as hy kan hoor is ek meer as bereid om vir hom taal aan te leer .... ek kan vir hom taal aanleer tot hy op standaard is. Ek sal hom op 'n laer vlak gaan haal.... ek sal enige iets doen wat vir my moontlik is maar moenie vir my sê ek moet hom help om die skoolwerk te doen as hy nie kan hoor nie. Dis wat ek voel moet daar wees.

F: **Kan ons gestel hy is nou wel gepas met 'n gehoorapparaat en julle het nou al almal met kinders te doen met addisionele waarvoor mens partykeer aanpassings moet maak in die klaskamer. Dink julle dat 'n kind met 'n gehoorverlies sulke aanpassings sal kan maak?**

4: Weet jy ... ek is nou Gr 1 en mens werk baie visueel ... pragtige apparaat en dit hang seker ook af van wat se persoonlikheid die juffrou het, want as jy 'n dramatiese mens is, dan is dit wonderlik vir daardie gehoorgestremde ... en 'n lewendige persoonlikheid en duidelik praat dan is daar nie aanpassings ... ek het bv. Geen aanpassings wat dit aan betref nie.

F: **Jou goed was klaar baie visueel .....**

4: Ja ... ek weet nie van die hoër klasse nie. Dink jy nie mens moet dit meer visueel maak nie?

1: Jy sal dit dalk meer visueel moet maak maar nie net op akademiese gebied nie ..... ek meen jy gaan hobderde aanpassings moet maak maar wat nie noodwendig 'n probleem is nie. Ek bedoel, as daar 'n konsert is ... jy oefen op 'n daaglikse basis konsert. Daardie kinders moet kan hoor wanneer hulle begin saamsing en hulle moet kan hoor op daardie woord moet hulle daardie beweging doen. So as hulle nie kan hoor nie, dan is dit 'n probleem. Maar dan is dit moontlik om so kind reg agter 'n kind te sit wat goed hoor ... want as daardie kind so maak, maak jy so. Daar is verskillende maniere om daardie kinders te akkomodeer maar dit kan jy doen. Daar is vir elke probleen 'n oplossing solank die kind jou kan hoor. Maar as hy jou nie kan hoor nie..... dit is nie omdat mens nie aanpassings wil maak nie, maar jy kan soveel aanpassings maak as wat jy wil ..... jy sal dit regkry en ek dink mens sal noodwendig eers meer en meer uitvind hoeveel jy moet doen as die kind daar is. As die kind nie daar is nie .... ek het nog nie met so kind te doen nie, so ek weet nie.......

2: Ek bly maar net dink, as mens bewus is van die kind en wat sy sogenaamde spesifieke behoeftes is, gaan jy kan begin planne maak om in daardie behoeftes te voldoen. Ek dink daar is baie keer behoeftes wat verbygaan of wat 'n mens nie van bewus is nie wat dan aanleiding gee daartoe dat daar dalk nie 'n goeie kommunikasie tussen jou en die kind is nie. Sekere dinge gebeur rondom die outjie in die klas wat 'n mens nie rêrig sensitief voor is nie. Ek dink dit gaan vir my daaroor dat jy presies moet weet wie is die outjoe wat daar sit, wat is sy spesifieke behoeftes en en dan dink ek is alle onderwyseresse *problem solvers*.

4: Ek wil vir julle daar sê ..... daar is so outjie presies dieselfde as 'n ander outjie met gedragsprobleme.

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1: Maar dit moet jy in elkgeval met elke kind doen of hy nou 'n gehoorprobleem het of nie. Jy moet hom in elkgeval akkomodeer en dit is net moeilik as hy nie kan hoor nie. En dan die ander kant ...... om so kind in die klas te hê is nie noodwendig sleg en ontwrigtend nie want dit leer ook die 30 ander dat bv. in .... se geval .... hulle het ook besef dat sy is nie anders as ons nie. Sy kon nie hoor nie maar sy kan nou hoor. Sy is net soos ons. Hulle ervaar haar nie as anders nie. Daar was op 'n stadium 'n kind in 'n rystoel en as hulle op die ou einde kan aanvaar dat die probleem met sy gestremdheid is ook net nog 'n kind met 'n paar behoeftes. Daardie kinders het bepaalde behoeftes. Mens moet net so bewus wees van hulle. Hulle het verskillende immosionele behoeftes en *issues*, dat 'n mens dit moet uitsorteer .... en dit is een aspek. Daar is ander ouens wat behoeftes het wat nie kan hoor nie. Daar is ander ouens wat behoeftes het omdat hulle apparaat dra. Dit leer ook die kinders om gestremdhede te aanvaar. En kinders leer dit baie gou. Hulle honderdmaal eerder 'n kind oorgewig spot as ..... hulle het nooit vir .... gespot nie.

1: Ek dink dit is die hele doel om hulle te leer maar dan moet jy die *life skills* hê om dit te kan doen. Dit help nie om soos bv. met ..... wat nie die vermoë gehad het nie ...... hulle het daardie arme kind uitmekaar getrek en gespot. Dit is vir so kind tien maal slegter in hoofstroom onderwys. Ek dink dit hang absoluut af van die kind se vermoë. .... wat nie daardie ondersheid het nie ...... jy weet wat ek bedoel, teenoor .... wat die klas ontwrig ....

4: Negatiewe gedragsprobleme ......

1: En daardie tipe van goed....... oneindige probleme. Daardie kind moet hom kan aanpas in 'n normale skool maar mens kan dit baie vinnig uitsorteer.

F: Dink julle dat so plasing van so kind spesifieke eise kan stel aan......? Wat se tipe aspekte sal belangrik wees?

1: Jy sal moet weet wat se behoefte het daardie kind. Op hierdie stadium het ons almal 'n behoeftebepaling vir normale dinge né? Ek kan 'n normale kind hanteer maar bv. 'n egskeiding ..... ek moet 'n bietjie meer effort insit om daardie situasie te hanteer. Maar as 'n kind nie kan hoor nie..... ek weet nie wat sy behoeftes gaan wees nie. Dalk huil hierdie kind elke aand sy oë uit omdat ...... dalk weet ek nie die kind moet my gesig kan sien nie. Mens wat nie so kins het nie weet nie die kind moet te alle tye my gesig kan sien nie of ek moet die kind in die middel sit want ek ky darem die meeste van die tyd so nie.

F: Jy moet kennis hê ...

4: Agtergrondsgeraas ..... ek het baie keer vir die outjies gesê as hulle te hard raas kan kan daardie enetjie nie mooi hoor nie.

F: So hulle moet weet van die akoestiese omgewing?

4: Ja, onder andere.

1: Ek weet dit nie eens nie, so hoe kan ek die kind help as ek dit nie weet nie? En dit is my gevoel. Jy kan nie 'n kind help nie want jy weet nie hoe nie.

3: Miskien is daar 'n inligtingsessie nodig om ....

F: Wat dink julle sal julle moet weet van so iets?

1: Jy sien, dis die probleem. Ons weet nie wat ons nie weet nie. Dit is wat dit so gevaarlik maak en om te sê Inligtingsessie ..... met hierdie nuwe kurrikulum sit mens 3 middae 'n week tot 5 uur en beplanning doen. Dan praat ek nie van netbal en swem en tennis en revue en alles nie. As jy my nog sê ek moet eenmaal elke week na 'n inligtingsessie toe kom .... ek weet nie. Is dit regtig effektief. Moet mens nie mense kry wat weet wat hulle doen ... bymekaar laat kom en daardie kinders .... ek weet nie .... en plaas hulle miskien eenmaal per week in 'n gewone skool om te sosialiseer?

4: Behalwe as jy maak soos Kommunika .... dat jy iemand stuur om 'n opmerking te maak en dat die juffrou oop is daarvoor dat sy dit nie ervaar as negatief nie. Ek verstaan daardie ding van juffrou het rêrig nie tyd nie.

3: Die ideaal sou natuurlik wees as elke skool 'n fisioterapeut en 'n arbeidsterapeut en 'n spraakterapeut kan hê ......

1: Finansieël kan hulle nie. Die Departement voorsien nie dit nie.

F: **Weet julle wat hulle beoog? Hulle beoog *District Support Teams*, Distriks Ondersteuningsspanne wat in 'n distrik ontplooi word wat die diens kan lewer en so van skool na skool gaan ....**

1: En hulle lei ook elke ou by die skool op ... 'n juffrou op en sê goed, jy behoort dit nou te weet.

F: **Dit wat hulle beoog .... (onhoorbare opmerking)**

1: Maar ek dink vir finansieële doeleindes is dit dan nie makliker waar al tien gehoorgetremdes geakkomodeer kan word nie? Dis goedkoper as om by elke skool 'n 'n spraakterapeut te hê. Maar dat jy hulle hier het, 'n juffrou wat wat weet en opgelei is en meer kennis het en sulke kindertjies dan nou leer .... en dan kan die spraakterapeut eenmaal per week soontoe kom ...... maar dat jy spesifieke plekke het.... dan is dit makliker ......

F: **Hulle het klaar skole geïdentifiseer ..... in elke streek en area maar met die ding dat 'n kind nog altyd kan kom na 'n skool in sy area.**

2: Ek dink dat 'n mens 'n tipe pad moet stap met 'n onderwyser. Ek dink nie dit werk om net 'n kind in 'n klas te *dump* nie of om sekere aannames te maak t.o.v. kennis en vaardighede nie. En daarom glo ek dat 'n mens 'n pad moet stap met iemand maar dat jy dan inkom met basiese inligting waaroor die persoon nie beskik nie. Om daardie persoon eers te bemagtig en dan 'n ondersteuningstruktuur te word vir sy spesifieke behoefte. Dit is wat ek in die klas ervaar.

1: Maar ek verstaan nie mooi nie. Nou voel ek net as ek die mamma is van 'n gehoorgestremde kind .... die pad wat ek moet stap. Nou gaan ek as my kind in Gr 1 is hierdie pad moet stap, alles vir hierdie Gr 1 juffrou leer wat ookal die behoeftes is..... kyk vir die kind as jy met hom praat, sorg dat hy in die middel van die klas sit..... Na 'n ruk is jy en die juffrou so dat julle nou kan aangaan by die dieper dinge. Dan moet jy die volgende jaar weer dieselfde pad loop want dan is dit weer 'n ander juffrou. En sodra die basiese dinge weer onder die knie is, moet dit weer herhaal word vir die Gr 3 juffrou.

2: Gelukkig is dit darem nie so lank nie.......

1: Nee, maar ek bedoel hierdie kind begin klasse wissel en dat is hy by 6 juffrouens. Dit is nie so maklik nie.

3: Dis heeltemal anders as tuisonderrig byvoorbeeld.

1: Hoeveel ouers het regtig die *know-how* om dit te doen? Dan is dit weer dieselfde situasie.

3: .... dan sal daar 'n ma by die huis moet wees......

1: En as jy daardie kind by die huis het ontneem jy hom die sosialisering en dis juis eintlik hoekom hulle hom daar wil hê.

F: **Daar is nie iets spesifieks t.o.v. kennis en vaardighede wat ....**

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1: Jy kan diet seker nagraads as 'n spesialiteitskursus doen maar die punt is net, die kind moet na sy naaste skool kan gaan. Die naaste skool se juffrou wil nie of kan nie noodwendig dit doen nie. Sy is dalk 'n jaar van aftree af. Sy is nie lus om dit nou te gaan doen nie.

4: Praat julle van opleiding van onderwysers tydens opleiding dat dit 'n moet is?

F: Ons begin dink dalk aan die moontlikheid omdat dit deel is van die proses van *inclusion* dat ons dit dalk op voorgraadse vlak reeds moet begin insluit in die kursus.

1: Maar dan sal dit nie net vir gehoorgestremdes wees nie. Bietjie gehoor, kognitief, bietjie van alles moet wees.

F: Dat hulle net darem die basiese het van gestremdheid en hoe om dit te akkomodeer.

4: En dan soos ons netnou gesê het dat as jy bietjie meer kennis het dat jy kontak het met 'n spraakterapeut wat bietjie kan insit en die basiese dan so kry.

F: Julle wat nou die ervaring het van ..... en so aan. Is daar iets spesifieks in daardie opleiding waarop 'n mens moet fokus?

4: Ek dink nou aan klasaktiwiteite.... hoe om 'n aktiwiteit aan te bied dat daardie outjie lekker waarde daaruit kry. Ek dink nou aan wat ek nou-nou gesê het van die oefening wat ek gedoen het en dit was wonderlik vir die gehoorgestremde...... so dit ..... en dis ook maar luistervaardighede en met taal ..... mens is eintlik meer besig om met dir Gr eentjies in elk geval taal te skryf wat wonderlik is vir gehoorgestremdes.

4: Engels is 'n probleem ......

1: Maar dit kom vir my by moedertaal. Dit is soveel makliker vir 'n gestremde kind om in sy moedertaal of eerste taal onderrig te word né? Dink ek nie mens moet verder bodder met 2de en 3de tale nie. Dan praat ek nie eens van .... wat in sy derde taal eintlik onderrig word nie. Dink dit moet landswet wees......

F: Ek wil net gou terugkom na 'n punt toe..... ek dink jy het gesê as ons hulle oplei as onderwysers.... kliniese vaardighede waarop ons moet konsentreer. Is daar iets spesifieks .... veral as jy dink aan 'n kind met 'n gehoorverlies?

2: Wat van basiese kennis soos wat is 'n gehoorverlies? Hoe werk 'n gehoorapparaat? Hoe werk 'n FM sisteem? Wat is die tipe ding wat jy in ag moet neem as jy met 'n gehoorgestremde praat? Basiese ding i.t.v. kurrikulum aanpassing, my vaardighede .....

1: Die alternatief vir ouens wat dalk al in die onderwys is .....

F: Daar word 'n diploma aangebied, VDO, deur ons self spesifiek vir onderwys en gehoorgestremdes.

1: Maar dan dink ek moet mens so VDO aanbied nie net vir gehoorgestremdheid nie maar vir alle gestremdhede met betrekking to *inclusion* .... dan kan jy vir onderwysers sê doen dit. Jy't 'n 2 jaar kursus vir inclusion maar aan die hand daarvan kry jy 'n diploma of 'n kategorieverhoging. Jy koppel hom nie net aan nog 'n vakansiekursus waarheen ek moet gaan, soos laas vakansie, 'n kursus wat ek vir 'n hele week op moet gaan, waarin hulle my niks leer nie en ek kry geen finansieële gewin nie. ..... ek is net verplig om te gaan. Dan gaan jy in elkgeval 'n klomp antaginiste kry. Maar stel 'n VDO kursus saam met klomp modules .... sê maar gehoorgestremdheid, gesiggestremdheid .... en jy doen almal dat jy ietsie van almal weet, dan kan jy met *inclusion* iets doen. Ek bedoel .... ek gaan nie net gehoorgestremde kinders kry nie ..... ek gaan eventueel gesiggestremde of fisies gestremde met rolstoele .... so kry liewers 'n oordentlike VDO kursus, laat die onderwyser dit doen ... en die nodige kennis ... en dan 'n kategorieverhoging kry of wat ookal. Dis soos 'n verdere opleiding.

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3: Of 'n 2 jaar kursus met die eerste jaar 'n basies van alles ..... en die 2de jaar 'n spesialiteit.

1: Ek wil nie spesialiseer in gehoorgestremdeid nie want ek het een maal in 10 jaar wat ek nou al by Pretoria Oos is ..... het ek net 2 gevalle gehad. Een was gehoorgestremd en die ander was Down-sindroom. Ek sou eerder van almal iets wou weet. Maak dit 'n 2 jaar kursus dat jy van alles kan weet. Want baie van daardie goed gaan oorvleuel.

F: By Unisa het hulle nou die .... (onhoorbare opmerking)

1: Ek weet nie of ek dit sal doen nie want om dit te doen vir een keer in 10 jaar......

3: Tensy jy besluit jy gaan spesialiseer ...... Gehoorgestremdes word dan altyd in jou klas gesit.....

4: Ek dink nie dit moet enigsens buite die opleiding van elke juffrou wees nie. Elke juffrou moet dit weet. As hulle wil *inclusion* hê moet dit in daardie kursus wees.

F: Hulle moet as hulle in die skool instap al iets daarvan weet.

1: Dit moet in hulle opleiding wees. Maar êrens is daar .... die wat nou opgelei word. Maar al die wat nou in die praktyk staan ... met hulle het ons ook ..... So daar sal 2-erlei gekyk moet word. Tydens opleiding of wat ookal en die ouens wat reeds klaar is .....

F: Is daar enige ander aspekte ..... aspekte wat dalk die rol van die onderwyser kan bemoeilik as hulle 'n kind met gehoorverlies moet inneem bv. ek het al klaar so baie werk, en daar is 30 ander kinders met behoeftes......

2: Miskien die multikulturele konteks in skole waar daar behalwe vir die baie kinders ook nog is dat die onderrigtaal nie noodwendig die kind se eerste taal is nie. Ek dink dis nogal 'n groot probleem .....

1: En die ondersteunigsraamwerk wat die kind self het maak 'n geweldige verskil. So dit maak nou nie saak wat die kind se probleem is nie, maar as jy 'n gehoorgestremde kind het en daardie mamma werk saam met jou ... sy probeer jou help en nie aanval nie, maak dit vir die juffrou baie makliker. Wanneer jy so kind het en die ma val jou die heeltyd aan .... jy wat intussen in jou onkunde die beste doen wat jy kan doen, en daardie ma val jou die heeltyd aan, raak dit nog meer onhoudbaar. Die kind se ondersteunigsraamwerk moet nie noodwendig aanvallend op die juffrou wees nie want die juffrou probeer werklik haar bes. As sy iets verkeerd doen is dit regtig omdat sy nie van beter weet nie en as mens dan aangeval word .... gekritiseer word .... so mens doen iets en omdat jy dalk nie weet nie, doen jy dalk 'n verkeerde ding. Dan moet mens dalk .... moet daar iemand wees wat vir jou op die regte manier kan sê man eintlik .... ek weet nie. Die mense wat jou ondersteun moet weet en nie jou sommer by die inspekteur gaan aangee omdat jy nie vir die kind kyk as jy met hom praat nie, wat jy dalk nie geweet het dat jy vir die kind moet kyk nie. So daar moet baie sensitiewe aanvoeling van beide kante af wees.

3: Goeie verhouding.

1: Dat jy dalk nie noodwendig die juffrou sien as .... sy wil nie help nie. Sy weet dalk nie hoe om te help nie.

F: Enige iets anders?

4: Ek dink ek het 'n vreeslike leemte ervaar met spraakterapeute. Daar was nie gereelde kontak nie. Ek het nie altyd geweet waaraan werk sy alles nie of wat doen sy of terugvoer of so nie. Ek het 'n groot leemte daar. Dit sou wonderlik wees, want daardie outjie gaan in elk geval 'n spraakterapeut kry, dat die spraakterapeut ook bietjie invoeging kom lewer oor watter woorde die kind nou al baasraak dat daar meer kontak is .... ek weet nie hoe het julle dit al ervaar nie?

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1: Ek het nogal gevoel .... het nie meer so baie gekry nie want sy het dit nie nodig gehad nie, so ek kan nie praat uit ondervinding nie, maar ek persoonlik dink hier reg oorkant die universiteit, daar is baie 4de jaars wat ongelooflik baie ..... en 'n 4de jaar spraakterapeut of arbeidsterapeut wat nou vir kinders help met probleme, doen baie beter as wat ek nou doen. Regtig, daar is nou 'n arbeidsterapeut student in haar 4de jaar wat 'n kind met probleme help en dis wonderlik.

4: Dan gee jy nie eens om as die kind uit die klas gehaal word nie.

1: Glad nie. En sy kom getrou en sy doen dit, so mens kan miskien die studente se praktiese sy daarvan baie gebruik. En die studente wat vir my help nou is nie 1ste jaars of ..... dis mense wat nagraads is selfs ..... kan ongelooflike insette lewer as dit deel van hul opleiding is.

F: **Wat kan julle dink i.t.v. ..... (onhoorbare opmerking)**

4: Dit gaan oor tyd.

1: Ek het werklik nie tyd hierdie week om met hierdie ou te sit en dan die volgende dag met die ander ou ....

F: **Wat van een maal 'n kwartaal ....? Wat beoog ons om hierdie kwartaal...?**

1: Maar dit het ook ondervind met ook, met haar spraakterapeut ..... dit was vir my waardevol dat die mamma was daar, ek was daar en sy was daar. Die dokter was ook eenmaal daar .....

F: **Almal wat betrokke is .....**

1: Dit het baie gehelp. Al het jy nie 'n probleem nie, dan weet die ander jy het nie 'n probleem nie.

F: **Enige iets anders wat julle dink in ons konteks.... ?**

1: Dit is ook belangrik in so klas ... dat so kind dra mos meer gewig as 'n gewone kind. Vir die skool ook. M.a.w. as ek .... dit werk so volgens die departement ...... as ek 20 kinders in my klas het en een is 'n gestremde een dan tel dit asof ek 25 kinders in die klas het en my buurvrou wat nie 'n gestremde het nie, het fisies 25 kinders. Ek dink amper dis 'n gewig van 5, ek praat onder korreksie. Maar dit help tog definitief want daardie kind het meer tyd nodig. Dit tel vir die skool ook. As die skool 400 kinders het maar 10 is gestremd, dan tel dit vir 450 kinders en dit help met poste toekenning ...... so daardie kinders dra meer gewig en dit help.

F: **Wat jy nou gesê het van die eerstetaal onderrig ....**

1: Ek het gereeld werkswinkels bygewoon toe ...... nog by my was en ek het agtergekom .... ek weet nie of ek nou op tone trap nie .... vir party mense is gebaretaal 'n teer saak. Hulle wil hê hulle kinders moet dit doen.......

F: **Dis deel van hul dowe kultuur .....**

1: Dis reg. Hulle het gesê jy kan dit nie wegvat nie. Hulle wil hê hulle kinders moet kan gebaretaal praat. Nou kan jy dink as jy vir die juffrou sê sy moet gaan gebaretaal leer .... ek sien nie kans nie.

F: **En hulle kom terug na die sisteem. Of 'n kind nou daar instap met 'n gehoorapparaat of gebaretaal praat, jy moet hom kan akkomodeer.**

4: Jy gaan die kinders ook moet leer gebare taal praat want hulle moet ook met daardie outjie kan kommunikeer.

F: **Dis 'n hele dimensie .... ek wou net graag weet wat is julle opinie van gebaretaal.**

1: Ag weet jy, ek is jammer maar ek sien nie nog daarvoor ook kans nie. Ek het genoeg en doen na die beste van my vermoë. Ek sien nie nog daarvoor ook kans nie.

3: As jy nou nog die alfabet moet aanleer .....

2: Ek weet toe ek nog die VDO diploma aangebied het...... het ek baie met onderwysers gewerk wat in skole vir dowes was waar hulle net met gebaretaal kommunikeer en 'n voltydse ondersteuner sal dan 'n voltydse interpreteerder moet wees om die kind te help.

1: Maar dit maak sin. As ek so kind het en jy doen heeltyd die gebaretaal ..... ek het nie 'n probleem daarmee nie. Om vir my te sê gaan leer gebaretaal aan is so goed om vir my te sê gaan leer Frans aan. Ek is nie bereid om gebaretaal te gaan aanleer vir een kind in 10 jaar nie. Net so min as wat ek bereid is om te gaan Sotho-taal aanleer vir een kind in 10 jaar wat nie kan Afrikaans praat nie. Ek weet dit is landwet maar ek persoonlik is nie *all for inclusion* nie. Daar is 'n paar ......

2: Deel van die groot vraag daar vir my is die druk wat al klaar op onderwysers is. Die feit dat hulle met groot groepe moet werk, dat hulle met kinders moet werk wat se moedertaal ver verwyderd is van die onderrigtaal en dan die voortdurende veranderinge wat in die onderwys self plaasvind .... die kurrikulum 2005 ens. ..... Ek dink onderwysers het in elk geval te veel .... en dit word net vir my meer. Die algemene gevoel is dit maak dit net nog moeiliker om met 'n kind wat spesiale behoeftes het te werk.

F: **Wat sou julle beskou as die belangrikste aspek wat aangespreek moet word?**

1: Kyk, die wet sê hy kan gaan, so jy kan nie 'n kriteria stel nie. As daardie kind sê hy wil daar wees dan moet hy.

F: **Ek probeer dit nou vir julle uitmaak dat daar sal 'n mate van ..... wees.**

1: Nee, maar daar is nie. Ek praat uit ondervinding, daar is geen manier hoe jy so 'n kind kan weier nie. As daardie ouer aandring dat hy daar moet wees, dan kan jy nie weier nie. Jy kan vergaderings hou en verslae opstel .... selfs verslae van ouers wat sê ek weier dat my kind nog 'n jaar saam met daardie kind in 'n klas is omdat daardie kind baie meer verg as al die kinders saam, word my kind benadeel. Ek het ook 'n reg. Niks van dit help nie. As daardie ouer sê my kind is in daardie skool, moet jy daardie kind akkomodeer.

F: **Wat dink jy is die belangrikste aspek wat aangespreek moet word?**

1: Die kennis help jou nie as daardie kind se ouer nie ..... hoe kan ek dit sê...... die kind se ondersteuningsbasis moet reg wees. Ek bedoel ek kan al die kennis hê wat ek wil oor 'n aspek oor 'n kind ..... as daardie ouer nie aanvaar dat daardie kind probleme het nie, gaan hy definitief die onderwyser die heelty aanvat, of die onderwyser die heeltyd by die inspekteur aangee, want daardie ouer, as hy nog nie aanvaar het sy kind het 'n probleem en gaan nie dieselfde doen as die ander kinders nie .....

F: **So jy wil vooraf vir die ouers ......**

1: Verseker ....

F: **So jy moet realistiese ouers hê?**

1: En hoe groter die kind se probleem ...... dikwels hoe minder realisties is die ouers.

4: Dit geld omtrend vir al die ouers wat probleemkinders het.

1: Maar ek sê mos. Hoe groter die kind se probleem, hoe minder realisties is die ouers.

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F: 'n Belangrike aspek het julle gesê is ondersteuning.

2: Dit is vir my ook belangrik dat êrens moet daardie onderwyser ook 'n ondersteuningsstruktuur hê, hetsy dit van 'n proffesionele persoon is of hetsy dit van mede onderwysers is of iemand wat al 'n soortgelyke pad gestap het ...... Iewers moet daardie onderwyser 'n mens hê met wie hy 'n vertrouensverhouding het ......

1: Op 'n gereelde basis .....

4: Ek dink nou bv. aan jou en my .... ons het net aangegaan na die volgende jaar toe. My Gr eentjies was weer by my en jy't ook net aangegaan. Daar was nie rêrig ook tyd nie, dit sal moet 'n vaste ding wees want ek kon vir haar gehelp het maar daar gaan dit oor tyd.

1: Jy is so besig met jou nuwe Gr eens, jy het nie tyd nie.

4: ..... behalwe as dit iets is wat van die hoof af deurkom .....

1: Maar jy het nie tyd daarvoor nie. Weet jy in die praktyk .... die oomblik toe .... weg is kan ek nie nog .... se juffrou gaan .... as sy my kom vra het *fine*, maar .... het nou nie baie probleme gehad nie. Maar 'n kind wat nou die volgende jaar baie probleme .... het geweldig baie probleme gehad maar ek was te dankie bly oor ...... wat moes aanskuif dat ek hierdie nuwe probleme weer kan hanteer .... want ek kan nie nog vir .... help en die klomp nuwes wat bykom ... volgende jaar nog vir .... gaan help plus hierdie wat ek nog gehad het daar gaan help plus die nuwes wat ek kry .... dit kan net nie.

2: Sien ... as ek by 'n gewone skool aankom .... die spoed waarteen alles net aangaan het my absoluut gepootjie. Dit gaan rerig net so in 'n skool. Dis anders in 'n gestremde of ......

1: Ouers is vir my 'n belangrike punt hoor. Ek moet net sê sodra die ouer besef sy kind het bepaalde ... wat ookal die probleem is en dat mens regtig .... uit onderwysers oogpunt wil ek net vir jou sê as ek skoolhou word daar van my verwag om sowaar goed skool te hou. Maar ek is nie 'n netbalspeler nie maar ek moet baie goed netbal afrig want as ek nie baie goed afrig en my netbalspan doen nie baie goed nie is dit maar hoor hier .... eintlik is ek nie opgelei vir 'n netbaljuffrou nie maar ek moet die netbal so afrig dat hulle nog wen ook. Insussen rig ek die tennis ook nog af. Maar ek moet die tennis so afrig dat hulle darem wen. Intussen moet alles wat bykom soos wat jy gesê het moet so gedoen word... ek kan nie my netbal net afrig met die beste wat ek kan nie. Ek moet so vir myself verbeter dat my netbal die wyk kan wen want anders word daar gevra maar hoe kan daardie skool jou wen? Jy moet bietjie meer .... en die ouers verwag van jou dat jy 'n goeie netbaljuffrou moet wees en hulle verwag van jou dat jy 'n goeie tennisjuffrou moet wees en hulle verwag dat jy 'n goeie klasjuffrou moet wees en hulle verwag van jou dat jy 'n goeie konsert moet afrig né. Onthou jou konsert kan nie afsteek by die ander konsert nie. Hulle verwag van jou dat ..... alles wat jy doen verwag hulle van jou goed. Nou moet jy nog 'n goeie *inclusion* juffrou ook wees. En jy moet goed goed wees want anders.... wat nou? So al die verwagtinge ..... die eise is net baie om nou nog ekstra eise te gaan opsit wat nie *Mickey Mouse* vereiste is nie. Dis nie asof jy sê hoor hierso ... doen net gou-gou dit dan gaan jy dit goed kan doen nie. Om al hierdie goed te kan goed doen is nie sommer net 'n kursussie op 'n Saterdagoggend of ietsie nie .... dis baie gevra. Dit is nie sommer jy moet dit en dit en dit kan doen en dan sal jy 'n goeie *inclusion* juffrou wees nie. Daar sal 'n paar goed wees wat jy moet kan doen en dit is baie gevra.

2: Mens sal amper moet gaan kyk na die waardes wat ..... in terme van Onderwys en opleiding. Solank as wat die waardes se gewig is soos wat dit op die oomblik is, is *inclusion* amper die laaste ding wat die juffrou se rug gaan breek. Maar as mens ander waardes begin aanhang in opvoeding in onderrig, dan mag daar dalk 'n klemverskuiwing wees t.o.v. tyd wat aan gestremdes ....

1: M.a.w. jy sê ... jy het 'n kind wat probleme het en ekstra tyd verg, so jy hoef nie netbal te doen nie. Dat daar gewigverplasing is né? Dat dit 'n tydgewig dra m.a.w. dat as jy so kind het dan moet jy op ander plekke gespaar word want daardie kind gaan soveel tyd van jou vat.... Mens moet besef dat dit regtig 'n groot taak is om ... nie met iemand soos ...... nie want dit het niks ekstra van my gevat nie, en die bietjie ekstra wat dit gevat het doen ek in my *stride*.

4: As ek nou dink aan .... dit gaan nou dalk heel teen dit in maar ek het die basiese kennis gehad as juffrou en vir my was .... erg, maar hy was niks erger as 'n gedragsprobleem kind wat uit 'n emosionele ontwrigte huis uitkom nie...... en ek dink dis dalk die verskil tussen my en haar so dit is vir my verskriklik belangrik dat juffrou dan net die basiese kennis ......

4: Want jy moet in elkgeval die ander .... jy het verskriklik baie klasse......

1: Maar jy moet die kennis hê. Kyk, jy sien kans om vir .... te help want jy het die kennis. Jy weet wat om te doen en waarna om te kyk. Ek sien kans om 'n kind met gedragsprobleme te help want ek weet hoe. Ek sien 'n kind met bepaalde leerprobleme binne bepaalde konteks..... maar ek weet nie hoe om 'n dowe kind te help nie so hoe gaan ek daardie kind help as ek nie weet hoe nie? En dis ongelukkig dink ek .... dis nie sommer net vir 1 dag of 2 dae of 3 dae opleiding en dan gaan jy 'n kind kan help nie. Jy sal moet ......

F: Enigsens iets wat julle dink ....(samevatting en bedanking)

Focusgroup Discussion - Parents

F: Wat geniet jy die meeste van jou kind op hierdie oomblik, op hierdie stadium?

> M: Gaan ons so in sirkels praat?

F: Nee ons hoef nie, ons praat sommer net lekker. En ek dink nie ons moet afwag vir beurte nie. Dit moet sommer net 'n lekker gesprek wees.

> T: Wat ek van ...... baie geniet is, hy is net soos my ander twee kinders en dit is vir my wonderlik. Hy's baie gebalanseerd en 'n gelukkige kind, neem deel aan alles. Hy gaan sit nie spesifiek iewers en sê hy't 'n inplanting gehad- nooit nie. Dit is vir my wonderlik. Hy's soos die ander twee- inteendeel, soms meer gelukkig. Hy's 'n gelukkige kind, op alle gebiede.

> M: Ek dink ek deel wat jy sê. Ek dink dis baie dieselfde. Ons praat self baie keer onder mekaar. En dis asof sy toenadering tot ons…hy waardering het wat vir hom gedoen word.

> C: Dis baie soos wat ...... ook sê. ...... geniet die meeste om aan alles deel te neem. Ek weet nooit waarvan hou sy die meeste nie. Veral in haar tweede jaar in skool, byvoorbeeld met die verspring- die juffrou het haar kans gegee, al was sy heel laaste. Maar sy het dit baie geniet- sy geniet alles- jy weet nooit waarvan hou sy die meeste nie. Die dag wat vir my baie lekker was, die dag toe sy soos al die ander kinders van haar ouderdom Britney Spears se CD gekoop het. Dit was vir my baie wonderlik. Ek het nooit gedink… Ek onthou baie goed die dag wat sy gediagnoseer is, het Prof. Hugo my gebel die aand en toe vra ek vir haar dat ek skielik nie meer vir my kind kan sing nie- sy is dan doof en die dag moes ek eers haar pa bel en sê- ...... wil hierdie tape koop en ek ken gladnie die vrou nie, moet ek dit vir haar koop? Want ek weet of sy goed of nie goed is nie, maar wat vir my wonderlik is, is dat sy net soos die ander kinders is en sy geniet dit. Of sy alles verstaan wat op die CD is, glo ek nie, maar sy geniet dit.

> G: Ek dink ...... se humorsin en haar terggees. Sy kan vreeslik terg en alhoewel ek dit nie altyd agterkom nie, kan ek myself vreeslik vererg. Ek is nie lus vir grappies nie en dan op haar manier en op haar jong ouderdom maak sy dan die grappies. Om haar te hoor lag as sy televisie kyk- daai uit die maag uit lag. Ons lê in die kamer of ons is iewers anders in die huis besig en dan sit sy op haar eie en televisie kyk, en dan breek sy haar heeltemal daar voor die televisie dat ek dink die bure kan hoor hoe lag sy.

> C: Ek wil by hom aansluit om te sê- hy het 3 aande uitgeslaap en hy sê toe vir haar: "Jy moet mooi kyk na Mamma" (dat ek nie 'n lae bloedsuiker kry nie). Sy sê toe vir hom: "Ek gaan nie, want hier's nie sjokolade in die huis nie!" Jy weet dit was vir my baie mooi dat sy dit in so 'n mooi sin vir humor gesê het.

F: Goed ek wil graag nou gaan tot 'n meer inleidende vraag. As u die term insluitende of inklusiewe onderwys hoor, waaraan dink u (net kortliks)?

> M: Kan ek nou vra- in terme van die gehoorgestremde?

F: Ja, kom ons fokus op die kind met gehoorverlies.

> M: Ek sal wegspring. Ek sien 'n sisteem waar die kind in 'n hoofstroom skool is, waar daar spesiale aandag gegee moet word aan die onderwysers of tot op 'n beperkte vlak om hulle in te trek en hulle inkoop te kry - dis die geheim. Die onderwyser of onderwyseres moet net inkoop kry. As hulle dit het, met die bietjie kennis, dan leer hulle hulleself. Ons vind dat die kinders, ons kind, vroeg in die jaar meer sukkel as later in die jaar wanneer die onderwyser en die kind mekaar gevind het en dan sien ek ook as 'n derde punt 'n baie betrokke ouer. Daarsonder is dit normaalweg as 'n reël nie moontlik vir 'n kind om dit te maak nie.

F: Iets wat iemand anders wil byvoeg?

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T: Wat ek hier kan byvoeg is wat ek hier presies ervaar, ek weet nie of dit jou vraag gaan antwoord nie. Wat ...... sê is baie waar- hier aan die begin van die jaar los ek hulle eers so 'n rukkie. Dat hulle kom en vra waarmee hulle sukkel- voor jy dan nou ook iemand bombardeer. Daarna loop dit eintlik baie goed.

G: As jy nou die vraag van insluitende onderrig vra- is dit nou om die dowe kind, of die gehoorgestremde of die koglea dan nou spesifiek in die hoofstroom te akkommodder?

F: Ja, dit is die term wat hulle dan nou meer algemeen gebruik- hulle praat van 'inclusion' en ons vertaal dit dan nou as inklusie of andersins dan nou insluitende onderrig.

G: Ek dink miskien kyk ek nou bietjie wyer as wat ...... gekyk het, en stem met hom heeltemal saam- dis die aanvaarbaarheid van 'n gestremde of gehoorgestremde kind, ek kyk nou na ......- ...... is bewus by almal, almal ken vir ......, en dis nou ...... se pa wat vanmiddag hier aangekom het. Dit gaan ook miskien of 'n gehoorgestremde kind (ongeag of hy 'n koglea implanting of gehoorgestremde kind), meer geakkommodeer kan word in die hoofstroom, gaan jy daardie gaping tussen 'n gehoorgestremde wat, kom ons sê nou maar… My seining is dat mense wat doof is- kinders wat doof is, of volwassenes wat doof is het meer as net 'n dowe probleem, ek dink dis miskien as gevolg van sy agtergrond / waar hy grootgeword het, hy het miskien geïsoleerd grootgeword en ons het nie geleer om daai interaksie met hom te hê nie. As daar 'n nouer interaksie met mekaar is, dan gaan daar 'n meer aanvaarbaarheid wees; aanvarding wees en 'n meer aanpasbaarheid.

C: Probeer jy sê dat die dowes is, as jy altyd teëgekom het met 'n dowe, dat jy nie probeer het om met hom te praat nie?

G: In die eerste plek, ek weet hoe om dit te hanteer nie en die ander geval is, hulle houding van 'n ding moet nou gedoen word of ek wil dit nou gedoen hê.

T: O, die ongeduld?

G: Ja, die ongeduld. Daar's nie kans vir wag nie. Terwyl as hy in 'n normale of hoofstroom, sal hulle geakkommodeer word en sal hulle van kleintyd af, ek wil amper sê normale norme aanleer- van wag, ons gaan dit nie nou doen nie, ons gaan dit later doen. Ek weet nie, dis my gevoel.

T: Ek dink dit kom maar by enige ander kind in- dis deel van dissipline.   Dat 'n kind moet leer: nie nou nie, wag tot jy by die huis kom. Ek dink ook wat ...... probeer sê het- dit hang ook af van hoe beperk die kind se taal nog is. Daai frustrasie.

G: Ja, ek praat nie noodwendig van die koglea nie, maar die gehoorgestremd. Sy taal, en nou gaan hy na 'n skool toe waar daar grootliks gebare taal gepraat word en dan dink ek tog- jy kan die kind met die gebare taal nogsteeds in 'n hoofstroom akkommodeer, laat hy byvoorbeeld sekere klasse (bv. Kuns of wat ook al) kan hy (en pouses) kan hy met horendes assosieër.

M: Ek wil by ...... aansluit, wat ek daarby wil sê: die verskil tussen die insluitende onderwys en die ander onderwysstels by die gehoorgestremde, is dat die insluitende onderwys help ons kinders om vroeg in 'n normale samelewing blootgestel te word en en te funksioneer binne daardie samelewing en ek dink vir ons (ek wil jou baie sterk ondersteun daarin). Dit is baie belangrik. Dit kan tot 'n mate (sukses is moeilik om te definieër) 'n persoon wat uit sy/haar skoolloopbaan uit kom, meer selfvertroue het om die lewe in te gaan soos wat enige van die ander kinders wat die lewe horend ingaan.

T: Ek dink dit groei ook van kleins af. As 'n kind goeie selfvertroue het, kan hy berge versit. Waar daar gediskrimineer word teen so 'n kind- dit dan die res van sy lewe vernietig, veral op skool, want kinders kan wreed wees. Kinders is kinders en hulle kritiseer baie maklik sodra daar 'n gestremde is. Daar is dalk 'n gebrek aan opvoeding ook tussen kinders.

F: Ek moet sê ek dink julle as ouers gee geweldige steun aan julle kinders. 'n Kind moet 'n baie sterk basis hê waarvandaan hulle kan werk om daardie wêreld te betree. Ek dink naas sekuriteit moet die kind vrymoedigheid kan hê… Goed, is daar nog iets wat julle daaroor wil sê. Nou gaan ek vra die oomblik toe julle vir ...... / ...... geplaas het in die gewone skool (net so kortliks), wat was julle gevoelens?

T: Kan ek afspring? Weet jy, ..., vir ons was dit die geval, ons het uit die Kaap uit aansoek gedoen vir ...... en baie mense het daai tyd gedink (omdat dit so gesloer het en gesloer het en gesloer het), hulle hou ons aan in lyntjie. Maar die skool het gebid en hulle was regtig hard en siel oortuig- hulle wou seker gemaak het dat hulle kan hierdie kind akkommodeer. Dit sluit nou eintlik aan by vraag nr. 1, wat hulle in daardie vergaderings bespreek het sal ek vandag nog nie weet nie, maar die dag toe hulle hom aanvaar het was ek oortuig en hulle het vir my gesê dit was die rede hoekom dit so gesloer het. Hulle wou seker maak- is ons toegerus vir hierdie kind, sien ons kans? Niemand het geweet waaroor 'n kogleêre implanting gaan nie, hy was die eerste kind op daardie stadium- so hulle het regtig nie geweet nie. Maar toe ek hom die eerste dag vat was ek in trane en het ek gewonder, tot ek op 'n dag besef het, ek moet ophou om bekommerd te wees, ek het tot vandag toe nog nooit negatiewe nuus, ek kry net uitstekende resultate (van die personeel en van die hoof se kant af), daar was nog nooit 'n negatiewe klag van dissipline of huiswerk of swak werk nie. Hy gaan bogemiddeld aan. So, maar mens is bekommerd aan die begin, want jy weet hulle mis 'n deel- want dit is elektroniese klank. Hulle mis 'n deel van die ding. Maar as jy weet jy's 'n ouer en jy weet jy gaan in-zoom en jy weet jy maak kontak met die onderwyseres en jy kommunikeer met hom elke dag en maak seker jy kry die maksimum uit hom uit, leer hy later, ek meen hy kom al huistoe en hy weet wat gebeur oor 'n week. Ek hoef hom aan niks meer te herhinner byvoorbeeld nie. En dit is vir my fantasties, waar ek my normale kinders soms moet herhinner (my horende kinders) aan sekere goed. So hy't eintlik 'n groot voordeel op daardie gebied.

M: Ek gaan bietjie meer negatief wees as .... Ek dink ...... het, veral sy as ma, het deur 'n baie moeilike tyd gegaan, die eerste jaar. Die tweede jaar bietjie minder, die derde jaar nog so minder en ek dink dit gaan elke jaar beter. Maar ek dink beslis die eerste jaar het dit gegaan selfs van dag tot dag nie eers week tot week nie. En ek dink nie dit was so maklik as wat ...... nou dink dit was nie. Miskien… Dis my persepsie, hoe ek dit sien.

T: Kan jou net gou-gou hier stop. Wat ...... hier sê is- twee argumente: hy was 'n grensgeval wat sy taal aanbetref, en dit was vir my ook, dit was vir my ook 'n bekommernis. Dat hy nie homself nie kan… Sy taal was alles behalwe vlot op daardie stadium. Maar ek het geweet dat sy brein is so normaal- bo-gemiddeld. En dit is wat vir my gesê het, hierdie kind GAAN hoofstroom en hy GAAN anderkant uitkom. Gooi hom aan die diepkant in; hy gaan swem. Hy swem. Ekskuus, nou kan jy aangaan.

C: ...... moet onthou: weet jy, ... moes van Afrikaans, doof, doof, Engels gaan. Ek dink dit is baie moeilik. Verstaan jy? Hy was 'n Afrikaanse baba wat 'n klank gehoor het, en toe hy't doof geword en toe het julle besluit om Engels toe te gaan. So, ek dink dit is moeilik.

T: Ekskuus, jy kan aangaan, ek het jou net-nou lelik in die rede geval.

M: Ek was klaar gewees.

C: Jou vraag- hoe ervaar jy die eerste dag as jy jou kind hoofstroom toe stuur. Myne het in graad 0 begin. Die dag toe ek die hoof gaan vra het met 'n baie oulik juffrou. Ek het altyd die oulikste juffrouens en oulikste spraakterapeute en die oulikste voorbereiding vir die operasie, endie oulikste skool ook. En sy het in graad 0 begin in die hoofstroom. Wat ek wel gemis het, is ons was baie handgebaar georiënteerd en in Transoranje was jy baie bederf met jou boekie. Jy skryf vir die juffrou en die juffrou kyk elke dag in die boek. In die hoofstroom is dit van- daar's 26 kinders in die klas; sy het nie tyd vir 'n boekie nie. Maar dit is so, dis spanningsvol, want die eerste keer het ek in my 21 jaarse beroepswerk, laat gekom by die werk, want ...... het voor die klas gestaan totdat die juffrou kom, totdat die maatjies kom. So, ek het laat gekom vir die eerste keer in my loopbaan. Wat vir my bietjie erg was. Want jy is hierdie pligsgetrou en nou huil jou kind want jy wil loop sy is in die hoofstroom. MAAR dit het

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elke dag net beter gegaan- dit is beslis so. Wat sy wel gemis het- die eerste jaar het die meneer oor die interkom gesê- "Môre trek julle rooi klere aan, want dis Valentynsdag". Die volgende oggend kom ons by die skool en ...... is in trane, want sy weet nie hoekom het die kinders hierdie privaat klere aan. Gelukkig was die pa geduldig genoeg om huistoe te gaan, die skooluniform te kry, die kind skooltoe te stuur met rooi klere en nie met haar uniform nie. Die tweede jaar het sy die boodskap gemis (toe was sy graad 1). "Môre verjaar die hoof, julle kan gewone klere aantrek." Maar dit is weer oor die interkom gesê. So, maar die positiwiteit daarvan, sy het geleer om te luister as daar afgekondig word en dan hoor sy nie wat gesê word nie, maar sy vra die maatjie. So sy het verantwoordelikheid geleer om te vra. Die heel eerste jaar (graad 0) het sy snoepie geld gekry. Toe het sy geken van swart koeldrank koop. En die juffrou het nie verstaan wat se swart koeldrank wil hierdie kind koop nie en die maatjies het haar aangekyk. Maar daardie selfde middag het sy vir my gesê ons moet by die winkel koeldrank koop- sy wil dit môre skooltoe vat. En oupa het nog gelewe en toe sê hy ek gaan vir jou snoepie geld gee dan koop jy môre by die skool. Toe verduidelik sy vir oupa (en sy huil), sy wil nie, sy wil by die winkel gaan koeldrank koop. Na 'n lang gesukkel kom ons agter maar dis die probleem: sy weet nie hoe om te sê Coke of Tab nie. Sy ken net swart koeldrank sonder suiker. So, en dit is weer positief, sy het weer geleer, maar nou het koeldrank verskillende soorte name- dis Coke of Tab of Fanta of wat ookal. Maar, elke termyn was hierdie moeder baie stressvol, want dis nuwe juffrouens; dis weer 'n nuwe jaar; dis… So ek was maar… Verlede jaar se eerste termyn was vir my baie stressvol, want toe het sy begin met eksamen en klasse wissel. Het jy dit ook so ervaar?

M: Hierdie jaar, ja.

C: Ja. Ons het verlede jaar begin met klasse wissel en eksamen skryf en… Maar dit gaan beslis goed, want sy het 70 gekry verlede jaar se eindeksamen vir Afrikaans, 49 vir Wetenskap, die ander is alles in die 50's. Daar's een vak, 73. Hierdie jaar… ek voel eintlik jammer vir haar, want daai vals en waar- dit klink vir my as hulle die… jy vra die vraag reg, dan is die dubbel "nie" daar, dan dink sy maar dit is vals, want vals beteken dis verkeerd en die dubbel "nie" sê vir haar dis verkeerd. Maar eintlik is die sin reg gestel- dit is waar. Maar dan daai dubbel "nie" verwar haar en dan ken sy die inhoud van die werk, maar die manier waarop dit gevra word, gee dan vir haar 31 uit 50 of so iets. Maar sy het nou 65 gekry vir Afrikaans. So, dit is weer 'n bewys, sy moet in die hoofstroom bly– sy kan. Sy moet net 'n ander leerstyl of vraagstyl… ek, ek kan nie probleem "point" nie. Of dit, of dit… sy beperk word in die vraagsin en of sy beperk word in die hoeveelheid woorde wat daar in 'n sin…ek weet nie.

F: Hou dit bietjie in gedagte, ons kom nog daarby. Goed, dan gaan ek oorgaan na die sleutelvrae wat eintlik die groot vrae is waarop ons gaan fokus vanaand. Wat sou julle beskou as die behoeftes van 'n kind met 'n gehoorverlies in die gewone klaskamer, die klaskamer vir normaal horendes. Wat is dan die kind se behoefte in daai spesifieke klaskamer- as hy in 'n klaskamer geplaas word saam met normaal horendes?

C: Ek kan begin deur te sê dat daar moet defnitief soos, hy moet 'n… daar moet 'n baie goeie ouer-onderwyser verhouding wees; in die sin van, as jy op 'n probleem kom, moet jy die juffrou kan kontak en kan sê: "Hoor hier, dit is my probleem." Of jy dit deur die spraakterapeut doen, maar daar moet 'n goeie, oop kommunikasie wees. Soos ek sê, want jy weet nie waar lê die probleem nie. Ek wil nie weer hoor: "...... sukkel met Wiskunde nie." Ek wil hoor: wat doen ons daaromtrent dat sy nog sukkel om tyd soos 16:00- wat is dit: voormiddag?, namiddag?, is dit 4 uur?, is dit 3 uur? 16h30 skryf sy half-drie in plaas van half-vier of half-vyf. Jy weet, so, daar moet oop kommunikasie wees. Dat jy die juffrou kan bel en sê: "Dit is die probleem; wat doen ons om haar te help?" Dit is die een behoefte of moet. Die ander ding is dat die juffrou moet weet, soos ......, weet jy, ek voel eintlik jammer vir haar. Sy ken môre se werk, maar môre gaan sy 3 uit 20 kry, want die vrae word anders gevra as wat ek en sy dit geleer het. En dan kom sy in die klas en dan kry sy 3 uit 10. Sy bid nou al in die aand: "Ag Here, moet nie "worry" as ek net 6 uit 10 kry of 6 uit 20 kry nie- ek het ten minste probeer." Jy weet? Verstaan jy? Dit is vir my 'n jammerte dat sy so moet sukkel, terwyl sy die kennis het van die vak, maar nou word dit anders gevra. Soos Engels doen sy nou eintlik vir my beter as Afrikaans, want dis nou nog bietjie lae vlak. Sy moet net invuF: is dit: "am, is or are"? En dan weet sy: "I am, the rest…" En nou weet sy: is dit "will or shall"?

"I and we shall all the others will", of wat ook al. Jy **weet, so, dit is vir haar nou maklik.**
Maar sodra sy dit in 'n sin moet begin skryf, dan skryf sy: "Gee vir my is 'n die rooi appel."

T: Verstaan jy nou reg, dit gaan oor die wyse van assessering. Die wyse van evaluasie.

C: Ja, ja.

G: Ek dink, ek dink wat… onderwysers moet dalk net ook besef, die beperkings van die dowe kind, deurdat die dowe kind… haar posisionering in die klas. Dit het ons aan die begin redelik vinnig reggestel. Sy het aan die begin agter gesit, toe sit ons haar heel voor. En dan die ander ding is, wat hier kan byvoeg by .... is, - besef hulle beperkende woordeskat. Ek het verlede jaar regtig erg ervaar as ons vir ...... leer (...... vir ...... leer) dan ken sy die antwoord. Die oomblik wat sy die toets skryf, dan skryf sy 'n totale "stupid" ding of sy los hom oop. Dan kom jy agter, maar die…dan vra jy vir haar dieselfde vraag na die tyd, op 'n ander manier, dan antwoord sy hom vir jou. En ons was by die hoof gewees en ek het vir haar gesê, as ...... die vraag nie verstaan nie, kan sy vir jou vra. Dat die onderwyser die vraag net andersins stel. In terme van 'n sinoniem. Ek meen van klimaat- kan ons eerder sê: wat is die hitte vandag, wat is die temperatuur? Kan ons sê: wat is die, wat is die hitte vandag? Ek kan nie nou aan 'n voorbeeld dink spesifiek wat ons daai tyd gehad het nie. En die hoof (ja, dis nou die hoof) het gesê daar is nie 'n probleem nie. Maar die kind moet die vrymoedigheid dan hê en die kind het nie vrymoedigheid om dit te doen nie, te sê: "Ek verstaan nie die vraag nie." Dat die onderwyser dit dan net vir haar in 'n dood-eenvoudige…

C: Maar jy sien dit is nie toelaatbaar nie, want…

G: Dit is toelaatbaar…

C: …dit is ons keuse om ons kind in daai hoofstroom te sit en sy moes die verskillende terme dan nou alreeds by die huis… As sy by die huis 'n stuk het om te leer, en sy verstaan nie daai woord nie, moet sy daar al 'n sinoniem vir die woord gekry het. Dit was die antwoord.

F: Wat sou julle daarvan sê?

M: ...... het presies dieselfde probleem. ...... het 'n beperkte woordeskat, en hy verstaan die werk en hy kan baie beter vaar in sy eksamens as die vrae op 'n ander manier gevra was of as daar twee of drie sinonieme was waarvan hy een kon kies. Hy sal een van die drie miskien kon herken het, maar een van die ander twee word gebruik in die sin om 'n werkwoord of 'n naamwoord te beskrywe en as gevolg daarvan verstaan hy nie, omdat hy daai een woord nie verstaan nie. Ek het vandag vir hom gevra, toe praat ek… ons praat oor die oorlog, die "pending war" (ek weet nie of hy nou begin het nie, dis nou amper 48 uur). Toe sê ek vir hom "terrorist", en daarna dink ek vir myself, (ons is mos nou al ingestel)… "...... do you know what is a terrorist?" "No, Daddy." So, en ander kinders op sy ouderdom weet wat is 'n terroris. Maar hy, hy, hy het daai woord al gehad. En toe ek so begin sê, toe sê hy "O, yes!", daar is "computer games" met "terrorists / army" / ietsie. Nou weet hy, hy't iets van "terrorist" gelees daar op die skerm van die "computer".

G: Ek kan nou spesifiek daai woord onthou- dit was met die Boesmans gewees. Wat se voedsel eet die Boesmans?

C: O, voedsel is kos en sy weet nie wat is voedsel nie

G: Vra vir haar by die huis, wat se kos eet die Boesmans, dan kan sy vir jou presies sê. Nou kom dit in die eksamen of die toets en dan sê hulle watse voedsel en dan weet sy nie wat dit is nie. Ek meen, niemand by die huis praat: "Hoor hier, kom eet jou voedsel" nie, ons sê: "Kom eet jou kos".

M: Dit is die grootste fundamentele probleem met ...... op skool- hierdie een wat ...... nou genoem het. Maar daar is miskien nog so 'n paar behoeftes, as ek dit ook kan noem?

F: Ja, asseblief.

M: Dit is belangrik dat daar (omdat die samewerking so belangrik is) met so 'n bietjie 'coaching' van die onderwyeres / onderwyser se kant af, dat daar 'n maatjie is wat so bietjie aandag gee.

G: Hmmm.

T: Die "Buddy"-sisteem.

M: Ja. Die maat help baie keer, soos wat Cecile genoem het, van die interkom (ons het nou nie interkom by die skool nie), maar daai rol en baie ander rolle word deur so 'n maat vervul in die klas. En dis gewoonlik net bepaalde kinders in die klas, wat daai rol kan vervul. Nie almal nie en die onderwyseres moet die oordeel aan die dag kan lê, om die regte kind te kies. Sy kan hulle roteer- daar's miskien vyf van hulle in die klas. Om langs, om langs die gehoorgestremde te sit. Net nog een ander ding vinnig is, ek dink dis ook baie belangrik dat die onder…, dat die ouer net, dat die ouer nie net na die onderwyser toe reageer nie, maar mens moet dit… met die verhouding wat jy opbou met die onderwyser, is dit baie belangrik dat die onderwyser, (want hulle tel dit op voor ons- op sekere goed), 50% van die kere. Dat hulle met die ouer ook kommunikeer. So dan, dit moet twee-rigting wees. Dis baie belangrik dat die onderwyser ook jou telefoonnommer het, jou kan bel as daar iets is wat, wat die ouer kan doen om die onderwyser mee te help.

C: Maar nou is jy verleë, (ekskuus ......), jy kan nie verwag dat die juffrou in jou kind se boekie moet skryf nie. Want, dit is so… daar's 32 kinders in die klas, so…, jy weet, jy bly maar stil en…

T: Ekskuus, daar dink ek dat jy regtig dit van haar kan verwag. Sy is die enigste gehoorgestremde in daai klas.

C: Ja, maar dit was my keuse.

T: Maak nie saak nie. Ek dink regtig sy sal nie omgee, as daar goetertjies is. Hulle ontgroei baie van daai goed. Hierdie taal goeters ook. Daar's goed wat hulle rêrig op 'n stadium, hulle kom net meer en meer en meer by. Maar ek stem saam, hulle verloor baie punte. Dan ken hy daai werk op die palm van sy hand. Maar ek het ook al vir hom gesê: "......, if you do not understand this, call your teacher and say, just explain to me the question." En dan het hy dit al gedoen, en dan doen hy briljant. Maar hy's tevrede. Ek dink nie mens moet ook 'n kind heeltyd fokus op hierdie 80, 90, 100% nie. As jou kind… Maar ja, hulle word ingedoen daar. Ek stem daarmee defnitief saam, mens kan daar… Daai brief wat julle saamgestel het- daai hulpmiddel vir die onderwyresse. Ek sê ook vir hulle: "Lees hom gereeld", want daai inligting is alles op daai stukkie. Jy weet daai brief wat ons vir die onderwysers gee?

C: Hmmm.

T: As sy byvoorbeeld 'n Wetenskap les behandel in 'n klas, om seker te maak daai kind het opgevang, want hulle mis goed aan die einde van die dag. Maar wat ek ook doen is, ek sê vir haar, vir hulle: "As my kind sukkel met Wiskunde en julle kom dit in die klas agter, laat weet vir my. Maak net 'n nota ook, dat mens nie aan die einde van die termyn ontdek, hierdie kind het nog nooit daai 'skills' opgetel nie, want dit is absoluut (wat noem jy dit?) by Wiskunde, sekere… 'skills' wat jy moet aanleer, om te kan aangaan en aangaan na 'n volgende deel.

G: Ek wil by ...... net aanlas, oor die, oor die, kom ons sê die maatjies. Daar het ...... nou ook, die een of twee… dit is nou 'n Dawid & Jonatan- verhouding. En toe het die juffrou op 'n stadium gesê, maar sy skuif die twee van mekaar af in die klas- omdat ..... so besorgd is oor ......, dat ...... amper nie kans kry om te dink nie.

C: Dis waar.

G: As ...... sit en nog dink, dan sal die Molly Ann al vir haar sê: "Maak so, en maak so." Of sy kyk eintlik wat langsaan gedoen word. So, haar denke word daardeur onderdruk of, haar vermoë om self te begin dink is in 'n mate… Dit kan onderdruk word daardeur. En toe het

die onderwyser gesê, ... het eintlik daarna meer spontaan geraak, omdat sy altyd gewag het, maar Molly Ann sal my help. En toe moes sy nou uit haar eie uit begin.

T: Ek dink soos 'n kind se taal ontwikkel en vorder baie goed. Dit is hier in die laaste klassies. Op 'n stadium kom daai goed rêrig van self. Ek dink nie 'n mens moet daaroor te veel bekommerd wees nie. By ons is dit die geval, die kinders wissel verskriklik. Hulle raak te dik pêllietjies, dan 'chat' hulle meer as wat hulle werk. So hulle skuif hulle in elk geval. So kry dus…

C: Dis waar.

T: Laat die juffrou net gereeld vir haar 'n ander "buddy" langs haar sit.

G: En dan net nog een. As ek dink, die kinders moet leer, of ja, hulle moet die, hulle moet die vrymoedigheid hê om die onderwyser te vra (wat jy ook net-nou gesê het), ek sien ...... is skrikkerig daarvoor. ...... sal in haar boek wil skryf: ...... verstaan nie die werk nie, dan is ...., dan sê sy: "Nee, want my juffrou of meneer gaan met my raas, want hy het reeds verduidelik." So asof sy, sy het nie die vrymoedigheid om te gaan sê: "Meneer, ek verstaan nie verduidelik vir my weer 'n keer nie."

C: Dis 'n geval van, sy wil nie hê ek moet so baie in haar boek briefies skryf nie.

G: Die ding is net, sy is dalk bang om te gaan vra.

T: Ek dink wat 'n mens in daai opsig moet doen (ek wil nie raad en advies gee nie), maar as mens miskien self die onderwyseres, om met haar self te gaan praat en sê vir haar: "Weet jy, ek weet my kind weet alles. Sy weet nie alles, maar sy ken haar werk 80 / 90 / 70 / 50%. En dit doen afbreek in hierdie kind, omdat julle vrae vang haar uit. Weet, 'n ander kind het bietjie daai meer, sy gaan op 'n stadium daar ingroei. Wil jy nie net 'n uitsondering maak, en vir haar… agter haar staan en kyk- maak sy droog? of vul sy die regte antwoorde in, gee miskien vir haar…

C: Dis weer ons keuse.

G: Nee kyk, daai skoolhoof (daai tyd was hy nog nie skoolhoof nie, nou is hy skoolhoof), hy't daai tyd vir my gesê: "Kyk, geen probleem, as sy die vraag nie verstaan nie, kan sy vra dat die vraag vir haar op 'n ander manier verduidelik word." Ek wat op universiteit ge'swot' het, as ek 'n vraag nie verstaan het nie, het ek my hand opgesteek (in die eksamenlokaal) en vir die dosent gevra: "Ek verstaan nie die vraag nie." Dan was daar meeerdere studente, wat die vraag… en dan het hy opgestaan en dan't hy die vraag in 'n ander manier verduidelik of in 'n ander manier gestel. So, as dit op universiteitsvlak kan gebeur, waar groot mense (wat klaar is met skool), 'n vraag nie verstaan nie, kan dit op laerskoolvlak soveel te meer gebeur.

M: Ek dink, die punt is, dan moet daai vraag dan op dieselfde manier miskien aan die hele klas gestel word. Dan behoort… want as dit nie gebeur nie, (ek weet wat ...... se punt is), dan beteken dit dat, dis eintlik makliker vir die kind om deur te kom op 'n ander standaard, dis 'n ander standaard wat die ander kinders op deurkom.

C: En dit is nie wat 'n mens wil hê nie.

M: Ja, maar aan die ander kant… daar's twee kante van die saak- maar al wat mens sê is, as die kind nie verstaan nie, verduidelik dit dan vir die hele klas dan.

G: Hy hoef dalk nie noodwendig die hele vraag oor te stel nie. Sy kan vir hom byvoorbeeld vra: "Meneer, wat beteken voedsel? Ek verstaan nie daai…. Dan kan hy vir haar sê: "Kos." Dan, onmiddellik gaan sy snap. En as sy dan nog nie verstaan wat is kos nie, en sy kan nogsteeds nie die vraag antwoord nie, dan…

C: Sinoniem woord.

M: Nee, ek stem saam.

C: Die kind moet in die leerwerk geleer het, "Voedsel beteken kos." Dis hoekom sy elke dag haar werk moet onderstreep en na haar woordeboek toe gaan, die woord gaan soek of na haar eie woordeboek maak. Dit is net- dit vat baie tyd.

G: Dit is juis die ding- daar is nie tyd nie.

C: Maar dis my keuse, om my kind in daai klas te sit.

G: Dis my keuse om by Tukkies te kom swot. RAU kon hom anderste gevra het.

F: Goed, as u terug dink bietjie aan toe hulle net in die hoofstroom klas, (jare gelede), watter- is daar enige ander behoeftes wat die outjie gehad het toe hy in sy klas was? Behalwe nou die aanpassing, assessering…

C: Taal, woordeskat, plasing, posisionering.

T: Wat vir my wonderlik was… ek dink dit was 'n behoefte dat (as die kind die eerste dag in 'n klas instap, was die juffrou vir my so ongelooflik, ongelooflik oulik. En hy't haar nou al die derde jaar), is dat hy't huistoe gekom die dag en hy't vir my kom verteF: "Aunty Jenny took of my ____ . Sy't vir almal in die klas verduidelik (Dag 1): "...... is gehoorgestremd, maar hy kan hoor"- en dat almal nie pluk en foeter en vat aan die kind se apparaat nie. Weet jy, en dan eers, aanvaarding is (van die maatjies se kant af), dan dink ek het 'n kind al reeds…

C: … ver gevorder.

T: Ja, dat almal voel en kyk en vat en ekspirimenteer, tot dit verby is. Dan is dit ook nie meer snaaks nie. Herhaal net weer jou vraag, dat ons weer van die vraag afwyk nie. Wat se behoeftes was daar jare terug?

F: Ja, of nou met verloop van tyd. Goed wat julle dink, nog addisionele dinge wat julle dalk dink is belangrik?

G: Ek dink vir die eerste keer is die onderwyser se, se onkunde is baie belangrik. Gelukkig, ... het ook 'n baie goeie onderwyseres gehad. Maar soos dit aangaan in die jare, dink ek was daar 'n oorvertelling in die skool. Een onderwyser vertel vir die volgende onderwyser of die volgende onderwyser: "Volgende jaar het ek vir ...." Daai, ek dink daai behoefte raak al minder.

T: Ek dink…

G: Dit kan vreeslik spanningsvol wees vir 'n onderwyser, omdat 'n dowe kind, gehoorgestremde kind in haar klas te hê, want sy weet nie hoe om die kind te hanteer nie.

T: Ek dink wat baie belangrik is, en dis ook wat ons nou toevallig hierdie jaar gedoen het, (omdat hy oor die tien verskillende onderwysers het), het ons almal probeer kry. Meeste was daar, die wat nie daar is nie, kan jy duidelik sien waar lê die leemte. As ek kyk na sy- by die Engels en by sy _____-ship. ....., wat nie daar was nie, jy kan, ek wil dit nie so stel nie. Wat ek sê is, wat belangrik is, dat jy as ouer, daar kan van hierdie oudioloë of iemand ook bysit- dink ek kan baie goed wees, as mense die tyd het, dat jy vooraf half vir jou 'n lys maak en vir hulle sê, wat is belangrik en vir hulle tyd gee om vrae te vra. Ons het byvoorbeeld die nuwe (wat is "case leader" in Afrikaans?)…

M: Die departementshoof.

T: Die departementshoof ook daar gehad- wat vir my fantasties was. Hy het uit sy eie uit gevra: "Wat kos so 'n apparaat?" en "Wat kos die FM?" En hy't regtig vir die onderwysers gesê, hy verwag hulle kyk na die kind se goed. Dis duur goed hierdie. En dat mens hulle net bietjie meer geskiedenis van die kind gee. Dit gee vir hulle dadelik meer, kom sit dit in hulle

harte en hulle fokus net soveel meer. Weet, hulle het nie 'n begrip hoe hy kan hoor nie, wat hy miskien nogsteeds uitmis, dalk op 'n dag nie… Maar die feit dat hulle weet, jy as ouer gee om, gaan maak dat hulle soveel meer omgee vir jou kind.

F: Goed en dan sal hulle, en dan daaruit vloei dan ook die aanpassings…

T: Ja, en dan ook hulle onder mekaar, wat vir my baie interessant is, wat oulik is, is- die een wat minder weet as wat Jenny byvoorbeeld weet (die onderwyseres wat hom langer het). Hulle is nogal geneig om vir haar te gaan vra, en sy het byvoorbeeld 'n wonderlike ding gesê die dag- en dit kom ook in daai brief voor (as mens dit net gereeld lees). "Moenie hom verloor nie, terwyl jy een of ander les aanbied; moenie die kind verloor nie, want dan stel hy glad nie net-nou meer belang nie." En as hy nou hier gesit het, en ons maak nie seker hy's deel van die gesprek nie, was hy nou al so verveeld gewees soos kan kom. Daai tipe van goed dink ek is "vital" in 'n klas.

M: Ek wil nog iets daarby voeg. Ek dink 'n behoefte is, maar ek moet eers 'n stelling maak en sê: "Nie alle skole gaan altyd geskik wees vir die kinders nie" en ek dink dan is 'n behoefte by ouers, daar behoort 'n behoefte te wees om 'n beperkte hoeveelheid skole te kweek, te "coach". Dat daar met ander woorde 'n paadjie gestap word, dat as jou kind in 'n klas inkom, was daar miskien al sewe kogleêre kinders voor daai kind en in daai opsig is dit baie makliker om vir jou…. jy hoef nie deur te gaan… In ons geval, mens is besig om elke keer nuwe grond te breek. Ja. Terwyl, as dit so gaan, gaan dit baie makliker wees.

F: Ek sal wel verduidelik later aan, dit is deel van die hele nuwe inklusiewe sisteem, waar daar dan so iets is.

M: O, o.k.

F: Die behoeftes en die aanpassings.   Dit het nou gekom, dit wat julle nou so saam gesels het in die groep, sodat die onderwyser ook weet wat se aanpassings daar is. Is daar aanpassings wat julle sou uitsonder, wat gemaak moet word om so 'n kind te akkommodeer in die klas?

C: Ek dink die belangrikste is die kind moet voor sit. Waar ons baie gelukkig is- dis vroeg geïdentifiseer en die samewerking met ons spraakterapeut gee sy altyd die meeste inligting deur, en sy maak dat sy die onderwysers elke jaar kry en sy wil met hulle almal praat (waaroor ek baie gelukkig is). En die voorsit in die klas… Die belangrikheid van die FM-sisteem, om hom te gebruik en te dra, maar weer by ons, ons is gelukkig, hulle doen dit. Weet, so dis nie… Batterye is soms 'n probleem, want dan het sy nie genoeg saam skooltoe nie en toe's daar op 'n stadium 'n battery herleier by die kantoor gelos en ons pakkie batterye by die skool. Ja, "shame" die arme tannie wat daaroor verantwoordelikheid neem. Maar ons is gelukkig, hulle doen dit. Maar dis maar die aanpassings en dan die maatjie (wat Molly-Ann was), was absoluut ...... se alfa-en-omega van die begin tot sy verlede jaar in die middel in P.E. gaan bly het - wat baie trauma was. Maar sy het vinnig weer 'n ander gekry en dit gaan net hoed. Dit gaan al hoe beter. Ek dink dit is maar by ons die ding.

T: Ek dink 'n groot ding is (waaroor ons almal ook net-nou gepraat het, oor hierdie vraestelle). So miskien, sê maar tot op n sekere vlak; vir daai kinders, as dit so kon gewerk het, ek weet dit sal nooit so realiseer nie, maar as hulle so 'n vraestel kan opstel wat ja, met twee vragies, die kind met wel nogsteeds die werk ken en sy antwoord neerstrywe. Ek verwag nie die antwoorde nie, maar as hulle nou-net, sê maar tot op 'n ouderdom of tot in 'n sekere graad (sê tot-en-met standerd 4/5). Daarna dink ek moet 'n ou sorg dat jou kind ook daar uitkom. Jy kan hom nie so beperk hou nie.

C: Dis reg. Ek wil by haar aansluit- wat ek al gevoel het, ek weet dit werk nie en ek is nogal een wat baie realisties en sterk ook daaroor voel, maar ek het ook al gevoel, ek wens ek kan daai vraestel vat en net met 'n potlood vir die juffrou vooraf wys- hierdie woord, gaan my kind nie ken nie. Miskien die antwoord, maar hierdie vraag gaan sy nie ken nie. Ek het al gevoel, ek wens ek kan net vir ...... met 'n potlood al daai woorde net anders sit, dan gaan sy presies, net 100% kry. Jy verwag nie 100% nie, maar ek wil hê… Sy't soveel "effort" ingesit om te leer. Ons het 3 keer deur haar MSW gegaan. Sy het dit so goed geken, so dit… Maar nou

ja, ons bepaal iemand se intelligensie uit sy woordeskat en mense meet mense aan hulle intelligensie. So, sy is maar beperk, maar dit gaan goed.   Dit is wat ...... sê, jy wens jy kan die vraestel….   Maar, ons kan haar nie aanhou beskerm nie- sy moet maar uitbrei.

G: Ek verskil met altwee van julle. As jy tot (en dit maak nie saak watter vlak) jy 'n vraag nie verstaan nie, jy die vrymoedigheid hê om te sê: "Maar ek verstaan nie die vraag nie." Ek wil nie hê hulle moet sê, gee 'n sinoniem vir mooi nie- dan sê ek maar ek weet nie wat is sinoniem nie, dat die juffrou dit moet verduidelik nie, of gee die trappe van vergelyking van dit en sê: "Hoor hier, ek verstaan nie trappe van, wat beteken trappe van vergelyking nie." Want dit is die essensie van die vraag.

C: Nee, dis die inhoud van die vraag.

G: Maar as ek sê wat se voedsel, as ek sê ek verstaan nie voedsel nie.

T: Maar dit wat jy nou sê van trappe van vergelyking…

G: Of watse vervoermiddels, wat se vervoermiddels.

T: …daar kan sy 10 punte verloor.

G: Dis korrek, maar ek meen, en dit is iets, ek meen dis trappe van vergelyking, so dis soos plus en minus.

C: Sy moes dit geleer het, dit is in haar inhoud weergegee.

G: Maar voedsel en daai tiep… en kos en… Dit is goed, dit is goed wat jy kan sê, maar ek verstaan dit nie, verduidelik dit net vir my.

T: Ek stem.

M: Ons kinders sukkel om woordeskat te leer. Hulle het 'n agterstand en ek dink dit is duidelik in die gesprek wat ons hier het- dit is 'n probleem. Dit is die fundamentele probleem met ...... op skool. Ek dink ook daar is, as 'n mens kyk na daai vraag- daar is twee maniere wat jy na die vraag kan kyk. Wat wil jy graag hê moet 'n onderwyser (wat se aanpassings moet die onderwyser maak), wat is die "wants", maar daar is ook "needs" wat moet die onderwyser aanpas. En ek dink daar's 'n verskil tussen daai twee goed. En as mens na 'moet' kyk, kan is posisie in die klas 'n moet. Maar dan as ons kyk na "want", wat ek dan graag wou hê (en ons onderwysers doen dit). Die een is, sy sal daai ekstra (dit word nie van haar verwag nie en sy word nie betaal om dit te doen nie, maar ons het waardering dat sy dit vir ons doen- dit is wat ek bedoel daardeur), is dat as sy- sy kom agter dat as ...... uitskop. En as hy uitskop, dan skop hy totaal uit. Dan verloor sy hom die res van die klas en al wat sy doen is, sy doen daai bietjie moeite (wat sy nie met die ander kinders hoef te doen, want dis nie nodig nie), is sy gaan tel hom maar net weer op, hak hom weer aan en gaan aan met die res van die klas. So ek dink, dit is in ons geval net 'n groot voordeel en ons kan baie baie gelukkig wees as jy so 'n onderwyser het.

T: En sy praat so duidelik.

M: Ja, sy sal net daai bietjie ekstra, en miskien die woordeskat bietjie afskaal, maar sy kan dit nie doen ten koste van die res van die klas nie. Soos wat Cecile ook al gesê het. So, ja, so, daar's vir my 'n groot verskil tussen "needs" en "wants". Daar's goed wat jy kan verwag en daar's goed wat jy kan…

T: Jy kan bly wees dat dit daar is.

M: Ja, ja.

F: Is daar iets wat julle sou wou byvoeg?

C: Ek wil net nog 'n voorbeeld hier noem, ek weet dit is bietjie… Maar, sy moes nou in die Bybelklas leer, by die Sondagskool, 'n toetsie skryf, dan moet, dan verduidelik hulle vir jou die teksvers, dan sê die juffrou die teksvers, dan moet jy sê wat is vir jou kosbaar, wat is vir jou dierbaar, hoekom is Jesus vir jou kosbaar en dierbaar? En ...... het 0 vir daai antwoord gekry en sy het min vir haar toetsie gekry en dis hierdie koster se kind en hierdie Sondagskool juffrou se kind wat nou so in haar eie Sondagskooltoetsie so min kry. Maar kos is vir haar kos wat jy eet en dier is 'n dier. Dan vra hulle die vraag: "Is Jesus vir jou kosbaar?" Sy kon nie dit bymekaar bring nie en dan voel ek jammer vir haar, want sy is so getroue...

T: Ek kan nie aan 'n ander oplossing dink nie en ek dink as jy vir ouers gaan vra gaan elke ouer vir jou sê: Ja, maar ons kinders het dieselfde. Ek voel ook baie keer ek "home school" in die middae- hulle tel beslis nie alles op uit 'n les uit nie. Ek sal sê, op hierdie stadium, elke jaar gaan dit beter, want hy's meer inge'zoom', hmmm…, omdat dit elektroniese gehoor is, ek meen eerder dit as niks. Dit gaan eintlik so goed met hulle dat mens dankbaar is, jy wil nie altyd negatief klink nie. Maar hulle tel nie in die klas op wat 'n horende kind optel nie. So as 'n mens wil hê dit moet uitstekend werk moet jy eintlik daai hele les vat en elke middag oor dit gaan. Ek wat met hom sit met al sy toetse, sal een keer deur dit gaan, spesifiek aan die woordeskat aandag gee, spesifiek vir hom verduidelik dan moet jy dink jou normale ander kind leer baie keer soos 'n papegaai- ons het seker almal so geleer. Jy het nie geweet wat beteken dit nie. So ons kinders het daai voordeel, omdat hulle daai behoefte het, leer hulle eintlik soveel beter om uit te brei. Dit is nie altyd maklik en moontlik veral as dit spesifiek nuwe werk is wat hy nou vir die eerste keer gehoor het (soos trappe van vergelyking). Eintlik moet die ouer ook op die toneel wees en dit sien as 'n geleentheid, maar dit is moeilik. Jy kan onmoontlik nie alles "recap" wat vanoggend in die klas gebeur het nie. Die kind het nie daai energie en tyd nie en die ouers ook nie. Jy kan soveel op 'n dag doen, iewers moet hy nog ontspan en speel en sport of iets doen. Maar dit ...., sê ek vir jou, is die grootste ding. En dit is hoekom hulle daai woordeskat sommer net so spontaan… baie goed kom spontaan, wat mens baie dankbaar voor is, maar groot goeters- jy weet terms. As dit kom by Wetenskap en Geskiedenis, hierdie wild vreemde name, is vir hulle regtig, jy moet oor en oor en oor dit herhaal. Maar aan die ander kant is ek altyd dankbaar, dan dink ek, hy kan dit doen.

C: Ja, is dit nie wonderlik nie.

T: Maar jy kan dit ook nie van die juffrou verwag, haar periode is net so lank, sy moet deur daai werk kom. Hulle het miskien 'n "work assignment" waarmee hulle moet begin wat sy moet verduidelik, so- daar lê die kern van die ding, dink ek…

F: Goed, as mens nou dink die hele stelsel waarheen hulle nou beweeg in terme van inklusiewe onderwys- die groot betekenis agter die term, is dat die stelsel moet die kind kan akkommodeer. As mens dit nou in gedagte hou (en julle het reeds gepraat oor wat is hulle behoeftes en die aanpassings wat gemaak moet word) wat dink, wat sou julle sê is die eise wat opgestel behoort te word aan die kennis en die vaardigheid van die onderwyseres?
Dit is iets wat ek gedink het, as ons daaroor praat, as ons 'n vaardigheid of 'n kennis uitsonder, wat julle voel is belangrik vir 'n onderwyser om te hê, dat ons dit dalk net kan gradeer in terme van, ons besluit dalk saam: "Die bepaalde aspek wat ons nou genoem het:
- **is nie nodig nie**
- **die onderwyser moet bewus wees daarvan**
- **sy moet kennis dra daarvan**
- **sy moet "skilled" wees of vaardig wees daarin**
- **of sy moet so vaardig wees daarin, sy moet ander onderwysers kan oplei."**
As 'n mens nou dink aan…

C: Wel, sy moet definitief, sy hoef nou nie al die kostes rondom die sisteem te hê nie, maar sy moet weet wat is die patologie van die oor, hoekom die kind half-doof is en hoekom die koglea dan daar is. Sy moet darem so bietjie kennis hê van die battery wat pap is, die kind hoe ouer hy word, leer hy in elk geval self of die battery pap of verander dit self. Daar was regtig net een insident, maar ek dink ...... het ook maar 'n kans gevat, wat die batterytjie pap was, toe't sy hier gevroetel in plaas van geluister en die juffrou het nie besef maar die battery is pap. Jy weet, toe het sy dit nou omgeruil, maar ek dink ...... het tog maar vir die maatjie

langsaan iets gevra, toe het ...... vir die juffrou…, toe het die juffrou vir ...... gesê: "Los die maatjie en luister na my." Intussen het sy net die battery verander, maar ...... het ook maar 'n kans gevat. Die juffrou moet weet- hierdie battery is pap, wat hierdie kind besig is om te doen is om die battery in te sit. Die res moet die kind net voorsit en ek weet nie.

G: Ek dink wat belangrik is, en dit trek regdeur, is, ek weet nie lank vat dit vir 'n gehoorgestremde om dit of uit daardie agterstand uit te kom nie. Miskien hoe vinniger die inplanting is, hoe makliker is die…., is daai abstrakte denke. Daai konkrete denke van 'n dowe kind. Hulle assosieër moeilik met goed wat hulle nie kan sien nie, nie kan aan vat nie. Ek dink iets soos Geskiedenis, ek dink moet vir 'n gehoorgestremde, vir ...... gaan dit (en vir my, vir ons) gaan dit gek maak om vir haar te vertel van Jan van Riebeeck wat in die Kaap aangekom het.

T: Ek moet daar vir jou sê, ... floreer oor die stories. Ek dramatiseer dit vir hom- hy's mal oor Geskiedenis.

G: En vat byvoorbeeld breuke…

C: Breuke en tyd.

G: Daai tiep van dinge, en daar's sekere dinge. Ek dink as die, vir my is dit eenvoudig, hoekom kan ...... dit nie verstaan nie? Maar as jy nou gaan kyk- maar waaroor gaan dit?

F: Kan mens dit bring, terug bring in terme van kennis en vaardighede van die onderwyser? Wat moet die onderwyser weet of kan doen?

T: Ek weet wat vir my wonderlik verlede jaar gewerk het met ...... (die eerste termyn het bietjie sleg gegaan). Nadat ek 'n afspraak gemaak het, nadat ek met haar gaan gesels het, sy het eintlik nie daai dag geregistreer nie, tot ek en hy besluit- ons skuif hom uit haar klas uit, as sy nie kans sien nie (en sy's 'n remediërende onderwyser). Bo en behalwe sy't kanker en ons het gevoel dit raak miskien te veel. Ons kan nie haar te veel verwag nie, sy sit ook met kinders wat hiperaktief is of ADD, dalk het (jy kry dit in elke klas) het jy dit ook nog. Mens moet pasop om te veel druk op 'n onderwyser te plaas, maar ons het gelukkig klein klassies daar. Nadat ons hierdie seminaar gedoen het, waarheen al die onderwyseresse genooi was, het 'n hele wêreld oopgegaan. Ek weet nie of jy kan onthou- verlede jaar nie?

F: Ek onthou.

T: Toe was .... hier gewees en weet jy die hele jaar, dit is asof sy net ewe skielik belangstelling gekry het. Sy het die kliniek gesien, sy't 'n klomp terapeute gesien, sy't al hierdie praatjies (daar was geleentheid vir vrae). Sy't so 'n liefde dadelik sommer meer ontwikkel. Toe sy besef wat gaan alles daarin. So ek dink so 'n opleidingsessie en net so dis baie aanvanklik die skoolhoof, en die onderhoof is rêrig… Ek het vir hulle byvoorbeeld ook die begin van die jaar so iets by die die kliniek en… Dit is wonderlik as een dan kan gaan, ons kan nie verwag dat al 10 die onderwysers gaan nie, maar as een kan gaan. Ek is bereid om te gaan uit help in die klas op 'n dag as hulle my mooi leer hoe om te doen en daai juffrou kan miskien…. Toe sê die hoof hy sal ook graag miskien net wil bywees. As hy 'n sterk onderwyseres vat wat 'n liefde het vir dit of reeds dalk so 'n kind gehad het, want hulle wissel ook van grade elke jaar. Dan kan sy teruggaan en vir hulle goed gaan toerus of dan nou, ja, spesifiek bel.

F: Dit is, dit kom op die punt neer van addisionele opleiding, bietjie ondersteuning, kursusse.

T: Ek dink so.

C: Betrokkenheid.

F: Ek wil net so terloops, sê ons het vorms hier. Nellie het vir my gegee. Ek het vorms hier, ons sal weer so iets reël.

M: Addisionele opleiding soos ons sê kan 'n half dag wees. Dit hoef nie 'n ses maande kursus of iets te wees nie.

T: .... het byvoorbeeld gesê sy't altyd gehoor van 'mapping'. Wat beteken dit vir 'n onderwyser as jy sê: "Hoor hier, my kind kom laat, hy gaan vir 'n 'mapping'". Die oomblik wat hulle sien wat hier gebeur, weet jy, mens kan een keer 'n jaar miskien vir hulle deurvat (die wat betrokke is), en net vir hulle wys- hoe word 'n kind ge'map', net bietjie vertel van die elektrodes. Dit gaan nie net noodwendig (daai goed in die klas is 'vital' ook), hierdie inzoom op daai kind, maar onmiddellik besef hulle dit is nie sommer niks hierdie nie. Dit kom al van lankal af aan. Mens kan dit maak werk, veral as jy ook aan…
Ek dink veral kinders wat miskien nog onder is, as hulle byvoorbeeld nou na _____ by van daai onderwysers uitkom. 'n Onderwyseres wat dalk met 'n graad een kindjie sit, wat nie weet waar om met hierdie kind te begin werk nie. Dit kan nou weer vir hulle soveel motivering gee. Weet, onderwysers kan ook "link". As jy verstaan wat ek sê- tussen skole.

F: Goed, dit is nou die "mapping". 'n Aspek wat jy ingebring het. Is daar nog iets wat julle dink?

M: Ek wil dit nie "mapping" noem nie. Ek wil sê blootstelling aan fasiliteite, hierso.

T: Blootstelling, ja.

M: Blootstelling aan funksionele fasiliteite. So dis nie die…, dis opleiding in 'n ander sin. Jy stap hier deur vir 'n uur saam met iemand, gaan by die "mapping" in en kom by 'n oudioloog uit, spraakterapeut of wat ook al.

F: Spesifieke kennis wat julle dalk dink is nodig? Wat moet hulle weet? Nie noodwendig dat hulle veronderstel dat jy in die klas praat en die onderwyser moet van self dit weet nie, maar wat is daar wat julle dalk meer opleiding… watter inligting moet hulle verkry?

M: Ons het 'n klomp goed daar neergeskryf, ek weet nie of ons dit moet herhaal nie.

C: Dis daai goed: hulle sukkel met sinsbou, hulle sukkel altyd daarmee.

G: Woordeskat.

C: Hulle sukkel met die woordeskat, hulle gaan altyd daarmee sukkel. Ons wil dit nie weer hoor nie. Ons wil hoor wat doen ons nou omtrent om dit uit te brei. Wat's die derde een? Hulle sukkel met begripsoefening. Hoewel sy 4 uit 6 gekry het in vandag se Afrikaanse begripstoets. Ons weet almal hulle sukkel daarmee en ons moet hulle ekstra help om dit uit te brei. En dan hulle Wiskunde. Ek weet nie of joune ook so sukkel met Wiskunde nie?
M: Tot hulle die konsep gesnap het.

T: Die konsep wat ek net-nou van gepraat het.

C: Jy weet, dit is so. Maar sy kry nou al remediërende onderrig wat ekstra uit my sak uitkom. Sy kry gelukkig die beste spraakterapie vanaf UP, sy't die beste onderwyser. Maar tog- daar's sekere goeters wat jy aan remediërend of ekstra aandag moet gee wat soos ...... sê, sy's al 'n onderwyser by die huis. En sekere goed moet jy haar ekstra help mee, wat dan 'n finansiële uitgawe is. Wat tog maar op die ou…

T: Ek dink, 'n mens moet net aanvaar, maar die kind het 'n gehoorgestremdheid. Jy kan hom nooit perfek kry nie.

C: Ja, ja, ja.

T: Maar mens moet, ja, ek dink…

C: Dis moeilik om soms realisties te wees. Om te sê waaraan moet ek nou ekstra…: Is dit Wiskunde hierdie termyn? Is dit ekstra Engels hierdie termyn? Ja, dis moeilik.

M: Daar's nog 'n punt. Die juffrou moet die kennis dra oor hoe om die ander kinders te hanteer teenoor die kind of die kind teenoor ander kinders. En sy moet ook die kennis hê om dissipline nie te verwar met gestremdheid nie. As daar 'n dissipline-probleem is, dan moet dit opgelos word.

C: Dis reg. Ek moet sê, ons is baie gelukkig in hierdie opsig van hierdie, weet, kind aanvaar of hierdie half-gestremde kind aanvaar in 'n normale skool. Ons kind word besonders goed aanvaar. Sy's…

T: Ons het ook nie probleme met dit nie. Glad nie.

F: Goed, en dan, dit is dan oor die kennis aspek. Enige bepaalde vaardigheid wat julle dalk dink, is belangrik vir so 'n onderwyser met 'n kind gehoorverlies.

M: Die een vaardigheid is die een wat ek genoem het. Sy moet kan, sy moet die vaardigheid hê om die kind te kan aanhak by…

T: Dis baie belangrik, dis seker die belangrikste goed.

M: As die kind agter raak (en dis op 'n redelike onbewuste manier).

C: Ja, want ek het nou eers agter gekom, die juffrou het genoem (ekskuus) dat sy bietjie gefrustreerd raak in die Wiskunde klas. Dis soos jy sê, sy 'hak uit'. Hoe 'hak' jy haar weer terug? As ek dit so mag gebruik.

M: Dit is 'n vaardigheid.

F: Goed, enige iets wat julle, nog iets daaroor wil byvoeg? Ek dink ons het hom nou al redelik bepraat. Watter bykomende aspekte beïnvloed die verantwoordelikhede van die onderwyser met die kind met die gehoorverlies?

C: Bykomende aspekte?

F: Watter bykomende aspekte beïnvloed die verantwoordelikhede van 'n kind met 'n gehoorverlies? Ek bedoel nou, hier's 'n kind geplaas in die klaskamer met 'n gehoorverlies. Watter ander aspekte gaan die verantwoordelikhede van daardie... Dis nie noodwendig klasverband, klasverband-houdend nie, maar die feit dat die onderwyser nou, 'n onderwyser van 'n kind met gehoorverlies is, kan daar moontlike ander aspekte wees wat ook nou 'n rol gaan speel in die verantwoordelikheid van so 'n kind.

M: Wel, dis die verantwoordelikheid van die onderwyseres om die ouers te kontak, as daar probleme is- baie vinnig.

T: Onmiddellik.

M: Dit is die eerste ene. Ek het dit ook al genoem, ek dink dit hoort meer hierso.

F: So dis kontak met ouers.

M: Ja, maar…

C: Ek dink die belangrikste is maar die kommunikasie tussen jou en die onderwyser. Die belangrikheid is dat die kind net soos die ander normaal hanteer moet word. Waar ons nog tot dusver baie gelukkig was, veral met haar Afrikaanse juffrou van Vuuren. Jy kon sien, kyk, sy hanteer jou net soos die ander.

G: Ek sal ook dink daar miskien, ek weet nie, ek kyk nou uit 'n onderwyser se oogpunt uit, (ek is self nie een nie, so ek weet nie of hulle dink soos ek nie), maar as miskien 'n ondersteuningsraamwerk, 'n ondersteuningsbasis vir die onderwyser as sulks. En die onderwyser wil nie maklik of noodwendig met die ouer gaan praat nie- oor ek weet nie hoe om jou kind te hanteer nie, laat daar vir haar amper 'n…

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C: O, 'n skakelpersoon.

G: …. 'n noodlyn is, en sê: "Help, ek sukkel met hierdie kind, hoe moet ek hom hanteer?"

C: Maar ons het dit, ons spraakterapeut kontak baie met die skool. Ek weet nie of die skool noodwendig met haar kontak nie, as dit is wat…

F: So, meer van 'n ondersteuningsraamwerk- iets waarop hulle kan terugval.

G: Ja. Of 'n hulplyn, of 'n persoon by, sê maar, hier.

T: Ons het mos vir ......

G: Vir ......, of wie ook al, wat jy kan kontak- enige tyd en dit sal vertroulik bly.

T: Ons het eintlik vir ...., die een meisie wat vanaand hier was. Sy's enige oomblik, altyd bereid om uit te gaan.

M: Maar dis juis die vraag, so dit is…

C: 'n Behoefte by party.

M: Dis 'n behoefte vir 'n onderwyser.

G: Of die kind vra die heeltyd vir my sy verstaan nie hierdie tipe, of hierdie werk verstaan sy nie en die ouer sal die kind verduidelik, maar ek kry dit nogsteeds nie in die kind se kop in nie. Weet, dat iemand vir haar kan sê, maar benader die kind of verduidelik die werk dan so vir haar. Ek dink aan een voorbeeld.

C: Ja, ons moet byvoorbeeld, van volgende termyn af gaan ek en ...... een maal 'n week, na skool, Wiskunde klas sit en die juffrou gaan die ander kinders help en ek gaan daar sit en kyk hoe verduidelik die juffrou die kinders dat ek weet hoe om ...... te verduidelik. Dit het nou uitgekom. Dit is nou weer ekstra remediërende onderrig, maar die skool het die behoefte daar vir al die kinders. So, ons gaan nou maar net by. wat baie goed is.

M: Hmmm. Ek weet nie of dit die onderwyser se verantwoordelikheid is nie, maar die kinders sal baie sukkel om aan te pas (ek weet nie hoe groot ...... se klas is nie), maar as dit klasse van veertig plus is, dink ek dan gaan 'n gehoorgestremde baie sukkel.

T: Klassies moet klein wees, dit is 'n aspek wat 'n rol kan speel.

G: Klasse met klein wees. Ons s'n is 27.

T: En ek dink elke skool het omtrent twee of drie graad een klasse, twee of drie graad soveel klasse. As hulle daai kinders mooi kies, dat jy half jou bedrywige kinders, (weet, en elke klas het sulke kinders), maar dat jy nie te veel sulke kinders saam 'n gehoorgestremde… Want 'n gehoorgestremde is so goed soos drie. Weet, die aandag wat dit tog vat van die onderwyseres.

C: Weet jy, dit gebeur nogals by my kind. Van graad een af. Sy's nog elke keer in die klassie wat die meeste wat ADH is en die meeste besig is. Sy's in daai klassie, maar dit gaan goed. Die juffrou dink ek is bietjie kwaai.

F: Sy gaan goed aan.

C: Ja, maar dit kan 'n effek hê, hoor.

G: Ek dink, ja, ... pas in. Sy't trompoppies gedoen, sy speel blokfluit, sy is netbal-doel, ek meen, sy's 'n gewone kind in daardie skool.

T: Sy leef haar uit- dis wonderlik.

G: Ek dink, laat sy haar, sy moet 'n normale persoon wees. Onderwyser moet besef, maar sy het 'n tekortkoming.

T: Daar is leemtes, ja.

G: Die leemtes, en die leemtes moet tog bietjie…

T: … gevul word.

G: …aangespreek word. Verder hanteer hom soos 'n gewone kind.

T: Daar is natuurlik periodes in die dag, sê maar hulle het "chapel" (saal-periode) of P.T. of so iets. Dit is ook 'n oplossing. Ek het al baie daaraan gedink en ons juffrou het baie af-periodes ook tussendeur die dag. As mens miskien kon "re-cap" sekere van daai goed waarmee die kind die meeste sukkel. Sê maar in haar geval is dit Wiskunde. Mens kan sulke opsies, jy kan dink daaraan.

C: Ja.

F: Wat sou u sê daarvan?

C: Weet jy daar was al 'n voordeel, want regtig, by die huis gaan dit maar druk. Ons gaan nou bietjie van die onderwerp af. Dat jy byvoorbeeld. 'n student kry en haar betaal om elke dag na skool, want in die na-skool gebeur daar niks nie en jy betaal baie meer, na-skool geld en daar gebeur niks, behalwe sy geniet dit om netbal te speel, om blokfluit te speel en alles behalwe huiswerk te doen. Dan kom jy by die huis, dan het jy al klaar 'n halwe dag se werk gedoen, dan moet jy nog haar werk ook doen. So toe was daar 'n voorstel, ek weet nie of dit van jou af kom nie? Ek verbeel my dat sy gesê het jy moet 'n spraakstudent identifiseer wat bereid is om teen 'n betaalbare bedrag, om dan saam met ...... na skool huiswerk te doen. Maar, ag, jy weet ek het nie 'n probleem nie. Ek moet maar my kind se huiswerk met haar doen, maar die kind raak ook moeg. En soos sy gesê het, jy kan nie na vier vandag al daai werk deurgaan nie, dis onmoontlik. So, dan "cope" jy maar net.
M: Ek dink nog 'n punt net daarso is: Dit is tot 'n mate die verantwoordelikheid van die onderwyser om te sorg dat die kind weet wat van hom verwag word by die huis, met die huiswerk. Dit is ook op die jonger standerds, maar weereens, hoekom moet 'n kind gepenaliseer word omdat hy nie kan hoor soos die onderwyser die huiswerk aflees nie, of wat ook al. Dit gaan nie rêrig oor kennis of wat daai kind as 'n grootmens eendag sal by uitkom nie, so ek dink dis 'n verantwoordelikheid.

C: Ja, ek dink ook, wat hy wil stress, is 'n goeie kommunikasie-huiswerkboek. Weet, hulle skryf hulle huiswerk van die bord af of die juffrou staan voor en sê bring dit of dat, of die afkondiging kom oor die interkom. Ja, dan mis hulle tog. So, die…. Dis eintlik weer 'n behoefte: dat daar 'n goeie kommunikasie-huiswerkboek moet wees.

F: So, dis eintlik kommunikasie tussen ouer en onderwyser.

C: Ouer en onderwyser.

F: Enige iets anders, wat julle sou sê wat die verantwoordelikheid van die onderwyser met die kind met gehoorverlies. Ons het nou gesê… Is daar enige aspek of eis wat aangespreek behoort te word deur die hele inklusiewe stelsel, om die onderwyser te ondersteun? As daar een baie belangrike ding is wat uitstaan, voordat die onderwyser so 'n kind kan akkommodeer, wat is die belangrikste aspek wat aangespreek moet word wat daai onderwyser kan steun.

M: Die belangrikste aspek wat aangespreek moet word?

F: Om die onderwyser te steun, sodat hy hierdie kind in die klas kan akkommodeer.

C: Ekskuus, soos ek gesê het, hier by die patologie van die oor. Ek dink vir my was dit belangrik dat sy weet: sy is soos 'n normale ander kind, sy het nou hierdie gehoorprobleem. Hierdie appraat is absoluut 'n wonderwerk, maar sy moet darem net so 'n bietjie van die apparaat verstaan, sodat sy kan weet as hy nou pap is, of hy 'n draadjie los het (...... se kabels het nogals baie gebreek). Ja, dat darem net gevertroud is met dit.

G: Sy moet ingelig wees oor die gehoorgestremde kind.

F: So, inligtingverskaffing is die belangrikste aspek.

G: Ja, dat die kind nie vir haar 'n bedreiging is nie, want ek dink die ouers, met die onderwyser kan 'n handvolle storie wees, want jy sit hierso met 'n ….

C: Of 'n onsekerheid.

T: Ja.

M: En daai inligtingsverskaffing moet defnitief insluit: die bewusmaking aan die onderwyser of onderwyseres dat die kinders het 'n probleem om taal aan te leer. Dit moet hulle verstaan. As hulle daai ding verstaan, dan val al hierdie ander goed maar in plek. So hulle moet weet dat die kind, as hy vinnig praat, of wat ook al, gaan die kind nie verstaan nie. As hy hogere woorde gebruik, kan gaan die kind nie verstaan nie. As sy die kind verloor het, moet sy hom gaan haal. Dis daai paar goed. Dis omtrent al wat verwag word. Die ander goed sal alles daarby inkom as hulle net dit kan besef.

T: Ek wil saam stem. As hulle bewus is daarvan, gaan hulle ekstra "effort" insit om seker te maak hy het dit.

M: Ek weet nie, is dit die laaste deel?Daar's iets wat ek wil noem hier en ek weet nie waar dit inpas nie. Maar daar's ook 'n behoefte by die kind om (dis ons siening), om net een taal op skool verpligtend te moet leer.

F: Dis 'n belangrike punt.
M: Ons voel dat dis nie nodig dat die kind deur die straf van twee tale hoef te gaan nie.

G: Of ten minste nie ge-eksamineer word nie.

T: Ons onderwysers bevredig ook…. Hulle staan sterk agter ons.

C: Ek het nie 'n probleem daarmee nie.

T: Al doen hy nie sleg in sy Afrikaanse toetse nie. Ek voel dis 'n mors van tyd. Ek wil hê daai tyd eerder in sy Wiskunde of Engels of dit wat belangrik is.

G: Kyk, ek sal nie wil hê ...... moet nie Engels leer nie. In julle geval, Engels, dit is nou weer…

T: Nee, In ons geval is dit…

C: Dit is heeltemal anders.

T: Hy gaan dit spontaan leer praat. Ek het geen twyfel…

G: ...... sal natuurlk (ek meen, wel, my Engels was nog nooit goed nie, Ma se Engels is nie goed nie), so hoe groter standerd sy gaan inkom en ek moet haar begin leer van "has/have" en daai goed, gaan sy vir my kwaad wees, want dan gaan ek swak punte kry. Sy gaan by my verkeerd leer, so, maar dat sy nie ge-eksamineer word nie.

C: Jis, maar wat bly oor?

G: Wiskunde kan ek haar mee help en die ander goed kan ek haar help.

C: Wiskunde is haar swakste vak.

F: Goed, ons het omtrent 'n geweldige mondvol gepraat. Ek moet sê: baie, baie dankie. Ons het verskeie aspekte hier aangespreek. Ons het nou gekyk na wat sou ons beskou het as die behoeftes, daar was 'n verskeidenheid goed waaroor ons gesels het. En dan ook spesifiek die aanpassings. Die groot gevoel wat julle gehad het was rondom die taalaspekte, regdeur getrek na die assessering toe en duidelik gestel die verskil tussen die "wants" en die "needs". En toe't ons nou deurgekom na die eise en die vaardighede van die onderwyser en verskeie aspekte daar. En dan aspekte wat die rol van die onderwyser kan beïnvloed en verantwoordelikhede. En dan die een ding wat vir ons geweldig belangrik was wat uitgestaan het was dat hierdie ouer, ag onderwysers, moet inligtingverskaffing hê ten opsigte van die kind se gehoor, die taalaspek en wat hulle kan verwag. Ekskuus, eEn daar's iets wat jy daar wou gesê het.

C: Ek wil net (as ek dit mag) sê, om dit net duidelik te stel dat almal van ons weet nou hierdie laaste stukkie van: sy sukkel met die sinsbou, sy sukkel met die woordeskat, sy sukkel met die begripsoefening en sy sukkel bietjie met die Wiskunde. Ek dink dit is wat ons nou al by al die ouers hoor van al die kogleêre kinders. So, ons wil nie vir die volgende nuwe mamma sê: "Hoor hier, jou kind gaan sukkel met dit en dit en dit nie. Ons wil nou weet wat moet ons doen om daai uit te brei. Want dan wil jy nie volgende jaar hoor jou kind sukkel met die begrips nie. Ek wil hê julle moet my help om haar te leer om haar begrips uit te brei, deur lees of ekstra…

F: Wat jy eintlik nou sê is, 'n onderwyser moet vaardig wees daarin. Sy moet nie net kennis dra van die feit dat daar 'n probleem met die taal kan wees nie, maar sy moet vaardig wees daarin, sodat sy die ouer kan ondersteun hoe om die daai probleem reg te stel.

M: En die kind.

C: Dis reg.

T: En sy't nog 'n klas vol kinders waarmee sy ook dalk kan sukkel. As dit kom by Wiskunde- baie ouers gaan vra na hoe doen hulle dit en die onderwyser se spesifiek: moenie julle metodes vir die kind leer nie, leer die skool se metodes. Dit is waar die ding inkom.

C: Dis reg. Dis reg.

T: Jy vat jou metode toe jy in "grade" wat-ook-al was, en die goed verander so. Jy kan nie dink…

F: Dis 'n belangrike punt wat ons kan weet. Hulle moet vaardig wees daarin. Is daar enigsins iets van daai aspekte wat julle dink is belangrik, so belangrik dat hulle in die vermoë moet kan wees om te kan "train & teach"?

M: Om ander onderwysers te "train"?

F: Iets wat uitstaan. Is die aspekte wat ons nou genoem het, is dit tipe aspekte wat julle sou wou hê hulle moet kan oordra aan ander onderwysers?

M: As hulle daai twee goed oordra moet hulle al die ander goed ook bytrek, want dis die simptome van daai probleem. Ja.

T: Dit is presies die ding.

M: Maar dit kom net terug by die punt- as mens hierdie ding 'inklusiewe onderwys' laat werk, moenie al die skole (ek herhaal nou 'n vorige punt, maar dis om die vraag te antwoord.) Jy kan nie al die skole kry om dit te doen nie. Mens moet skole oormerk, 'n mens moet dan,

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daai skole raak "trainers". As daar weer 'n onderwyser of onderwyeres in daai skool inkom, dan is daar opgeleide onderwyser of onderwyseres om dit aan hulle oor te dra.

F: Ek gaan nou vir julle so kortliks vertel wat is die hele inklusiewe sisteem. Maar is daar nog iets wat julle dalk dink ons het uitgelaat? Enigsins iets ten opsigte van die eise aan die onderwyser?

T: Ek kan nie aan iets spesifieks dink nie.

F: O.k.

C: Hierdie is 'n mondvol.

F: Ja, maar baie dankie vir julle waardevolle insette.

T: Ons wil vir jou dankie sê.

Focusgroup Discussion – Speech therapists /audiologists

F: As julle die term inclusion/ insluiting/ inklusiewe onderwys hoor, waaraan laat dit julle dink?

S: Die heel eerste ding wat ek nou aan dink, die bietjie wat ek nou daarvan weet is dat die gehoorgestremde kind ingesluit word in die normale hoofstroom onderwys. Dit is die eerste ding wat nou in my kop op kom.

V: Ek kan net sê dat ek beskou dit as dat die kind ten volle geïntergreer moet wees in die klassituasie en die onderwysstelsel, en dat hulle half moet plek maak vir hierdie kind. En dat die sisteem by die kind moet aanpas.

M: Ek dink bietjie verskillend. Want die hoofstroom gaan glad nie by die kind aanpas nie. Ons sal half bietjie vir die kind moet vaardighede aanleer om juis by hoofstroom aan te pas.

D: Dit is vir my – vir my gaan dit daaroor dat daar glad nie teen enige kind met gestremdhede gediskrimineer mag word nie. Hy moet net so geïntegreer word by die klassisteem soos enige ander kind en daar moet aan al sy behoeftes voldoen word. Maak nie saak wat sy behoeftes is nie, dit moet daaraan voldoen word.

J: Vir my is dit basies dat 'n kind, in 'n klaskamer is waar daar nie noodwendig ander gehoorgestremde kinders is nie. Maar ek wil net aansluit by daai wat jy gesê het (M) hoe voldoen die, daai hoofstroom omgewing regtig aan ander kinders se behoeftes in elkgeval? Ek bedoel bv. met kinders met ADHD en ander met leerprobleme, so dit is seker maar dat die sisteem soveel voldoen aan 'n gehoorgestremde kind se behoeftes soos dit oor die algemeen voldoen of nie voldoen aan 'n kind met ander probleme nie.

D: Ek dink dit is waarna 'n mens werk, maar dit is definitief glad nog nie in plek nie. Nie vir enige gestremdheid nie. Ek dink dit is nog moeiliker vir 'n gehoorgestremde.

S: Ek dink net as ek dit hoor, dan maak dit my, wat met gehoorgestremde kinders werk, baie opgewonde. Die hele ding. Want jy weet as ek my kan inleef in daardie situasie dat jou kind die kans het om 'n normale lewe te lei. Dat hy nie meer so geïsoleerd is nie, (van sy maatjies van sy boeties en sussies). Dit is wat my eintlik opgewonde oor die hele ding maak, as mens hierdie term hoor.

D: Ek weet nie of ons daarby gaan kom nie, maar die sisteem op hierdie stadium is net so, dat dit glad nie bevorderlik is vir kinders met gestremdhede nie. En die onderwysers soos dit is, "cope" glad nie met dit wat hulle tans in die klas het nie. Hulle het 40 leerders in hulle klas (30-40). So daar sal baie aandag aan die onderwysers se gesindhede, en aan die sisteem gegee moet word.

F: Dit is net-nou ons sleutelvrae. Ek wil net sommer vir interessantheid net weet, om elkeen van jull net te koppel aan die onderwerp – enige spesifieke ervaring met inclusion, insluiting wat julle van weet wat werk? Net kortliks. Dit is nou nie een van my sleutelvrae nie, dit is net om onsself bietjie te "relate" met die onderwerp.

D: Ja, ek doen dit nie tans nie, maar ek het dit gedoen toe ek by die universiteit gewerk het. Dit was net 2 jaar en dit was, met die gehoorgestremde leerders. Meestal leerders met kogleêre inplantings wat in die hoofstroom is. Ja dit het maar daaroor gegaan dat ons, dat

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ons gekyk het – ons het 'n vraelys uitgestuur- om te bepaal wat is die onderwysers se behoeftes. Wat sal hulle wil hê moet ons doen en dan het ek die onderwysers gaan sien. En ek het lang tyd in die klas deurgebring en gaan kyk na die klasopset, na die kind se sosialisering, die kind self (hoe hy /sy "cope" in die sisteem) en dan ook sosialisering, skolaties. En dan na die tyd met die ouers ook.   So ek het al daai aspekte ingesluit en dan terugvoer gegee op die ou end en ook aan die einde van die jaar. Wat was vir hulle sinvol?; Wat het hulle daaruit geleer, (die onderwysers spesifiek), en wat sal hulle wil hê moet ons nog doen?

M: Ek het 'n ervaring gehad – maar dit was basies gebasseer op gesprekke – telefoongesprekke. Dit was nie in die klas nie. Ek het die onderwysers leidrade gegee oor kinders en gevind dat hulle baie bedreig gevoel het daaroor–geweldig.   Nadat ek 'n hele renaas gehad het oor die voordele het sy vir my gesê, of het ek al gehoor van Sonitus? En toe het ek nou weer verduidelik en verduidelik, en toe het sy gevra, maar het ek al gehoor van Trans-Oranje? So ek het die ervaring gehad dat onderwysers bedreig voel en dink ook, omdat hulle dan nog nie die vaardighede gehad het nie.

S: Weet jy nou – uit die aard van my agtergrond is ek baie ernstig oor spanbenadering. So my beleid is dat ons mekaar moet sien. So, ek doen dit nie op hierdie stadium nie, in die laaste 9 maande is ek nie meer daarby betrokke nie.   Dit is dat ek mense bymekaar kry in my kantoor – die span wat op daardie stadium, wie betrokke is, gewoonlik ma, pa, ouma (wie ook al) ek, en dan die onderwysers. En dat ek 'n notule-tjie opstel, jy weet, en dat ons absoluut sit en praat oor dit wat ons pla. En ons probeer ook dit so een keer 'n kwartaal doen. Dit is vir die gehoorgestremdes.

J: Ja ek dink veral met kinders met kogleêre inplantings, is die juffrouens, is verskriklik bang daarvoor. Hulle is net so bang (net so besorgd daaroor) hulle gaan dalk iets breek.   Of hulle verstaan dit net glad nie. En ek het nogal gevind as 'n mens ingaan net die regte houding, (sien hulle jou), hulle wil net so graag hê dat jy weer moet kom. Jy weet, hulle trek alles uit jou uit, al die inligting. Maar as mens dit so bietjie verkeerd benader, dan sien hulle jou as "the enemy". As heeltemal 'n bedreiging – jy kom in die klaskamer in en jy wil vir hulle iets sê wat hulle nie…. (sy hou op met haar sin). Jy praat oor hulle koppe en of jy praat onder hulle so ek weet nie. Dit hang maar alles van jou benadering af, maar as jy ingaan met die regte benadering, dan dink ek 'n mens kan regtig baie beteken vir daai onderwyseres. En sy kan baie beteken vir jou ook.

En dan 'n grootste behoefte, was praktiese goed. Wat doen ek in hierdie geval? Of, Kyk daar waar sy nou sit op die mat, is dit waar sy moet sit? Ek weet nie waar moet sy sit nie. Moet sy my lippe kan sien, of hoef sy nie regtig nie? Wat hoor sy regtig? Kan sy regtig hoor met hierdie dingetjie? Jy weet sulke goed. En as hy ophou werk, wat gaan ek doen? En goed soos: "As dit reën, wat nou? Sulke praktiese goed. Hulle was net so bly om te hoor, jy weet dat as dit reën, maak net seker dat die ma 'n reënkappie skool toe stuur. Sulke praktiese goed eerste. Jy weet, dat 'n mens die vrees vir die apparaat self, net eers afbring en dan veral die juffrou bietjie in die kind se wêreld inbring. Wat kan die kind hoor. Wat kan die kind nie hoor nie. In watter situasies is dit vir die kind onmoontlik. Ja, net sulke praktiese klaskamer goedjies. Goed wat sy op 'n "routine basis" in hierdie tipe ding kan inbou. Wat nie te veel moeite is nie.

D: Ek het gedink as ek vir haar, vir die onderwyseres, bv. vyf goed op skrif stel. Ek moet iets op skrif vir haar gestel het – hulle het meer aanklank daarby gevind. En hulle kan elke keer teruggaan daarna toe en net weer dit lees wat jy geskryf het. Ek het nooit meer as vyf goed vir hulle gegee nie. As daar 'n onderwyseres was wat meer opleiding nodig gehad het, het ek eerder vyf goed hierdie maand en vyf goed volgende maand vir haar neergeskryf. Ek het nooit meer as vyf goed vir hulle neergeskryf nie, want ek het gevoel, dan kan sy aan hierdie goedjies werk. Ek het in die begin, meer na die praktiese goed gekyk wat vir haar 'n probleem was, in haar klas spesifiek en daarmee het ek begin. Hulle het dit waardeer as ons dit op skrif vir hulle gestel het.

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V: Ek praat baie met die onderwysers oor die telefoon. Baie van die mensies wat ver bly, bel my – die mamma sê hulle moet my bel. Dan praat ek lank met hulle. En dit voel vir my, hulle grootste probleem is 'n gebrek aan kennis. En hulle wil (soos julle sê) praktiese riglyne hê om hierdie kinders te hanteer. Wat ek dan doen is ek stuur vir hulle 'n gids in die pos. Hierdie "Teachers Guide" wat Cochlear vir ons beskikbaar stel, en dan bel ek hulle weer later. En hulle is verskriklik bly om iets in die hand te hê en te lees, en te sien hoe werk die apparaat. En jy weet praktiese riglyne – dit kom nou van Cochlear, maar jy weet dit help om net daai kennis vir hulle te gee van die basiese apparaat. So ja, ek dink die (ja ek voel die) gebrek aan kennis, is die grootste probleem.

M: Maar ek het ook gevind dit wissel van die persoonlikheid van die onderwysers. Want party voel as jy my raad gee, of van hulp bedien, dan voel hulle jy dink jy is beter as hulle. Hulle wil nie wys dat hulle 'n gebrek aan kennis het nie. En ek het al self gesien, die goedjies wat ek op skrif gestel het, is sommer net so eenkant gesit. En ek weet sy het nooit weer daarna gekyk nie. Terwyl jy kry ander wat nie genoeg van jou tyd kan opneem nie – so graag wil hulle hê jy moet help. Hulle stel regtig belang. So, dit is baie gekoppel aan die persoonlikheid van die onderwyser.

J: Ja, wat ek nogal baie gevind het, is dat as 'n mens nogals lank tyd in die klaskamer spandeer… (maak nie sin klaar nie). Eers is die juffrou bietjie skrikkerig vir jou. Maar as jy nou eers die kind waargeneem het en jy kan 'n paar spesifieke goed sê soos: In hierdie situasie het sy nie dit gehoor nie, want bla, bla,bla.. Of sy het nie die antwoord op daai vraag gehoor nie, want sy kon nie vinnig genoeg lokaliseer om te sien wie beantwoord die vraag nie; 0f, dis hoekom sy dit verkeerd het. En dan begin hulle nogal bietjie luister, as jy vir hulle konkrete goed kan sê. So, ek dink dit gaan ook oor hoe lank, hoe lang tydperk jy daar spandeer, en of jy "in-zoom" op daardie spesifieke goedjies wat jy raak sien.   Anders praat 'n mens so half in die lig en vaag. Dit beteken dan eintlik niks nie.

S: Ek wil net sê die situasie wat ek elke keer geskep het, was vreeslik gemoedelik. Dit was nie ek het ingestap en gekyk wat doen jy nie. Jy weet, ons het regtig gesit en gesels en ek het van my kant af ook laat blyk, dat ek hulle ongelooflik nodig het. Ek het hulle nodig. Ek weet nie wat daar aangaan nie en hulle moet my asseblief sê, jy weet. Ek wil meer weet. Dat hulle nie gevoel het, maar dat ek (onderwyser) nie die ou is wat nie weet nie. Dat ek (STT) nie in beheer is, in hierdie situasie nie. Ek (STT) is ook maar net hier, en ek het ook nog kennis nodig, en ek het iets van hulle nodig. Ek het van hulle (onderwyseres) informasie nodig. En, jy weet, ons het vir mekaar gesê: Wat kan jy vir my sê? Ons het gesê: Waarmee sukkel ek, en hoe kan jy my help?. En ek moet jou sê, ek dink regtig dit het baie goed gewerk. Ek het geen antagonisme van die onderwysers in daai situasies, enigsins ervaar nie. Maar ek kan glo, ons werk almal – 'n geleentheid is nie altyd daar nie.

F: Goed. As ek nou hierdie wat ons nou gesê het. As ons nou alles kan deur trek na die vraag (hierdie is ons eerste sleutel vraag): Wat sal julle beskou as die behoeftes van die kind met 'n gehoorverlies?

J: Eerstens sal ek sê, dit is half struktureels. Die omgewing speel 'n ongelooflike groot rol. Dis maak of breek in die omgewing. As daar "ceiling vans" of 'n harde oppervlakte en oop vensters met kinders wat buite skree, is. En daai staal stoele en tafels wat op die vloere so "ie" "ie". Dan kan die kind die mees goed aangepaste kogleêre kind wees wat daar is, maar hy gaan nie kan hoor nie. Dis sowel jy sit 'n dowe kind in daardie klaskamer.

F: Goed. So dis die omgewing.

M: Eerstens, die apparaat moet werk elke dag. En dat jy moet toesien dat alles, sy apparaat, werk en dat hy op die regte plek sit.
En die spraak van die onderwyseres. Sy moet bewus wees van hoe sy praat. Baie kan by die kind verby gaan. Dat sy opgelei word om tegnieke te demonstreer, soos byvoorbeeld: Praat

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duidelik, herhaal, maak seker, kyk vir die kind. Jy weet, en dat sy seker is dat die kind verstaan. Het die opdrag aan die einde van die dag verstaan.

J: So basies – Kennis. Dat die juffrou moet kennis dra van dit.

S: Ek fokus nou weer op ander goed – ek wil nou weer by die mense uitkom. (Ek weet nie of dit regtig hier inpas nie). Maar ek dink, een van die belangrikste dinge vir hierdie kind, is die mense in sy omgewing. Daar moet 'n sterk spanleier wees. Daar moet iemand wees wat leiding neem oor hierdie kind se geval. Ek dink natuurlik 'n gemotiveerde ouer is die belangrikste spanlid (moet omtrent die spanleier wees). En dan, moet jy jou personeel-lede selekteer (dink ek nog op hierdie stadium). Ek dink jy moet jou personeel-lid in die skool kry wat geïnteresseerd is, en wat 'n sukses daarvan kan maak. En dan moet mens haar ondersteun. Mens moet haar voorberei, mens moet regtig amper daagliks haar ondersteun. Jy weet, dat sy nie so verlore voel nie, jy weet - dat sy miskien die enigste onderwyser is en niemand het om te vra nie. Daar moet oop kanale van kommunikasie wees. STT is natuurlik ook hier 'n belangrike faktor – alhoewel ek dink die ouer, moet die spanleier wees.

V: Elke kind, gehoorgestremde kind, in 'n skool met 'n kogleêre inplanting of apparate, behoort 'n FM-sisteem te hê. Waar jy daai sein– tot – ruis verhouding (wat M gesê het) kan uitskakel en dat die kind werklik die beste kan hoor met die apparate. En ook spaar batterye saam stuur. Maar dit is praktiese probleme. Maar baie keer, aan die einde van die dag, is die batterye pap.

F: Ouers het ook so gesê.

D: Ek wil net sê, wat vir my verskriklik belangrik is, is die sosiale en emosionele behoeftes wat hierdie kind het. Wat anders is, as 'n ander kind se behoeftes in die hoofstroom onderwys. En die juffrou moet dit weet. Sy moet weet hy gaan dalk vinniger moeg word as 'n ander kind, en wat die redes daarvoor is. En as hy huilerig raak, hoekom is dit so? En as 'n mens nie weet van sy sosiale behoeftes nie – bv. hy gaan nie so maklik deel wees van 'n groep nie, en die redes daarvoor, hoe gaan jy hom betrek by 'n groep? En wanneer hulle groepsaktiwiteite doen is dit vir hierdie kind baie moeilik om deel te wees van 'n groep. En hoe kan jy hierdie kind die heeltyd terugbring na die groep toe. En watter groep om te selekteer vir hierdie kind, waar hy die beste gaan inpas. Waar hy dalk ook 'n leier kan wees. Want dit werk maar so by OBE. Ons moet almal leiding kan neem. Maar as die kind in 'n baie sterk groep is, sal hy dit nie kan doen nie. Dan is dit ook vir my verskriklik belangrik dat die juffrou sal weet dat, (mens wil nie vir haar sê wat sy moet doen nie), maar dat sy tog kan weet dat sy haar lesse bietjie kan aanpas, om die kind te help. En hier moet die juffrou baie nou saam werk met die STT en Oudioloog. Sodat sy kan weet, dit is 'n klein dingetjie wat ek kan doen. Ek kan bv. "Pre- teaching Method" doen, wat die ma by die huis kan doen (sy (onderwyseres) weet 'n week voor die tyd wat is die program-organiseerder vir die volgende week). En ook na die tyd, miskien "Post-teaching" kan doen, dat jy weet die kind het maksimum invoer gekry. Maar ek wil regtig nie vir haar sê, wat sy moet doen nie. Sy het baie werk, ek kan nie aanvanklik (in elkgeval) vir haar sê: "Dis hoe jy jou les moet struktureer, om aan te pas by die kind nie". Ek dink, mens moet eerder van die anderkant af begin, deur te kyk of: Werk die kogleêre inplanting; Hoe die kind in sy omgewing kan aanpas – om maksimale invoer te kan kry; en dan die emosionele- en sosiale behoeftes van die kind aanspreek - voordat hierdie aanpassings (opvoedkundige aanpassings) gemaak kan word.

J: Ek wil net oor hierdie, (die emosionele en sosiale behoeftes) nog sê dat, die juffrou half bemagtig is om vir die ander kindertjies in die klas (want hulle is nogal nuuskiering) op so 'n wyse te verduidelik, (as hulle kan vra), dat dit aanvaarbaar is. En om vir hulle op so 'n wyse te verduidelik dat dit nie van hierdie kind 'n monsterjie maak in die klas nie- dat dit vir die ander kinders aanvaarbaar is.

M: Dit moet eintlik van die begin af gedoen word. En deur die onderwyseres self. Dat sy vir hulle vertel in watter opsigte is hierdie kind anders en hoe moet mens aanpas en dan is die

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kind soos hulle. Dieselfde gevoelens en so aan. En die ander ding wat ek voel is, dat die onderwyseres behoort saam met die ouers, die kind te monitor (en die STT) om te kyk, sodra hulle by 'n onderriglessie kom (waar hy/sy dalk gaan leerprobleme hê) dat hulle moet sien sodra die kind nie by bly nie. Want baie keer, word dit te laat opgetel. Dat jy weet dat 'n mens voorkomende stappe neem, sodra 'n mens agterkom dat die kind nie by bly nie.

D: Wat ek gevind het, is dat die onderwysers verwag minder van hierdie kind met 'n gehoorverlies. So sy gaan nie aan hom dieselfde eise stel wat sy aan die ander kinders stel nie. En ek dink dat mens vir haar moet sê, maar sy moet dieselfde eise aan hierdie kind stel.

J: Ja, solank sy omgewing reg is moet sy aan hom dieselfde eise stel. As mens dalk net vir die juffrou sekere beginsels kan voorstel soos "Pre-teaching" en dit dan prakties maak. Soos, ek weet in graad een doen hulle, as hulle leer lees, so 'n leesboekie. Elke week is daar 'n ander nuwe een van 'n klankie soos die leesboekie van "s" (dis nou van hierdie spesifieke skool). Dat die juffrou weet watter leesboekie gaan sy volgende doen en dat sy die week voor die tyd, dat dit huistoe gaan saam met daai kind. Dat die mamma die leesboekie …. (maak nie sin klaar nie). Want dit is nogals 'n moeilik situasie – as hulle op die mat sit en sy lees die boekie. Dis vir daai kind moeiliker as vir die ander kinders. So, as die kind "familiar" is met die boekie (voor die tyd), dan sal sy (kind) ook beter voel. Meer verstaan en meer kry uit die les. So die beginsel soos "Pre-teaching" en sulke praktiese goed (ek het vergeet wat is die ander goed wat jy nou weer gesê het? – Sy vra vir M)

M: Dat hulle moet oplet as die kind nie by bly nie – daai een?

J: Ja. En dat as daar 'n klein probleem is om vir die ma te sê. Dat daar so 'n "chain" is. Dat die ma vir die STT sê, ens. Ja, sulke goed soos pre-teaching en die oomblik as daar 'n klein probleempie is, die onderwyseres sê.

M: Voor dit 'n groot probleem word.

J: Of om 'n boekie te hê wat heen en weer gaan – elke dag.

V: Praat julle nou van jong kinders? Weet jy, my ervaring is dat die groot kinders wil nie eers hê, iemand moet weet hulle het apparate of kogleêre implantings nie. En hoe minder mense daarvan weet, hoe beter is dit vir die kind se emosionele stand. Ek ken baie kinders in die hoofstroom (groot kinders) wat in – die – oor – apparate het, of hulle hare so oor hulle ore dra, dat niemand in die lewe asseblief tog moet weet hulle is anders nie. En soms weet die onderwyseres nie eers hierdie kinders het gehoorverliese nie. En dit voel vir my daai kinders doen eintlik verskriklik goed, want hulle word deur maatjies aanvaar en hulle word normaal behandel deur almal. Daar is nie spesiale goeters vir hulle nie en ek wonder tog, as die kinders groter is, (daai ouens wat maak asof hulle niks makeer nie) dalk nie emosioneel beter "cope" in die hoofstroom nie. Nou goed, die tieners het nou weer hulle eie probleme – emosionele goeters. So ek weet nie, maar dit hang seker maar af van die kind of nie.

S: Ek sal sê jou kind wat hierdie emosionele dinge kan hanteer is seker beter af. En ek wil aansluit by jou (V), ek dink dat die kind 'n verantwoordelikheid daarvoor kan aanvaar. Ek dink gehoorgestremde kinders moet dood eenvoudig gouer verantwoordelikheid as ander kleintjies aanvaar. So, dat 'n mens hom eintlik instel daarop dat as hy nie weet wat in die klas aangaan nie, hy uitvind en sal verantwoordelikheid aanvaar. En dit die kind emosioneel sterk maak.

M: Dit hang ook baie af van die persoonlikheid van die kind. Jy gaan partykeer kinders nooit kry dat hulle daardie verantwoordelikheid gaan aanvaar - ten opsigte van kommunikasie probleme nie. Dit is net nie in hulle persoonlikheid nie – dis hoekom ek dink dat daar ander mense moet wees om dit namens die kind te moet doen.

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V: Ja maar ek bedoel nie almal nie – net sekere kinders.

M: Ja, dit is so. Jy kry een kind wat die heeltyd sê die goedjies is stukkend – ek kan nie hoor nie of staan so. Maar jy kry wat net tjoepstil is en wat baie keer net so tussen die massa verdwyn.

J: Is dit nie vir die kinders geweldige emosionele inspanning om heeltyd die front voor te hou ek is normaalhorend nie?

V: Party verkies dit so.

J: Is dit nie baie uitputtend nie

V: Seker

M: Ek dink dit is geweldige konsentrasie om by te bly en enige kind moet op enige stadium konsentrasie verloor, en hulle nog meer.

D: Sodra die kind begin (veral die ouer kind) begin skolastiese uitvalle vertoon, dan is dit essensieël dat die hele span moet weet hier is 'n probleem. Dat die onderwyseres en die remediërende onderwysers dan begin, dat hy dalk remediërerende terapie moet kry. En dat hy ook weer miskien moet begin met Spraakterapie en dan weer definitief 'n sielkundige of opvoedkundige sielkundige moet gaan sien. Jy weet, sodra daar regtig skolastiese probleme genereer is dit baie belangrik dat almal moet weet.

J: Ja veral in so geval as die juffrou glad nie bewus is daarvan nie, kan sy dit nogal verkeerd interpreteer. Oor die algemeen reageer onderwysers nogals dikwels negatief (dink ek) oor hierdie kinders, wat hulle dink gedragsprobleme het. En as die juffrou dan dink dis 'n gedragsprobleem – sal sy dalk nog meer negatief reageer.

V: Kyk, ek dink dit is uiters intellegente kinders wat so kan "cope" – sonder dat enige iemand weet hulle is gehoorgestremd. Daar is sulke kinders, daar is verseker. L het my nou die dag vertel van die standerd 9 of 10 meisie in Meisies Hoër en niemand het nog ooit geweet sy het 'n gehoorverlies nie. Sy is baie doof, en sy doen uitstekend. So daar is sulkes.

F: Ek wil dalk net op hierdie punt sê - ons het ou verskeie aanpassings wat nou tersprake is. Is daar enige ander aanpassings wat nodig is, om so 'n outjie in die klaskamer te kan hanteer? Ons het nou goed aangeraak soos akoestiek en die onderwysers… Enige ander aspekte wat julle dink is belangrik?

M: Ek het 'n opinie dat nie alle kinders kan met alle vakke in 'n groot groep aanpas nie. Jy weet dat 'n mens die kind sover as moontlik laat ander vakke neem, sodra jy sien dat hierdie kind in een vak, sê maar, wiskunde, engels ('n ander taal) sukkel. Of dat hulle dan ekstra onderrig kry. Ek sal sê dat gaan nie gebeur dat alle kinders in alle vakke kan bybly nie.

F: Dis 'n interessante punt wat die ouers ook genoem het.

J: Wie se verantwoordelikheid is die ekstra onderrig?

M: Dit hang af. In oorsese lande is dit die skool se verantwoordelikheid om dit op te tel en aparte klasse te hê – en die onderrig te doen asook die remediërende onderwysers. Terwyl hier het ons nie so 'n sisteem nie en dit mag dalk wees dat 'n mens weet dat die kind 'n

probleem het. (Praat jy nou spesifiek van 'n gehoorgestremde kind?) Daar is baie kinders, wat kan baat vind omdat ons sulke groot klasse het en net vir daai dinge waarmee hulle sukkel.   Ek meen hoeveel mense se kinders kry nie ekstra wiskunde of Skeinat- klasse nie – so hoekom sal dit snaaks wees om dit vir die gehoorgestremde kinders ekstra onderrig aan te bied in vakke… (kan nie verder hoor nie – bietjie swak kwaliteit)

J: Is dit nou addisioneel of in daai klas tyd?

M: Addisioneel.

V: Ek voel altyd die juffrou, as sy weet wat is hierdie kind se probleem, dan kan sy baie meer gebruik maak van visuele leidrade, bv. die huiswerk op die bord skryf. Want hy gaan sommige hoë frekwensies wat hy nie mooi kan hoor nie - gaan hy dalk mis. Dan weet hy nie watse bladsye, wat die huiswerk is nie ens… As sy baie meer van visuele goeters kan gebruik maak, gaan dit voordelig wees vir almal – maar veral vir hierdie kind met 'n gehoorverlies.

D: Ek dink wat veral ook belangrik is, veral met die ouer kind, dat mens spesifiek gaan kyk hoe hierdie kind leer – die wyse hoe hy leer en dan sy leerwerk daarby aanpas. En wat vir my daarmee saamgaan is – leesonderrig – lees is verskriklik belangrik – veral as die kind 'n probleem het met lees, want leer vind meestal deur lees plaas. So remediëring is vir my onontbeerlik vir 'n kind wat gehoorgestremd is. Want die meeste van ons kinders wat gehoorgestremd is het dalk later ook / of van die begin af lees- en speluitvalle. So saam met die STT is dit vir my verskriklik belangrik dat hulle na hierdie aspekte kyk en na spesifieke leermetodes ook met die kind – so vroeg as moontlik.

V: Ek voel ook die juffrou is dalk bang om vir die kind vrae te vra. Sy is bang die kind misluk en 'n mens moet dit dalk bietjie aanspreek. Want gewoonlik het 'n kind met 'n gehoorverlies probleem met vrae – vraag struktuur. So as die STT dalk saam met die juffrou kom en sy fokus spesifiek op vrae vra en vrae beantwoord, begrip van vrae. Dan kan dit oordra in die klas en kan dit die kind baie help.

J: Ja (selfs sulke goed) as die juffrou bewus is van goed soos vraagvorm is 'n probleem en tussenwoorde soos: /in/, /is/, /die/. Dat sy bewus is daarvan en dat sy spesifiek dit bietjie inbou in die klas, en fokus daarop.

M: 'n Baie nuwe manier van onderrig- nie alle skole doen dit nie- maar baie skole doen dit, is om leesonderrig te doen met gesigswoordeskat. En dan leer die kinders net tot op 'n bepaalde vlak. Hulle kan nie woorde aanpak wat 'n vreemde woord is nie – dit is nog erger vir gehoorverstremde kinders.

D: Dan wat jy nou-nou aangeraak het, is die OBE. Wanneer kinders in 'n groepie verdeel word, mag dit gebeur veral waar punte daarvoor gegee, (hulle punte daarvoor kry), dat hulle of die kind met die gehooverlies nie sal benut in die groepie nie. Of die kind nie in hulle groepie sal wil hê nie omdat hulle goeie punte wil behaal en dalk dink die kind se prestasie is nie so goed soos hulle sin nie. So ek kan nie presies sê of dit die onderwyseres se taak is of nie, maar dit gaan nie werk as dit die ouer is nie – dit moet wees dat hulle dan aan hierdie kind 'n spesifieke opdrag gee wat net so groot bydra kan wees. (Wat die kind kan bemeester). So mens sal baie goed moet weet wat hierdie kind doen in elke opdrag.
S: Al wat ek nou eintlik aan kan dink, maar ek dink ons spreek almal daarvan. Dis dalk nog altyd 'n goeie idee dat die kind 'n spesiale maatjie kry wat seker maak hy weet ons moet nou saal toe of ons moet nou daarna toe, ens.

V: So Buddy.

J: Ek dink hulle kry self hulle eie spesiale maatjie en hulle klou.

D: Ek weet nie of dit relevant is nou nie, maar wanneer 'n kind leer vir die eksamens en toetse kan mens ook die eksamens vir hierdie kind aanpas deur bv. vir die onderwyseres leidrade te gee, van hoe moet jy jou vrae stel. Wat is essensieël. Wat moet in die vraag wees om dit – om nie dubbelsinnige vrae te stel nie. En dan ook dat jy dalk ook vir die kind bietjie langer tyd kan gee of dit dalk stadiger lees, omdat hulle miskien bietjie leerprobleme het / opvoedkundige probleme het. So ek weet nie. Dan wat ek ook aan gedink het, is dat 'n mens aanpassings kan maak aan die huiswerk. Die ouers dalk leidrade gee van hoe jy die huiswerk kan doen. Jy weet die ouers sit ure in die middae met die huiswerk.
Ja, en miskien die huiswerk bietjie beter verdeel vir die kind dat hy in 'n week se tyd die huiswerk gedoen kry. Om dalk al die huiswerk te kry – maar miskien teen 'n ander tempo as die ander. Ek voel ook dit is belangrik dat die ander kinders en ouers nie weet nie – 'n interne reëlling tussen die ouers en die onderwysers.

V: Kan mens nie ook aanpassings maak deur vir hierdie kind 'n mondeling eksamen te gee nie?

D: Jy kan.

V: Hulle sal waarskynlik baie beter doen in 'n mondeling eksamen as in 'n skriftelike eksamen.

D: Maar hulle stel nie amnienses voor nie. Die departement is baie streng oor amnienses. Dit is regtig net in uitsonderlike gevalle dat hulle amnienses voorstel. Dit is baie sleg, want ek voel die leerders kan baie beter doen. Maar dit is definitief 'n aanpassing wat gemaak kan word.

V: Wat van taal? Ons het een outjie met 'n kogleêre inplanting wat die mamma besluit het / die ouers besluit het hy moet liewer in Engels onderrig word as in Afrikaans. En alles, alles verander rondom die taal van die kind. Die voel vir my ons as terapeute moet dalkies vir die ouers sê (goed dit is hulle keuse - ek verstaan dit maar) hulle moet miskien eerder bly by moedertaalonderrig. Omdat dit so geweldige probleem is vir hierdie kinders om een taal aan te leer. Wat nou nog van 'n tweede taal?

D: Ja dit is 'n groot probleem.

M: Iets vir die toekoms is. Ons skole is nie gebou vir inklusiewe onderrig (vir kinders met abnormiliteite) nie. Hetsy in rolstoele en /of 'n gehoorverlies.
Ek voel bv. dat alle klasse moet FM-sisteme hê - selfs normale kinders kan daarby baat en ook die juffrou se stemgebruik (veral in die klaskamer) spaar. Dat sy nie hoef te skree nie. Skole moet gebou wees weg van lawaai. En veral die klasse waar so kind onderrig word, moet so gekies word dat dit weg van die straat af is. So ja, miskien akoestiese teëls, al daai dinge. Daar is baie – die matte op die vloere, selfs die keuse van nie 'n metaal-asblik nie. Of sulke goeters. Dis dat iemand moet gaan beplan. Wetgewing sê in elkgeval dat die geraasvlakke nie op 35dB mag wees in enige – tersiêre en so klaskamer mag nie wees nie. Mens moet dalk eintlik daai wetgewing toepas en kyk wat is die geraasvlakke in die klas. So daar het 'n mens eintlik mense nodig soos Ingeneurs en Argitekte in die toekoms om die hele sisteem te laat regverdig.

S: So eintlik moet mens nou vir die ouers aanbeveel – dat as jy jou skool kies moet jy daarna kyk – na die ligging van die skool.

V: Maar sê nou die kind val uit in die grootter klas, kan jy die aanpassing maak om 'n ander skool te gaan soek in dieselfde omgewing, waar kleiner klasse is. Want ek voel so kind gaan verlore raak in die groot klaskamer.

J: Oor die algemeen is 'n kleiner klas, meer klasgeld.

F: Goed, dit was 'n mondvol, sjoe. Goed die volgende vraag wat ek net spesifiek wil stel ten opsigte van wat ons reeds bespreek het. Watter eise stel al hierdie dinge, (die behoeftes van die kind, die aanpassings wat gemaak moet word). Watter eise stel dit aan die kennis en vaardighede van die onderwyser. En as ons dit dalk - as ons kyk of ons dit dalk op daai skaal kan sit. Sê nou maar ons noem iets en ons besluit uiteindelik of dit wat ons nou genoem het, dat sy net bewus moet wees daarvan, aspekte waarvan sy moet kennis dra, aspekte waarin sy vaardig moet wees en aspekte wat van so aard is dat sy ander daarin moet kan oplei. As ons dalk net hierdie punte wat ons dink belangrik is, net met daai kode kan merk.

M: Ek dink nie dit kan net aangespreek word as 'n toevallige basis as die onderwys reeds skool hou nie. Mens moet al hierdie dinge reeds (as mens na so 'n sisteem beweeg van inklusiewe onderwys) moet dit in hulle leerplanne ingebou wees. Voorgraads – voordat hulle in die beroep staan – dat hulle ten minste al weet wat die gevolge is, bv. 'n gehoorverlies, wat dit impliseer, en hoe sal hulle hierdie kind hanteer. Dan kan later in die klassituasie die STT inbeweeg en spesifieke goed doen. Hulle moet reeds bewus wees van en algemene kennis hê. En hulle moet selfs 'n bietjie "skills" hê om met die gehoorgestremde te praat en aanpassings te maak en selfs te weet wat wag op hulle as daar so kind in die klas gaan wees.

J: So die grondslag moet reeds daar wees.

M: En dan kan mens nou, want as ons praat van onderwyseresse in groepies vir ander kinders vaardighede leer, moet sy "training" kan doen wat daardie goed aanbetref en sulke spesifieke goeters "skills", kan dan later kom. Maar daai eerste 2 sal ek sê moet sy van bewus wees en algemene kennis moet daar wees voor sy begin.

F: Ten opsigte van watter aspekte? Watter aspekte sal jy uitsonder?

M: Dis moeilik – hulle moet van verskillende gestremdhede kennis dra. Nie net byvoorbeeld nou net die kind met die gehoorverlies nie.

F: As jy nou moet fokus op die kind met 'n gehoorverlies?

M: Hulle moet goeters weet soos: Daar is verskillende grade van gehoorverliese; die gevolge op die ontwikkeling wat betref spraak en taal; en daardie weer die gevolge op lees en leer. So, dit is kennis wat hulle moet hê. Dan moet hulle ook weet – aanpassings: Die gehoorapparaat; hoe om hom na te gaan; en hulle moet weet watter gedragskenmerke om na te kyk wanneer hulle sien die kind kom / is nie by nie; weet waar om die kind in die klaskamer te plaas en ook hoe om die omgewing te struktureer. So, ek sal sê sulke tipe goed. Hulpdienste. Hulle moet weet as hulle vashak met die kind, waar om hulp te kry.

V: Ek dink die juffrou moet verseker weet, as daar 'n kommunikasieprobleem is en die kind verstaan nie. Dan moet sy weet sy moenie net dieselfde frase herhaal nie, maar liewers 'n ander bewoording kies of iets. Al daai basiese vaardighede oor kommunikasie en hoe jy spesifiek met iemand met 'n gehoorverlies moet kommunikeer. Watter aanpassings jy moet maak. Voel ek daai kennis is essensieël.

J: "Management strategies" as jy so kind in jou klaskamer het. So die juffrou moet kennis hê van wat moontlik verkeerd kon gegaan het in 'n sekere aspek. Jy (STT) moet kan hipoteses stel, en op grond daarvan moet sy "management strategies" kan uitvoer en as dit nie werk nie, moet sy kan weet, wie om te kontak.

S: Ek weet nie of ek jou nou verkeerd verstaan nie. Maar ek sien hierdie kind voor my wat in die klas inkom en daar is sekere goed vir my uitstaan wat die juffrou moet sien. Die kind het artikulasie probleme; hy het taalprobleme; hy het begripsprobleme; hy verstaan nie wat sy sê nie – so ek sou sê sy moet bewus wees van artikulasie. Ek sal nie sê sy moet regtig kundigheid hê om 'n artikulasie probleem op te los nie, maar sy moet dit kan optel. Sy moet kan sê dit kom aan die einde van die woord. Sy moet vir my 'n bietjie kan raad gee wat dit betref. Ek weet nie of ek op die regte spoor is nie – is ek reg?
Wat reseptiewe taalontwikkeling aanbetref - sy moet besef (sy moet vir my kan onderskei) maar hierdie kind het nie nou verstaan wat ek gesê het nie. Hy het nie hierdie woord nie. Miskien moet ek 'n ander woord insit en miskien het hy nie hierdie woordeskat nie. Sy moet kennis daarvan hê, dat 'n mens so iets kan doen.
Dan oor taalontwikkeling – ekspressiewe taalontwikkeling (ek is baie op die kleintjies hoor)- wil ek graag hê sy moet min of meer weet hoe verloop ekspressiewe taalontwikkeling. Dat sy moet ook kan sien maar "joe" hierdie kind moes al daar gewees het.
En dan ouditiewe prosessering - voel ek persoonlik is 'n verskriklike groot leemte. Ek dink nie, ek dink baie onderwysers weet nie regtig wat dit is nie – hulle onderskei onder die verskillende afdelings wat 'n mens kry van ouditiewe prosessering. Ek sal graag wil hê dat hulle kennis daaroor moet kry sodat dit my kan help met my diagnose as STT. En dan oor die apparaat voel ek, dit is ietsie wat hulle altyd oor kennis moet hê – hulle moet nie net bewus wees van die gehoorapparaat nie, hulle moet. Sy moet weet hoe werk hy , waar kom hierdie draadjie in.

D: Ek weet nie of dit aanpas by hierdie vraag wat jy nou gevra het nie, maar vir my is dit baie belangrik dat jy eerder 'n onderwyseres sal kies wat alreeds met sulke kinders gewerk het, of 'n skool kies waar alreeds sulke kinders in was. Want sy kan dan in die toekoms weer ander mense oplei om met sulke kinders te werk. En sekere mense gaan net nooit met gehoorgestremde kinders kan werk nie, mens moet dit weet. En jou hoof moet dit ook weet. So daarom moet jy jou hoof ook inlig wat is die goed waarna jy kyk of wat sal jy graag wou hê. Watter eienskappe is belangrik wat 'n onderwyser moet hê om met so tipe kind te kan werk. So ek dink jy moet dit met die hoof ook kommunikeer. En dan met die departementshoof ook – dit is vir my ook nogal belangrik want dit help nie mens sit 'n kind by 'n onderwyser wat dit nie wil doen nie. Wat nie die kennis wil aanleer nie. Sy voel dit is nie haar werk nie, die kind moet eerder in 'n ander tipe skool wees. Hoekom is hy daar? So jy gaan kyk. Jy gaan definitief die onderwyseres selekteer wat oor die nodige vaardighede beskik.

V: En sê nou maar daar is net een juffrou en een graad 1 klas - in die platteland en daai omgewing.

D: Dan is opleiding gewelding belangrik. Daar is die res van die span baie belangrik om haar te ondersteun.

S: Ek dink daar moet (ons verwag baie van hierdie juffrou se kennis en vaardighede en ons wil haar graag baie nuwe goeters leer. Ek dink dit is seker maar iets wat mens baie versigtig moet benader. Ek dink as jy haar eers gemotiveerd kan kry, gaan dit dalk werk. As jy vir haar al hierdie inligting wil gee. Maar mens moet altyd ondersteun, (nie net in gesprek nie) maar soos M gesê het haar iets te lese gee. Moet haar nie oordonder - dadelik nie. Miskien so elke nou en dan 'n ietsie, jy weet, dat sy haar vaardighede en kennis kan uitbrei.

M: Mens moet ook so 'n onderwyser wat die ekstra myl saam loop- beloon. Ek dink mens moet positief wees en sê jy weet (by herhaling, want hulle dit nie van 'n ander plek af hoor

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nie) en dat jy kan sien sy probeer regtig waar baie hard en baie dankie dat jy kan sien – kyk hoe vorder hierdie kind. Goeie beloningsisteem.

D: Ons het net-nou nog gepraat van, waarmee wil ons die onderwyseres in die toekoms toerus of bemagtig. Maar wat van onderwysers wat tans in die sisteem is, wat nie daai kennis en vaardighede het nie? Ek dink vir my sal dit 'n wegspring plek wees om te weet of die onderwyseres genoeg belangstelling getoon het in die kinders met probleme. Dat sy byvoorbeeld 'n remediërende diploma ekstra gaan loop het. Dat 'n mens dalk sou weet dat daai onderwyser stel belang in kinders met remediërende probleme of skolastiese probleme. Of dat dit miskien 'n wegspring plek kan wees as jy nie weet watter onderwyseres om te kies vir die kind nie.

M: Ons moet CPD punte vir onderwysers gee wat kursusse bywoon om op hoogte te bly

D: Die departement bied mos maar sulke kursusse in die vakansie aan – sulke week lange kursusse - spesifiek ten opsigte van OBE. En dan raak hulle nogals bietjie op koers.

J: Ek wonder of dit nie dalk ons rol is om sulke goeters te begin nie?

D: Daar is spesifiek nou 'n kongres wat in Mei maand aangebied word en hulle vra spesifiek dat ons tipe mense - wat hulpdienste is - spesifiek kom inligting gee. Want hulle wil hê ander kundiges moet met die ondewysers kom gesels. So hulle beweeg meer in daardie rigting.

M: Ek dink dit is nou met inklusiewe onderwys eers nodig om die sielkundige dienste terug te kry, wat daar destyds was. Want daar is nie genoeg hulp aan elke skool nie, dat ons aan elke skool jou span het wat daar is.

V: Ek kan net sê ons studente het jare laas in die skole gewerk, en nou hierdie jaar het hulle besluit dat hulle nou weer in die skole inbeweeg. En ons sien nou watse behoeftes daar is. Nie eers met gehoorgestremde kinders nie, maar met gewone kinders. Geweldige nood, omdat daar so min ondersteuning in sekere areas is, is die dienste van die STT vir hulle geweldig, geweldig belangrik. Nog te mèèr by kinders met 'n gehoorverlies.

F: Goed dit is dan nou ondersteuningsdienste. Is daar enige ander bykomende aspekte wat julle selfs voel die verantwoordelikheid van die onderwysers op hierdie stadium by 'n kind met 'n gehoorverlies beïnvloed. Enige ander aspekte, nie noodwendig net in die klaskamer nie. Enige ander aspekte – bykomend – wat die verantwoordelikheid van die onderwyser beïnvloed?

S: As ek net so vinnig dink – die ondersteuning van die skoolhoof. Jy weet as daai persoon nie betrokke wil wees of nie belangstel nie- dink ek gaan sy 'n baie eensame geveg hê.

M: Hele houding van die personeel – hulle moet positief wees. 'n Ander ding, ek weet nie of dit heeltemal dit beïnvloed nie. Onderwysers het 'n probleem vandag, omdat die kinders by die skool heterogeen- baie heterogeen van aard is wat hulle behoeftes aan betref. So as hulle kan hulp kry om kinders wat op verskillende vlakke is (taalvlakke en so meer), deur byvoorbeeld aan die skool sielkundige dienste te verskaf. Dat daar mense is wat kan help. Ouers is al minder betrokke – ouers werk almal. As jy die ouers- as die onderwyser selfs 'n ouer kry wat baie insit- maak dit, dit vir haar alklaar baie makliker, as wat daar 'n kind in die klas is wat nie 'n ouer het nie.

D: Die onderwysers gaan dikwels nog baie ontoereikend voel en ek dink sy moet ook ondersteuning kry om haar as mens op te help en te ondersteun sodat sy weer die diens aan die kind kan lewer. So sal daar 'n SLK wees as deel van die ondersteuningsdienste – dink ek

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moet daar gereeld met haar gesprekke gevoer word. Hoe voel sy? Cope sy? Sal daar iets wees wat sy graag sou wou verander sodat sy net 'n bietjie kan sê hoe sy voel. Dat ons nie net kyk na die kind nie, maar dat ons ook kyk na haar as mens.

S: Ek dink om daarmee saam te gaan ook jy weet, sal die ma wat gaan kontak hê of die pa wat met hierdie onderwyser gaan werk – gaan 'n fyn aanvoeling moet hê om nie regtig 'n oorlas van jouself te wees nie. Dit op 'n professionele vlak moet hou. Dat sy nie elke dag die juffrou gaan wil pla nie – want daar gaan dae wees dat sy net noodwendig nie kan nie. Dan mens regtig 'n aanpassing moet maak – dagboeke bymekaar slaan, en besluit dit is die dae wat ons gaan praat. Ek gaan jou nie elke dag kom pla nie. Jy gaan nie my gesig elke dag hier voor jou deur sien nie. Jy weet, want dit kan te veel raak.

D: 'n Moontlike aanpassing wat ons ook daar kan maak is dat jy sê, om hierdie juffrou bietjie los te maak van sekere aktiwiteite by die skool. Want sy het dalk al die moeilike kinders in haar klas wat remediërende hulp nodig het- dat 'n mens soort van haar kinders verdeel as dit bv. sport of sang of iets is. Dat sy die kinders dan kan neem vir 'n periode of twee. Hulle dan ekstra onderrig gee of dan eerder meer remediëring kan gee en dat die ander personeel haar dan bystaan met die ander kinders. Maar dit is baie moeilik want ons het baie kinders in die klasse – dit is nie altyd moontlik nie. Maar ek dink dit kan dalk nogals 'n oplossing wees vir haar dat sy voel daai deel wat die kind mis in die klas, kan sy dalk bietjie meer individueel aandag gee. En miskien in 'n groep van 3 – 4 kinders.

M: Jy sien die ander ding is - finansieël – want dit is duur om die apparate instand te hou. Mens moet eintlik 'n ekonomiese sisteem hê, wat vir hierdie ouers help dat hulle baie meer belasting toegewings kry. Hulle kry maar….en subsidie gewys aan skole. Want hulle het ekstra, as hulle nou FM-sisteem insit of so, maar hulle het nie die geld nie. So ek weet nie hoe nie – dit sal op regeringsvlak moet wees. Kyk na finansiële steun - aan skole wat inklusiewe onderrig gee en aan ouers.

V: 'n Mens kan ook hierdie onderwysers nooi, na al jou kongresse – dat hulle meer kennis kan opdoen van ander mense. Nie net van die terapeut af nie maar ook van ander ouers, of wie ook al. En dis lekker om ander mense te sien, soos oorsese mense – en te hoor hoe hulle onderwysers in die klas, inklusiewe ondewys, hanteer.

D: Ek dink wat ook belangrik is, is dat ons as STT en ODL nie alleen, altyd die opleiding moet gee nie. En daar voor gaan staan en daai opleiding aan die onderwysers moet gee nie. Dat 'n onderwyser wat kundig is op die gebied dit gee. Jy voel net baie meer toegenee en ontvanklik vir dit wat 'n ander onderwyseres vir jou – want sy gaan vir jou sê: "Weet jy dit was die goed wat ek gevind het vir my 'n spesifieke probleem is". En ook ouers gaan kry om die onderwysers te gaan toespreek en vir hulle gaan sê: "Maar weet jy wat het dit vir my beteken die keer toe daardie onderwysers vir my gesê het dit en dit en dit / of vir my kind beteken toe sy haar les so gestruktureer het". Of wat ook al. So ek dink ons as kundiges moet partykeer terugstaan en hulle eerder kans gee om te sê wat hulle gevind het.

V: Soos miskien 'n kogleêre oueraand.

S: Dit wat ek ook gevind het, as jy by die beplanning van die lesse of by die beplanning van leerplanne, 'n rol speel as STT en OUD. Dat jy saam met die onderwyseresse sê: Hierdie temas, hoe kan jy dit aanspreek, wat gaan vir die kinders moeilik wees. By die beplanning fase, nie net as hulle alreeds die les aangebied het nie ,dan intree nie – maar reeds as hulle al vir die jaar beplan.

J: Dis meer 'n rol op die agtergrond. Dit is minder "intrusive".

M: Wat natuurlik ook vir die juffrou van baie waarde sou kon wees is as daar 'n hulp in die klas sou kon wees maar daar is nie geld vir so iets nie. So wat gebeur as die ouer besluit

maar ek gaan iemand betaal om elke dag saam met my kind klas te gaan – hoe sou die skool daaroor voel? Hoe sou die onderwysers daaroor voel? Gaan sy bedreigend voel of nie? As sy nie 'n probleem daarmee het nie, dan dink ek sou dit goed werk vir spesifieke kinders – maar mens moet baie versigtig wees as jy dit doen. Ja, ek dink dit kan dalk werk.

J: Watse tipe persoon sou dit dan wees?

M: Dit hang af van die kind se gestremdheid. Maar ons praat nou spesifiek van die gehoorgestremde kind – dit kan dalk… (maak nie sin klaar nie) –ek weet nie – ek weet nie of jy iemand kan betaal wat opleiding het nie. Dit sal vir die juffrou dalk bedreigend wees. Dat 'n mens dalk iemand wat dalk net uit matriek uit is wat "appair" werk wil doen – dan so iemand kan kry en oplei. Wat jy sou wou hê.

S: Daar's ouers – ek weet nie. Ek weet nie self hoe voel die onderwyser daaroor nie, of hulle dit as bedreigend ervaar nie. Maar dat ouers ingegaan het as klashulpe dan hou hulle hierdie deel van die klas bv. besig met skryfwerkies en die juffrou werk hierdie kant sodat haar aandag na kleiner groepies toe kan gaan.

D: Ek persoonlik sal nooit vir ouers gaan nie. Dit is net te persoonlik.

M: Maar ek het ook al gesien by verdere onderrig dat hulle vir die kind iemand saam stuur om notas af te neem/leisngs af te neem wat hy nie self kan doen nie.

D: Ons gebruik tutors, maar dit is meestal studente wat na ure- die ure wat hulle vry het, ons kinders in die middae kom help. En dit werk nogal baie goed – dit is "studente"- arbeidsterapie studente. So dit werk baie goed met ons tipe kinders – dis dalk iets waaraan ons ook gedink het. Maar ek weet dit het dalk nie nou van toepassing op die vraag wat jy gevra het nie.)

J: Kom hulle? Is hulle in die klas?

D: Nee, hulle kry die werk van die klas af, saam met 'n briefie van die onderwyseres en dan sal sy die werk met hom die middag doen – ondersteun.

V: So half individuele onderrig – amper bietjie remediëring?

D: Ja

V: Dis wonderlik

D: Bietjie remediëring – bietjie help met die huiswerk –veral leerstrategieë.

F: Dit is nou 'n groot mondvol. As julle nou een aspek sou uitsonder –wat sou julle beskou as die belangrikste aspek wat aangespreek moet word om 'n onderwyser te ondersteun? Wat staan vir julle uit? Wat is die belangrikste eis wat aangespreek moet word?

V: Ek sou sê die juffrou se bereidwilligheid om hierdie kind te aanvaar.

M: Ek dink steundienste – daai steundienste by elke skool – dat dit nie ver is nie - dat dit koste effektief is. Want ouers kan nie ook nog ekstra hulp bekostig nie en dat daar

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steundienste die heletyd tot die onderwyseres se beskikking is. STT, Skool SLK, OT, Fisioterapeut. Dat hulle kan weet dat daar hulp is, nie net eers 'n oproep ver nie. Die hulp is hierso. Ek dink dit sal baie van hulle ander druk verlig – en vir die ouers ook.

F: Wil enige iemand nog iets byvoeg?

J: Ek stem saam

D: Ek dink dat die persoon se kennis ook die heeltyd aangevul moet word. Dit is die belangrikste.

J: Dit sal eintlik al die ander dingetjies kan aanspreek.

D: Mmmm…

F: Ek gaan nou net vinnig kortliks opsom waaroor ons gepraat het. Dat ek kan weet of ek op die regte pad is en of ek julle reg verstaan het.

Ons het begin om bietjie te gesels oor inklusiewe onderwys en wat die ervaring van inklusiewe onderwys is. Die aspekte spesifiek ten opsigte van die kind – die omgewing, die apparaat, aanpassings in die onderrigsisteme, aanpassings van mense se onderrigmetodes om ander kinders voor te berei, so ons het al daai asekte gedek.

Toe is ons oor na – ander aanpassings- addisionele onderrig en vakke, visuele leidrade, ouers wat betrokke moet wees, OBE (wat jy gesê het almal dat almal bymekaar moet wees in IEP ingewerk). En toe het ons oorgegaan na spesifieke eise in die onderwyseres se kennis en vaardighede – dit was eintlik moeilik om die goed te onderskei.

Ek het nou sulke hoofpunte uitgesonder, maar ek gebruik die hele gesprek om hierdie inligting te onttrek. Iets wat daar belangrik is wat M gesê het dat die … moet reeds vooraf in leerplanne omgesluit wotd, wat ons almal sien as 'n groot behoefte. Toe het ons nou in bietjie detail ingegaan.

Oor wat hulle nou moet weet. Uiteindelik uitgekom by bykomende aspekte – daar het ons geweldig baie:
*   *finansiele sy*
*   *mekaar oplei*
*   *gebrek aan ondersteuning – waartoe dit sal lei*

Dit was 'n geweldige mondvol.

As julle nou dink aan die oorkoppelende onderwerF: Die kind met 'n gehoorverlies in die inklusiewe klaskamer in Suid- Afrika: Die eise aan die onderwyser.

Is daar enige iets wat julle dink ons moet byvoeg:

M: Hulle moet net voor die tyd al weet dat dit baie van hulle tyd gaan vat.

J: Net een ding, wat hulle dalk net bewus van moet wees – is dat kinders met gehoorverlies dikwels bykomstige probleme ook kan hê. Bykomende gestremdhede, soos visuele probleme, ouditiewe prosserings, wanneer dit neurologies gebasseerd is. Veral as dit deel is van …. (Maak nie sin klaar nie)

S: Maar ek moet jou sê – kan ek net vir jou sê, dit is ongelooflik bevredigend. 'n Ongelooflike ervaring om te kan sien hoe 'n gehoorgestremde kind vorder. As mens dit vir hulle kan voorhou. Want mens groei geweldig persoonlik daaruit.

M: Die onderwyseres – as hulle net 'n positiewe houding oor daai kind het. Een negatiewe dingetjie kan daardie hele verhouding skade aan doen.