

The value of facilitators for learners with special needs

by

Riccardo Tagliatti

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

(Educational Psychology)

Department of Educational Psychology

Faculty of Education

University of Pretoria

Supervisor: Dr Michelle Finestone

PRETORIA

September 2021

DEDICATION

I would like to dedicate this mini dissertation to my loving mom, who has always supported, encouraged, and motivated me to pursue my dreams and accomplish my goals. Thank you for supporting me through many milestones I have gone through throughout my life.

ACKNOWLEDGEMENTS

I would like to acknowledge and thank the following individuals as without their support and assistance, I would not have achieved this significant milestone in my career and life these significant individuals. I would like to express my sincerest gratitude and appreciation to the following people:

- To my research supervisor, Dr Michelle Finestone, thank you for your continuous guidance, support, advice, and willingness to share your expert knowledge throughout the completion of this thesis.
- To my loving parents, thank you for always supporting and motivating me to achieve my goal.
- To my brothers, thank you for your continued patience, support, and encouragement throughout this journey.
- To my friends and colleagues who supported me, your support was invaluable.
- To God for giving me the ability, strength, and opportunity to accomplish my goals and for seeing me through this venture.

Ethical Clearance Certificate One



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER:

EDU170/20

DEGREE AND PROJECT

MEd

The value of facilitators for learners with special needs

INVESTIGATOR

Mr Riccardo Tagliatti

DEPARTMENT

Educational Psychology

APPROVAL TO COMMENCE STUDY

31 October 2020

DATE OF CLEARANCE CERTIFICATE

06 September 2021

CHAIRPERSON OF ETHICS COMMITTEE: Prof Funke Omidire

A handwritten signature in black ink, appearing to be 'F. Omidire', written over a horizontal line.

CC

Ms Thandi Mngomezulu

Dr Michelle Finestone

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

DECLARATION OF ORIGINALITY

I, Riccardo Tagliatti (student number 15351816), declare that the dissertation, which I hereby submit for the degree Magister Educationist in Educational Psychology at the University of Pretoria, is my own work and has not been previously submitted by me for any degree at this or any other tertiary institution.



Riccardo Tagliatti

September 2021

DECLARATION – LANGUAGE EDITOR

 *Cliff Smuts Language Practitioner/Taalpraktisyn*

Professional translation, editing and proofreading services

Professionele vertaal-, redigeer- en proefleesdiens

Member of the Professional Editors' Guild (Western Cape),
and the South African Translators Institute

27 Stamper Street
WOLSELEY
Western Cape
South Africa
68320
Tel. (+27) 23 231 0025
Mobile: (+27) 84 679 2210
Email: csmuts@xsinet.co.za

15 September 2021

STATEMENT OF EDIT

I, Cliff Smuts, hereby declare that performed a language edit on the

MEd minidissertation

by **Ricardo Tagliatti**

titled **The value of facilitators for learners with special needs**

I edited the language of the text of Chapters 1 to 5, excluding all Tales and Figures.

I cross-checked in-text references and the correspondence with the entries in the Reference List.

I did not edit any pages before Chapter 1, or after Chapter 5.

The language in the thesis was correct when I sent it to the client.

The completed thesis was returned to the client with clear instructions of what he had to do to finalise the thesis for submission.

Thank you.

Cliff Smuts

ABSTRACT

The value of facilitators for learners with special needs

by

Riccardo Tagliatti

Supervisor: Dr Michelle Finestone

Degree: MEd (Educational Psychology)

Within the South African context, significantly scarce amounts of research examine facilitation. This study aimed to extend this research by examining what potential value facilitators have in an inclusive school. The researcher aimed to achieve this by examining the perspectives of three essential individuals within LwSs lives, i.e., teachers, facilitators, and parents of LwSs. This study examined the opinions of each participant about the potential value facilitation has and how it has been utilized within our context. This study used a social constructionism epistemology within a qualitative methodological approach that utilized a multiple-case study research design and thematic content analysis. Two cases with three types of participants were interviewed for each case. The findings of the study indicate that the implementation of facilitation within the South African context, teachers and parents agreed that the true value of facilitation necessitates the balance of ‘finding the right fit’ for a LwS learning barriers. Although findings indicated that when the right facilitator was found, LwSs had a platform for their complex needs to be met, stakeholders need to be cautious and selective in implementing facilitation due to the recognised dangers within the facilitation process. These challenges were evident in the lack of training all participants had in the varying understanding facilitation took, the boundaries, expectations, and role definition of facilitation; the potential academic, social, and physical dependencies facilitators created; the lack of trained facilitators had and their need to preform, as well as educators’ perceptions and utilization of facilitation.

Key words

- Facilitation in South Africa
- Learners with Special Needs
- Facilitators
- Special Needs Educator
- Inclusive Education
- Parents with LwS
- Inclusive school and classroom
- Attachment
- Learning difficulties
- Qualitative Multi-case study

Table of Contents

Chapter 1	1
Introduction	1
1.1 Introduction and rationale.....	1
1.2 Initial literature review.....	3
1.3 Purpose of the study.....	5
1.6 Concept clarification.....	7
1.8 Epistemology of the study.....	9
1.9 Methodological approach.....	9
1.10 Research design.....	10
1.11 Sampling and selection of participants.....	10
1.12 Data collection and documentation.....	11
1.13 Data analysis and interpretation.....	13
1.14 Ethics consideration.....	13
1.15 Overview of study.....	15
Chapter 2	16
Literature Review	16
2.1 Introduction.....	16
2.2 Inclusive education as the foundation for facilitation.....	16
2.3 The continually elusive and unresolved ambiguity of the roles and responsibilities of facilitators.....	17
2.4 Facilitators bridging the gap between linguistically and culturally diverse families.....	18
2.5 The training duality of facilitators.....	19
2.6 The educator’s perceptual trap.....	21
2.7 Structural and systemic perceptions and training of facilitators.....	21
2.8 Varying systemic perspectives on LwSs in inclusive education.....	22
2.9 The tipping point.....	25
2.10 Contradictions and perspectives of facilitators in facilitations.....	26
2.11 The potential impact of facilitation on individuals.....	27
2.12 Revealing underlying concerns regarding facilitation in the field of inclusive policy.....	30
2.13 Collaboration as an essential strategy.....	31
2.14 Conclusion.....	32

Chapter 3	33
Research Design And Methodology	33
3.1 Introduction.....	33
3.2 Paradigmatic perspective and methodological paradigm.....	33
3.2.1 Paradigmatic perspective: social constructionism.....	33
3.2.3 Methodological paradigm: qualitative research.....	35
3.3 Research design: multiple case study.....	37
3.4. Selection Of cases and the research site.....	39
3.5 Data collection.....	41
3.5.1 Qualitative semi-structured interviews.....	41
3.5.2 Audio recording and observational notes.....	43
3.5.3 Medical Documents and academic material.....	43
3.6 Documentation.....	43
3.6.1 Transcriptions.....	44
3.6.2 Field notes and reflexivity.....	44
3.7. Data analysis and interpretation.....	45
3.8 Trustworthiness of the study.....	46
3.8.1 Credibility.....	46
3.8.2 Transferability.....	47
3.8.3 Dependability.....	47
3.8.4 Confirmability.....	47
3.8.5 Authenticity.....	48
3.9. Ethics consideration.....	48
3.9.1 Informed consent and permissions.....	49
3.9.2 Voluntary participation.....	49
3.9.3 Privacy, confidentiality and anonymity.....	50
3.9.4 Respect, integrity, debriefing and no deception.....	50
3.10 Conclusion.....	50
Chapter 4	51
Findings of the study	51
4.1 Introduction.....	51
4.2 Results of the study.....	53

4.2.1	Theme 1: Inclusive education and facilitation	56
4.2.1.1	Subtheme 1: Inclusive education and positioning facilitation in South Africa:.....	56
4.2.1.2	Subtheme 2: Positioning facilitation in a systemic misunderstood position.....	59
4.2.1.3	Subtheme 3: Embracing inclusive education principles as the main function of the facilitator.....	61
4.2.1.4	Subtheme 4: Working yourself out of a job.....	65
4.2.2	Theme 2: Facilitators as vital connector between teachers, parents and LwSs	65
4.2.2.1	Subtheme 1: Moments of connection between teachers and facilitators.....	65
4.2.2.2	Subtheme 2: Moments of connection between the parents and facilitators.....	67
4.2.2.3	Subtheme 3: Moments of connection between parents and teachers.....	68
4.2.3	Theme 3: Finding the right fit and balance	69
4.2.3.1	Subtheme 3: The training duality.....	70
4.2.3.2	Subtheme 2: The training provided by the school.....	74
4.2.3.3	Subtheme 3: Training and mentoring from educators.....	76
4.2.3.4	Subtheme 4: Training from therapists and parental supports.....	76
4.2.3.5	Subtheme 5: Lack of supportive structures.....	77
4.2.3.6	Subtheme 6: The battle for power and whose voice will be heard.....	78
4.2.3.7	Subtheme 7: The need to perform versus it is just a job.....	79
4.2.3.8	Subtheme 8: Having the heart.....	81
4.2.3.9	Subtheme 9: Bond with the LwS.....	82
4.2.3.10	Subtheme 10: Qualification of educators.....	84
4.2.4.	Theme 4: The negative effects of facilitation	84
4.2.4.1	Subtheme 1: Perceptual trap and perception of facilitation.....	84
4.2.4.2	Subtheme 2: Dependency.....	86
4.2.4.3	Subtheme 3: The systematic creation of dependency.....	87
4.2.4.4	Subtheme 4: Breaking the dependency.....	89
4.2.5.	Theme 5: Points of calibration	90
4.2.5.1	Subtheme 1: We are all in this together.....	90
4.3	Conclusion.....	91
	Chapter 5	92
5.1	Introduction.....	92
5.2	Positioning the findings of the study in the context of literature.....	92

5.3.	Answering the research questions of the study.....	103
5.4	Contributions of the multi-case study to literature.....	107
5.5	Limitations of the study.....	107
5.6	Recommendation for future study.....	108
5.10	Concluding remarks.....	109
	Reference list.....	110
	Appendix A: Information sheet and permission letter to conduct.....	131
	Appendix B: Semi-structured interview for participants.....	157
	Appendix C: Theory diagrams.....	174
	Appendix D: Example of transcript and coding.....	176
	Appendix E: Initial coding of data – working progress document.....	204
	Appendix F: Reflective journal and field notes.....	208

List of Tables

	Page
Table 1.1: Summary of Ethical Considerations.....	26
Table 3.1: Selection Criteria for Participant.....	51
Table 3.2: Procedures used to generate data through semi-structured interviews.....	54
Table 3.3: Creswell’s (2014) six-step approach.....	58
Table 3.4: Brief description of COVID-19 precautions taken and face-to-face interviews.....	61
Table 4.1 Overview of themes and sub-themes.....	63
Table 4.2 Brief discussion of Cases.....	64
Table 4.3 Key of Participants.....	64

List of Figures

	Page
Figure 4.2.1 Thematic Results Flow Diagrams	65
Figure 1 Family systems theory.....	186
Figure 2 Dynamic systems theory physical and psychological Venn diagram.....	187

List of Abbreviations

LwS/LwSs	Learner(s) with special needs
IEP	Individual Education Program
SBST	School-Based Support Team
SA	South Africa
DBE	Department of Basic Education

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION AND RATIONALE

Over the last 30 years, inclusive education has emerged in education as a global movement to ensure that all children, especially children with disabilities and special needs, have the right to be educated and have access to the same educational opportunities and experiences (Angelides et al., 2009; Duke & Berlingo, 2020). Empirical evidence and South African media reports have described crucial concerns that learners with special needs (LwSs) continue to face significant barriers to learning both internationally and in our own education system (Dalton et al., 2012; Donohue & Bornman, 2014). Minister Angie Motshekga has reported that in 2015 an estimated more than half a million LwSs were excluded from the South African education system, and this figure was increasing annually (Watermeyer et al., 2017). These statistics demonstrate the importance for the South African government and the Department of Basic Education (DBE) to take urgent action in correcting their continued failure of delivering on their promise of guaranteeing an inclusive education system for all children, especially LwSs. This promise was made in the implementation of the White Paper 6 on Special Education (Watermeyer et al., 2017). In the South African Constitution, Section 29 of the Bill of Rights guarantees that all South Africans have a right to a basic education (Republic of South Africa, 1996). In addition, Section 9 of the Constitution necessitates that everyone should be treated equally. Furthermore, the *South African Schools Act 84* (1996) promises that every learner from the ages of seven to fifteen must receive compulsory education (*South African Schools Act 84 1996*). However, an inclusive education system is not just the physical presence of learners in classrooms or schools (Odom et al., 2011); rather, high-quality inclusion includes the ability for learners to belong, participate and socially interact, but more importantly, where their diversity is valued and their learning promotes meaningful outcomes (Seedat, 2018).

For schools to achieve this educational shift towards the full inclusion of all learners, schools both locally and internationally have increasingly become dependent and rely on facilitators to be assigned to LwSs (Giangreco, 2003; Angelides et al., 2009; Walker & Smith, 2015). In many countries the role facilitators occupy in the school is considered to be critical and necessary in order to assist schools in their ability to meet the multifaceted needs of LwSs (Carter et al., 2009; Walker & Smith, 2015). This has allowed facilitators to occupy a dramatically increasing presence in inclusive schools internationally and locally (Giangreco et al., 2002; Giangreco et al., 2010). But, in addition to this due to the increasing number of LwSs

being present in inclusive schools, the dependence on and the presence of facilitators will not likely decrease (Rispoli et al., 2011). Thus, it is significant to investigate this phenomenon in the South African context as academia provides mixed results about both the positive and negative value that facilitators have in the academic achievement and social interactions of LwSs (Lane et al., 2007; Giangreco et al., 2011; Rispoli et al., 2011; Koegel et al., 2014).

Stakeholders, for example, teachers and parents, employ facilitators with bivalent intentions to ensure that LwSs receives adequate support to avoid LwSs “falling through the cracks” (Giangreco, 2003, p. 50). Genzuk (1997) supports the view that facilitators have the potential to remedy the shortfalls of teachers. Significantly, a five-year study examining 26 American schools found that facilitators were hired as a “quick fix” and the only “primary mechanism” of support schools had for LwSs (Giangreco et al., 2011, p. 25). Currently, scholars question and raise concerns about the roles facilitators play and the degree to which there is empirical support for their direct work with children (Liston et al., 2009; Brock & Carter, 2013). Due to the insufficient amount of learner outcomes in studies, very few answers exist about the effectiveness of facilitators (Giangreco et al., 2001a; Giangreco et al., 2011).

Knight et al. (2019, p. 12) affirm that stakeholders need to be cautious of using untested and ineffective practices, as not only will it steal valuable time and/or, have far-reaching life effects for LwSs, but these stakeholders may fall victim to such practices that claim that they will “unlock” the hidden potential of students leading them down a path of false hope”. Many authors criticised the presence and over-reliance of facilitators in the education of LwSs to be a complex, pervasive and controversial issue (Carter et al., 2009; Brock & Carter, 2013). This is problematic, as no prior research, according to Mtsweni (2013), exists in South African literature that examines facilitators before 2013. Mtsweni (2013) can be considered a vital study, as this study is one of the first studies in South African literature to examine facilitators. Specifically, Mtsweni’s study (2013) examined the decision-making process of employing facilitators. Based on the above-mentioned situation, this current study is significant, as it builds on the significantly limited research on facilitation.

The researcher became interested in facilitators through his experience as a remedial educator for two and a half years. Over these years, the researcher has witnessed LwSs being placed at a significantly increased risk of not truly being included in the classroom and school if these learners are not supported efficiently, as seen in Giangreco et al. (2011). As a result, the researcher is interested in studying facilitators and LwSs, as they are described as “the most marginalised people in school hierarchies” (Giangreco et al., 2001a, p. 59).

1.2 INITIAL LITERATURE REVIEW

Facilitators can be regarded as key members of LwSs' special education service teams who work effectively as connectors between teachers, parents, learners and community service providers (Chopra et al., 2004; Sheehy et al., 2018). However, to understand the intricate value facilitators have and their roles, it is significant to understand how facilitators are trained. In the field of facilitation, two central literature reviews exist, such as Giangreco et al. (2001a) and Giangreco et al. (2010). Michael Giangreco and his co-authors can be described as the leading authors in the field, who have examined over 75 academic articles from 1991 to 2007. Two situations exist in the training of facilitators and their role in the inclusive classrooms (Giangreco, 2003; Giangreco et al., 2010).

Firstly, literature has revealed a growing practice where qualified teachers are handing over a substantial amount of teaching to facilitators (Giangreco et al., 2002; Carter et al., 2009). This is due to the teachers' assumptions that facilitators are specially trained to work with LwSs who have the greatest learning and behavioural challenges. However, the literature reveals a long-standing historical trend since the 1990s, which continues to exist until today, which affects the ability of facilitators to confidently and adequately perform their duties (Giangreco et al., 2010). Evidence suggests that facilitators tend to consistently be the least qualified professionals who have an insufficient amount of specialized knowledge to be working with LwSs and are typically poorly supervised (Cutts, 2010; Rispoli et al., 2011). Some facilitators have had no formal training at all (Matheny & Oslin, 1970; Giangreco, 2003).¹

Secondly, a more severe situation exists where educators are at a higher risk, more willing to and feel justified in allowing facilitators to take on the majority of instructional responsibilities if facilitators had received any form of training (Giangreco, 2003). Problematically, this typical training is in the form of a singular college course or workshops (Giangreco, 2003) or one day in-service training (Rispoli et al., 2011). However, this approach to training has proved to be ineffective in training facilitators to work with the complexities of learning and behavioural disorders (e.g. autism) (Giangreco & Broer, 2007; Rispoli et al., 2011).

Forman et al. (2009) stated that, for interventions to be effective in large-scale reform efforts in schools, such as schools' efforts to adopt inclusive educational practices, it is critical for and highly influenced by educators' ability to buy in on these interventions. This is important to note, as a consistent finding is that facilitators' primary and dominant form of training is in-

¹ All out-dated references are included to demonstrate the historical evidence and significance.

house and through their experiences in classrooms (Wallace et al., 2001; Giangreco et al., 2010). Specifically, schools have been found to rely extensively on teachers to be mentors and provide training for facilitators (Giangreco & Broer, 2007; Cutts, 2010). Carter et al. (2009) indicated that these training approaches often are informal, individualised and idiosyncratic, but more importantly, the quality of training is highly dependent on the educator. Studies have found that educators often express that their professional training did not focus adequately on effective supervision techniques for facilitators and that they thus feel inadequate to be effective in preparing facilitators (Giangreco, 2003; Seedat, 2018). This situation may be further confounded by many teachers' neutral or negative attitudes towards inclusive education primarily (Boer et al., 2011). This is due to the workload it involves and because teachers feel uncomfortable in teaching diverse groups of learners, including LwSs (Wallace et al., 2001; Seedat, 2018), thus, demonstrating the significant role teachers' attitudes and training hold in relation to how facilitators may potentially affect LwSs (Brock & Carter, 2013).

International literature over the past 15 years has documented that facilitators' overall roles and responsibilities have dramatically developed (Giangreco et al., 2002). Facilitators' roles have become increasingly varied and ambiguous over time rather than being a pre-planned service-delivery strategy (Nicholls, 2017). Historically, facilitators have provided supervision and personal care for LwSs (Carter et al., 2009). Currently, their roles have come to include both instructional and non-instructional duties in academic and non-academic settings (Liston et al., 2009). Others include clerical tasks (Riggs & Mueller, 2001), managing behaviours (Sheehey et al., 2018), teaching social skills (Liston et al., 2009) and becoming "cultural brokers" to culturally and linguistically diverse families of LwSs (Sheehey et al., 2018, p. 44). This is significant, as Tews and Lupart (2008) stated that there is no agreement in literature about the most effective roles and responsibilities facilitators should perform. Ultimately, facilitators have adopted both appropriate and inappropriate roles (Brock & Carter, 2013). Giangreco et al. (2010, p. 52) described this issue as "an elusive and unresolved issue in the field".

Cutts (2010) recommends that teachers inevitably need to develop an understanding of how to effectively communicate their expectations to have a successful relationship with facilitators. Evidence in literature by many authors suggests that the lack of role clarification and clear guidelines to direct their work has resulted in many facilitators performing their duties without clear job descriptions (Brock & Carter, 2013; Sheehey et al., 2018). This, in turn, has resulted in the general miscommunication between teachers and facilitators and facilitators not meeting expectations placed on them (Cutts, 2010), given that internationally facilitators only receive

less than two per cent of special educators devoted time for training (Giangreco & Broer, 2005) and thus, demonstrating the need to investigate how their roles are affecting LwSs in the South African context, as each component mentioned above affects the other.

Giangreco (2003) criticised the fact that educators may fall victim and perceive facilitator support as an effective intervention for LwSs. This perception of effectiveness must not be confused with the fact that this intervention shifts the responsibility and pressures of educating LwSs to facilitators (Giangreco, 2003), especially by educators in the South African context who feel overloaded, underpaid and have large and diverse classrooms with other learners who may have other diverse special needs (Giangreco et al., 2010). Furthermore, academia widely recognised the many benefits trained facilitators have with LwSs when facilitators are under supervised conditions, and the direction of qualified professionals (Rispoli et al., 2011). But literature also extensively recognised the overreliance of one-to-one facilitators and the host of unintentional adverse effects this form of facilitation has (Broer et al., 2005; Tews & Lupart, 2008). Therefore, as there is significantly limited research in how South African facilitators affect learners, it is the aim of this study to investigate the different impacts facilitation has. As a result, this will potentially reveal the value facilitation has on LwSs.

1.3 PURPOSE OF THE STUDY

In totality, many authors and studies indicate many deficiencies and gaps in the literature of facilitators internationally (Carter et al., 2009; Giangreco et al., 2010). Significantly scarce amounts of research examine facilitation and the decision-making process of acquiring facilitators in the South African context. This study aimed to extend this research by examining what value these professionals have in the inclusive school. The researcher aimed to achieve this by examining, explaining and describing the perspectives of three essential individuals in the LwS's life, such as teachers, facilitators and parents themselves. This multilevel approach allowed this research to gain insight into and describe the South African experiences of facilitators in inclusive schools and classrooms that have not been studied before. Thus, this study aided in our current limited understanding of how South African facilitators have been utilised in our context. Furthermore, this study aimed to describe and explain whether South African case studies compared to and followed international trends and empirical evidence. Therefore, in doing so, future researchers may be able to improve policies and guidelines for the effective utilisation of facilitators based on the findings of this study.

1.4 RESEARCH QUESTION

- 1) *What is the value of facilitators for learners with special needs in the inclusive school?*

This main question will be explored by examining the following:

- 1) *How do teachers' expectations of facilitators affect facilitation for learners with special needs?*
- 2) *How do parents' expectations of facilitators affect facilitation for learners with special needs?*
- 3) *What are facilitators' opinions about their role in the facilitation on learners with special needs?*

1.5 WORKING ASSUMPTIONS

In this study, the researcher assumed that many facilitators that work in the inclusive South African education system had many similarities with international empirical findings. Based on the researcher's experience in inclusive schools and research of international academia, he assumed that most facilitators in South Africa were also poorly trained and there is a vast minority of facilitators who were well-educated due to South Africa's education system and history. The researcher further assumed that the positive and negative value facilitators have had may vary due to diverse factors. These factors included a facilitator's level of education, language proficiency, lack of resources, gender, socio-economic status and that their idiosyncratic training would influence their potential effect. The researcher also assumed that the learners' gender, temperaments, heterogeneous characteristics, language difficulties and cultural barriers would hinder facilitators' value as well. He assumed, in line with his experience, that most South African facilitators function without clear guidelines and are employed by parents and not schools. He also assumed parents are not aware and do not have access to any guidelines of facilitation, resulting in a variety of expectations and pressures placed on facilitators causing different affects. A further assumption was that teachers, facilitators and parents would be willing to reveal and express their experiences and successes regarding facilitation to the researcher, and that facilitators would be prepared to express their experiences and would not feel threatened by the study. It was further assumed that by keeping their information confidential and by especially interviewing all members in a private location away from their employer, each member would be willing to participate. Finally, the researcher assumed that many LwSs were physically present in schools but were not truly included due to their 'deemed' inclusion and overreliance on facilitators.

1.6 CONCEPT CLARIFICATION

Facilitator: In international literature a facilitator in a school setting is referred to by a range of terms. These include para-educators, para-professionals, teacher aides and many others (Angelides et al., 2009; Sheehy et al., 2018). To be consistent, in the South African context, these professionals were called facilitators. The term ‘para-professional’ is consistent with international authors such as Giangreco (2010) and Azad et al. (2015, p. 2), who define facilitators as individuals “who work under the supervision of licensed professionals (through the school district or an outside behavioural health agency) to deliver direct services to students with special health care needs”, as well as significant barriers to learning and behavioural challenges or disabilities (Angelides et al., 2009).

Special education school: Sable et al. (2010, p. A-23) defined a special school as “a public elementary/secondary school that focuses primarily on special education, including instruction for any of the following students with: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopaedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment and other health impairments and that adapts curriculum, materials, or instruction for students served”. For the purposes of this study, special education schools are schools that focus primarily on special education by having inclusive classrooms, inclusive policies, adapt the curriculum and include LwSs in the school setting.

Classroom: According to the South African Department of Basic Education, a classroom is defined as “a physical structure or room in a school where learners are taught” (2010, p. 24).

Inclusive classroom: A South African inclusive classroom in this paper refers to the definition by Liston et al. (2009, p. 3) as “a classroom where two or more educators have responsibility for teaching students with and without disabilities”. For this paper, the second educator will include the facilitator that is assigned to a LwS.

Inclusive Education: Nevin et al. (2008, p. 2) defined inclusive education as “a process where schools welcome, value, support and empower all students in shared environments and experiences for the purpose of attaining the goals of education.” Therefore, inclusive education in this paper involves more than just placement in a South African school, it also refers to embracing and celebrating diversity.

1.7 THEORETICAL FRAMEWORK

In this study, three different independent theories used to examine facilitation and LwS as indicated below:

The attachment theory by Ainsworth and Bowlby (1991) was used, as it demonstrated how early life experiences and the types of emotional and physical bonds a child has with a caregiver (e.g. a facilitator) during their earliest years is crucial for their development (Flaherty & Sadler, 2011). Four different attachment styles exist, i.e. secure, avoidant, ambivalent and disorganised attachment styles. Each attachment style is associated with either trust or mistrust and security or a lack of social skills and a difficulty in forming relations (Ainsworth & Bowlby, 1991). More significantly, early life experiences impact on the formation of “internal working models” (IWMs) (West, 2015, p. 573). These are mental representations of how children understand themselves and others, as well as what expectations children have about themselves and others (West, 2015). IWMs thus actively guide behaviour and are carried throughout children’s lives well into adulthood (Simpson & Rholes, 2017). This theory guided this study by understanding how attachment styles of both the facilitators and LwSs impact on their interpersonal interactions between them, the significant role a facilitator plays in shaping the LwSs’ early life experiences, how these interactions shape the academic, emotional and social behaviours and development of LwSs and how LwSs come to gain knowledge of their world. It also guided how attachment styles affect LwSs’ self-esteem, concept of self, interpersonal competencies, dependency and anxiety for example (West, 2015).

Balswick and Balswick’s family systems theory (2014) allowed for a systematic examination of the value facilitation has on multiple levels in society and in a LwS’s multiple contexts (Appendix C). This is a systemic, holistic approach that examines the multiple interconnected levels to which an individual belongs and of which they are members in society. These levels include: the individual (bio-psycho-social characteristics), the nuclear family, the extended family, a social level and a multicultural level. Each level influences and is influenced by each other simultaneously (Balswick & Balswick, 2014). Please refer to Figure 1 in Appendix C.

Newell’s dynamic systems theory is a popular multidisciplinary model that was used to understand behaviour and how behaviour arises out of three different characteristic levels referred to as constraints (Holt et al., 2010). These include individual constraints (structural and functional, e.g. height and motivation), environmental constraints (e.g. temperature) and task constraints (e.g. action required) (Colombo-Dougovito, 2017). Any behaviour was possible through the interaction of these three levels (Colombo-Dougovito, 2017). Holt et al.

(2010) built on this model by adding a psychosocial level which involves three further elements to consider, i.e. task, environment and organism.

1.8 EPISTEMOLOGY OF THE STUDY

Social constructionism abandons the idea that a person's mind is a true reflection of reality, but views knowledge as constructed and not created (Berger & Luckmann, 1991). Society is assumed to have both a subjective and objective reality (Andrews, 2012). Conventional knowledge of how individuals understand their reality is not objective or unbiased but subjective and different from the physical world (Burr, 2015). Knowledge is produced between people (Berger & Luckmann, 1991). Our concepts and ways of thinking about our world are formed through our social interactions and subjective experiences in everyday life in a society (Galbin, 2014). Through this social process, the meaning is constructed and not through objects or events' objective existence or properties. This approach does not deny the objective existence of objects or events (Patton, 2015). Knowledge can be described as "the current accepted ways of understanding the world" (Burr, 2015, p. 5). As a result, knowledge is historically and culturally specific and shaped (Berger & Luckmann, 1991; Patton, 2015). Thus, facilitation can only be understood in its own unique context and cannot be generalised to other settings (Patton, 2015). Furthermore, routines and the formation of habitual ways of understanding the world among groups of people become common knowledge to society and are thus experienced as objective forms of knowledge for future generations (Berger & Luckmann, 1991). The primary mechanism through which these realities are established is language (Galbin, 2014). This is done through primary and secondary socialisation and enculturation through institutions and significant others (Andrews, 2012). Thus, this socialisation demonstrates the significance schools, teachers and facilitators have on LwSs. This approach guides the understanding of concepts such as the "self" for LwSs as socially constructed as well as power dynamics and its consequences (Galbin, 2014).

1.9 METHODOLOGICAL APPROACH

The qualitative methodological approach was selected as the best opportunity to answer the research questions. A vital feature of this approach was its examination of linguistics, language and words rather than numerical data and statistical analysis (Nieuwenhuis, 2020). Denzin and Lincoln (2005) thus added that qualitative research is interpretive. Qualitative inquiry strives for the deep understanding of how human behaviour can be explained in the natural social world (Merriam, 2009) and thus belongs to the naturalistic enquiry paradigm (Denzin & Lincoln, 2005). This approach is fundamentally interested in, and documents and interprets the

“meaning-making process” (Patton, 2015, p. 48). This meaning-making process exists in a world where the nature of reality is socially constructed (Denzin & Lincoln, 2005). In other words, a qualitative researcher focuses on understanding how people interpret their own experiences, what meanings are attributed to them, and how their worlds are constructed in their social contexts (Merriam, 2009). Thus, this methodology enabled an insight into the complex interconnecting interactions, meanings and processes that existed between facilitators, teachers, parents, schools and LwSs (Patton, 2015). This approach accepted their experiences to be “valid, multiple and socially constructed” (Eloff & Ebersöhn, 2004, p. 356).

Guba’s (1981) criteria of credibility, transferability, dependability and confirmability were followed in order to maintain the trustworthiness of the study.

1.10 RESEARCH DESIGN

A multiple-case study research design was used. Two cases with three types of participants were interviewed for each case. A case study design can be described as a qualitative academic inquiry that examines a contemporary phenomenon, a facilitator (the unit of analysis), in detail and allows for its real-life contextual conditions to be studied over time and space (Merriam, 2009; Yin, 2018). It was selected due to its ability to use in-depth data-collection methods that provide multiple rich sources of information and methods sensitive to its context, e.g. interviews (Stake, 1995; Patton, 2015). A case study design was selected for the following reasons: Facilitators had many complex roles in many levels of a LwS’s life and they worked with a heterogeneous group of learners with various learning difficulties. Due to the variety of contexts in a LwS’s life, facilitators ultimately provided value to a LwS’s life on an interrelated and multivariable level. Thus, multiple participants in multiple cases provided different sources of rich data to explore the explicit and implicit relationships and meanings of facilitation comprehensively in one and across multiple cases (Merriam, 2009), thus, allowing for an analysis of “how” facilitators provided value to LwSs (Yin, 2018). Facilitators represented a minority and generally small amounts of individuals existed in a specific community. Thus, a small in-depth case study design was advantageous. Although case studies cannot be generalizable to the population, they can be related to other situations (Yin, 2012). This design was selected for its ability to examine the complexities of facilitation in depth, extend South Africa’s facilitation literature and inform future research (Creswell, 2014).

1.11 SAMPLING AND SELECTION OF PARTICIPANTS

Non-probability purposive and criterion sampling procedure was used in this study. Creswell (2014) advocates that four case studies are the recommended amount for a case study research

design. However, due to the limitations of this paper, two case studies were used where three types of participants in each case were interviewed (teachers, facilitators and parents who have LwSs). Thus, this study conducted eight interviews. Criteria sampling ensured the quality of participants by confirming that they meet a predetermined criterion (Brinkmann, 2008). Due to the limited amounts of facilitators, this study only had access to a small sample size. Patton (2002) and Creswell (2013) argue that a small sample size should be judged according to its research design, its context, purpose and rationale. To overcome this, Patton (1990, 2002) and Creswell (2014) argue that the strength in purposive sampling comes from the process of selecting a research location and its participants for information-rich cases. By selecting information-rich cases, this study had access to detailed data sets to develop an in-depth understanding of the practices, activities, experiences and meanings of facilitation, and, in so doing, demonstrated their negative or positive value (Patton, 2015). The golden standard of saturation justified the sample size (see 1.12) (Guest et al., 2006). Due to the time constraints, limited number of facilitators and the extent of sensitive information, participants were challenging to find. See Chapter 3 for a full description of the sampling criteria.

1.12 DATA COLLECTION AND DOCUMENTATION

Qualitative interviews are regarded as one of the leading knowledge-producing practices (Brinkmann, 2008). An interview is described as a “conversational practise where knowledge is produced through the interaction between an interviewer and an interviewee” (Brinkmann, 2008, p. 470). To Kvale (2006), it is a sensitive and powerful method that attempts to explain the meaning of people’s experiences and understand their unique point of view.

Eight face-to-face semi-structured interviews were done. The researcher had access to, but was not limited to, a general framework of predetermined questions based on current academia and research questions about facilitation (Tracy, 2013). The framework assisted the interviewer and the researcher by maintaining the best opportunity to ensure his ability to uphold a high standard of interviewing. Secondly, the researcher had the flexibility to pursue questions in a different order, allocated more time, probed for information, and included other follow-up questions to gain in-depth descriptions and narratives from different participants (Brinkmann, 2008). Validity and objectivity were maintained by having open-ended questions and by avoiding leading questions. This ensured interpretive validity to be maintained and the study to avoid favouring a specific position (Yorke & Vidovich, 2016). Additionally, open-ended questions allowed the impact of the participants’ narrative to be minimised and allowed their own words to emerge (Kvale, 2006). Semi-structured interviews allowed for a flexible

approach where each interview was tailored to each case and participant.

All interviews had two audio tape recorders placed on a table to document the interview. Two audio recordings were used in case one device failed or distorted (Kvale, 2006). The audio tapes and observational notes provided a fixed artefact to which the researcher repeatedly referred (Yorke & Vidovich, 2016). Field notes were taken to supplement the recordings. Field notes included detailed descriptions of the interview setting, unforeseen events, reflective notes (e.g. personal thoughts), impressions and rapport and any other relevant information (Creswell, 2014). All notes were clear and objective. A meticulous verbatim interview transcript was made by the researcher to eliminate potential biases, maintain uniformity and document all the interviewees' actions and narrative (Yin, 2009). The transcript was sensitive to the interviewees' speech, emotional cues (e.g. hesitations), fluctuations in vocal tones and other nonverbal expressions which informed meaning (Maxwell, 2002; Tracy, 2013). This sensitivity enhanced the researcher's understanding and meaning of each participant interviewed (Tracy, 2013). Each transcript was done timeously by the researcher after the interview so as not to lose any information and ensure total immersion into the data (Leavy, 2017). This ensured the accuracy and descriptive validity of data (Maxwell, 2002). Telephonic and electronic interviews (e.g. Zoom) were used if face-to-face interviews were not possible.

In addition to semi-structured interviews, multiple sources of data were used. This included personal medial documents (e.g. educational psychology reports and academic reports) as well as documents (such as homework tasks) to further understand each case in depth (Creswell, 2014; Cohen et al., 2018). An additional advantage of this was that the researcher was able to check the validity of the perspectives of each interview as well as possible explanations that participants were not willing to reveal through these interviews (Creswell, 2003).

As Maree et al. (2020) states, to ensure the accuracy of field notes recorded on written material, the researcher ensured that these notes were recorded in a timely manner, clear, descriptive and recorded when the observations were experienced. To further maintain a high quality of data collection, all observations were continuous, and a checklist was developed from literature to aid in the identification of possible behaviours experienced in the field (Maree et al., 2020).

Furthermore, the researcher always ensured that he was highly reflexive and conscious of his own biases during these observations made in interviews (Maree et al., 2020). This was ensured by placing his reflections directly next to his observations.

Finally, the researcher was the main instrument of data collection (Yin, 2011) and was self-

reflexive and understood that he may inadvertently direct and affect the mood of the interview (Yin, 2011). All data and the different participants allowed for data triangulation (Leavy, 2017). The golden standard of saturation was met once the data had met the aims and objectives of the study and no new themes arose from new interviews (Saunders et al., 2018).

1.13 DATA ANALYSIS AND INTERPRETATION

Thematic content analysis was used due to its ability to systematically examine the text and human communication obtained from interview transcripts (Adler & Clark, 2011). It aimed explicitly to reduce content and understand both overt and implicit meanings that circulate in the text (Leavy, 2017). Particular attention to how each word and language was used, e.g. the words chosen, the frequency, order and location (Miles et al., 2014). This attention to detail was done by the researcher immersing himself in the data to gain a deeper overall understanding of the social world of each participant, their meanings and experiences (Leavy, 2017). This meaningful data or chunks of data (the unit of analysis) were then developed into themes and categories (Creswell, 2014). Due to the complexities and in-depth analysis required in each case, this specific analysis enabled careful attention to the uniquely interwoven contextual factors, its setting and past of each case. These are vital factors that affected the value facilitation has holistically and in each case (Adler & Clark, 2011); resulting in a deeper understanding of what facilitation comprised, and, the forms and meanings it had (Leavy, 2017). In the words of Katz and Lazarsfeld (2009, p. 1), this analysis explores, “who says what, to whom, why, how and with what effect?” By implication, as content analysis primarily uses text for its analysis and to maximise on the quality of interpretations in the study, a carefully meticulous transcripts and field notes of both verbal and nonverbal communications were necessary (Leavy, 2017). Themes were consistently developed throughout this phase. Creswell’s (2014) six-step approach was applied. Sufficient time was given to hand-code data and the use of ATLAS.ti ensured the comprehensive handling, organising, arranging and storing of data (Miles et al., 2014).

1.14 ETHICS CONSIDERATION

Ethical clearance and approval from both the University of Pretoria’s Ethics Committee and the Health Sciences Research Ethics Committee were obtained before the study to ensure compliance with all ethical standards (Creswell, 2014). It is vital, as LwSs represent a vulnerable, historically oppressed and at-risk population. Due to the nature of qualitative research and the involvement of human participants, this study involved a sustained and in-

depth experience between the participants and the researcher (Guest et al., 2013). Refer to Table 1.2 for ethical considerations for this study and ethical application for full description.

Table 1.1

Summary of Ethical Considerations.
<ul style="list-style-type: none"> • By adopting a case study design and having interviews, this study probed deeply into the private lives of participants (Creswell, 2014). Within this study, I ensured that all participants are safeguarded (Leavy, 2017). • Identification of all participants were kept confidential, and anonymity was upheld by using pseudonyms (Miles et al., 2014). Only the researcher and supervisor had access to this information. All data will be kept on the supervisor’s password-protected laptop and kept for 15 years in a locked cupboard in a secure office (Creswell, 2014). • Prior approval and consent were obtained from all individuals and all individuals in authority. Minimal interruption and respect were given to all sites. Both a consent form and information letter were provided together to all participants informing them of the purpose, design, the time required, their rights and any risks, any benefits, essential contact details and what the study entailed (Leavy, 2017). • Only voluntary consenting participants was included in the study, and at any point within the study, participants could withdraw without repercussions (Creswell, 2014). No plagiarism occurred. All other ethical procedures please refer to ethics application.
COVID-19 Precautions taken and measured taken
<p>To prevent the spread of the COVID-19 pandemic the following protocols from the World Health Organisation (2021) was used:</p> <ol style="list-style-type: none"> 1. Participants were welcomed to have a virtual meeting online using password protected software such as: Zoom. 2. If participants decided to participate and have an in-person interview: <ul style="list-style-type: none"> • Social distancing was maintained in, before, during and after the interview. • All surfaces (desks, chairs, tape recorder and any other objects present) was sanitised before and after the interview. • Sanitizing of hands occurred when I meet with the participant, during the interview as well as at the end of the interview. • Participants and the researcher always wore masks during the interview. If participants do not have access to a mask, the researcher provided a mask that is clean to the participant. Masks always cover the nose and mouth of the participant and researcher. A bent elbow was used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals. • In addition, the availability of a bathroom was ensured where a participant can wash their hands with soap and water, or an alcohol-based hand rub. • A safe distance was maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview was rescheduling to suit the participant.

1.15 OVERVIEW OF STUDY

In this mini-dissertation, the following chapters are outlined as follows:

➤ CHAPTER 1: INTRODUCTION, RATIONALE AND OVERVIEW

As seen above, Chapter 1 covered an overview of the purpose of the study and its rationale, and provided a brief literature and introduction to the study. Additionally, the primary and secondary research questions were provided, followed by the working assumptions and key definitions for the study. It also contained an overview of all research process, methodology, epistemology, data collection and analysis, as well as ethical considerations. But most significantly, it discussed the purpose and significance of the study.

➤ CHAPTER 2: LITERATURE REVIEW

Chapter 2 explores both international and local literature of facilitation. Significantly, this chapter reveals how facilitation came into existence in the South African context as well as internationally. The significant gaps in facilitation literature, as well as the challenge and the possible benefits facilitation as an inclusive education intervention are explored. The international roles of facilitation for all participants are explored, followed by the exploration of the importance of educators in the facilitation process, as well as the international literature that explores strategies that should be implemented to increase the value of facilitation.

➤ CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 outlines all research methodology and design this study used. This includes a discussion of the participant selection, data collection quality criteria, data analysis and interpretation are provided. The ethical considerations are additionally covered.

➤ CHAPTER 4: FINDINGS OF THE STUDY

The findings, as well as the themes and subthemes of the study are presented in Chapter 4.

➤ CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

In the final chapter, the findings of the study are positioned in literature, and the research questions presented in Chapter 1 are answered. This is then followed by the limitations of the study and its contributions, as well as recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter the researcher will be examining how facilitators have come to position themselves as an inclusive educational intervention strategy for learners with special needs (LwSs) in international as well as in South African empirical literature. This will be done by the exploration of the main trends, findings and gaps in literature that relate to the ambiguity of roles and responsibilities they have; the fundamental debates around the training of facilitators; the contextual and environmental factors that contributes to and has implications for facilitators' within their working environments; the positive and negative impact facilitators have on LwSs, as well as the perspectives teachers and LwSs have of them.

2.2 INCLUSIVE EDUCATION AS THE FOUNDATION FOR FACILITATION

School and quality education can be described as the primary mechanism through which young children and adults have an opportunity to gain knowledge, skills, and establish a foundation for academic achievement, future success, employment, happiness and improved their quality of life (Ebersöhn & Eloff, 2006; Li & Qiu, 2018). However, historically schools have been institutions that can discriminate, segregate vulnerable children, and prevent their meaningful participation in learning opportunities in the classroom (Ebersöhn & Eloff, 2006). Considering the current challenges the South African education system faces, inclusive education was implemented through the creation of the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (White Paper 6) (Hess, 2020). White Paper 6 describes inclusive education as an international education philosophy or ideal that strives to transform previous educational practices to address the issue of inclusiveness. Inclusive education also ensures that all learners have the right to education and all children have equal access to the same educational opportunities (Duke & Berlingo, 2020).

In addition, by implementing the National Strategy for Screening, Identification, Assessment and Support (SIAS), the South African Department of Basic Education (DBE) aims to respond to all the needs learners and improve access all learners have to education in the South African educational system, with the main focus on learners who are vulnerable, marginalised and often excluded, as well as learners who experience learning barriers (Angelides et al., 2009; DBE, 2014; Nel & Grosser, 2016; Hess, 2020). Through the implementation of the SAIS policy document, stakeholders and support teams in schools are provided with a framework of

standardised procedures to support the early identification, assessment, and the provision of programmes for all learners who require support for their barriers to learning (DBE, 2014; Nel & Grosser, 2016). Firstly, through the implementation of Individual Support Plans for LwSs that is defined as “a plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and the school-based support team” (DBE, 2014 p. 8). Secondly, curriculum differentiation allows LwSs needs to be addressed by modifying and adapting teaching methodologies, strategies, assessment strategies and the content of the curriculum by examining the LwSs’ level of functioning (DBE, 2014).

But more importantly, in individualised support plans, facilitators are seen come into within the highest level of support which necessitates “daily individual or small-group support and/or supervision by an adult” for LwSs (DBE, 2014 p. 21). Secondly, facilitators are specifically commissioned in the ‘Guidelines for Full-service/ Inclusive schools’ policy document (DBE, 2010) where facilitators are mentioned as education staff members to include personal providing support interventions that are ‘professional support’ for educators by non-educators, caregivers or support interventions provided to personal such as “peer tutors, volunteers, paraprofessionals and others” (DBE, 2010 p. 21). Problematically, according to a South African study conducted on facilitators, Bergstedt (2015), Bergstedt (2015) found that not only are the above-mentioned definitions vague but, as a result, as a supportive intervention these definitions contribute to the interventions’ poorly defined objectives, aims and purposes. As a result, Bergstedt (2015, p. 5) questions whether facilitators have an “identifiable position in inclusive education”. Nonetheless, this specific limitation in South Africa’s definition of facilitators and facilitators is not unique, as internationally facilitation is seen to be unregulated as a supportive intervention (Bergstedt, 2015; Crowe et al., 2017). It is, however, essential to understand that the support provided by facilitators to support LwSs in the South Africa education system is not funded by the state, resulting in many parents privately employing facilitators for their LwSs with little guidance (Mtsweni, 2013; Bergstedt, 2015). This step by parents, by implication reveals the systemic disadvantage many poorer LwSs may have, as many families may be unable to employ facilitators privately (Bergstedt, 2015).

2.3 THE CONTINUALLY ELUSIVE AND UNRESOLVED AMBIGUITY OF THE ROLES AND RESPONSIBILITIES OF FACILITATORS

In both international and local literature, facilitators can be regarded as key members of any learners with special needs (LwSs)’ special inclusive education learning support team (Brock & Carter, 2013; Nicholls, 2017; Sheehy et al., 2018). Historically, facilitators have provided

supervision and personal care for LwSs (Carter et al., 2009; Sheehey et al., 2018). But in addition to this facilitator are essential, as they have come to serve as effective connectors amongst and between teachers, parents, learners and community service providers for a LwS's education (Chopra et al., 2004). Since facilitators have entered the inclusive classroom in most countries almost 50 years ago, international literature over the past 15 years has documented and recognised that facilitators' overall roles and responsibilities have dramatically developed. These roles and responsibilities have become increasingly varied over time rather than being a pre-planned service-delivery strategy (Wallace et al., 2001; Giangreco et al., 2002; Giangreco & Broer, 2007; Carter et al., 2009; Fisher & Pleasants, 2012; Nicholls, 2017; Sheehey et al., 2018). The multidimensional roles facilitators have come to hold have come to include both instructional and non-instructional duties such as instructional support to individuals or small groups (Giangreco & Broer, 2005; Carter et al., 2009; Liston et al., 2009; Cutts, 2010; Ratcliff et al., 2011), implementing behavioural and discipline programs, managing complex challenging behaviours of LwSs (Nicholls, 2017; Mann & Whitworth, 2018; Sheehey et al., 2018); teaching social skills and support in non-academic settings (Wallace et al., 2001; Carter et al., 2009; Liston et al., 2009) to clerical and housekeeping tasks (Riggs & Mueller, 2001; Nicholls, 2017; Mann & Whitworth, 2018). Problematically, Giangreco and Broer (2005) indicate that very little documentation has taken place to indicate the time facilitators spend on each role.

2.4 FACILITATORS BRIDGING THE GAP BETWEEN LINGUISTICALLY AND CULTURALLY DIVERSE FAMILIES

In more current literature, studies such as Sheehey et al. (2018) significantly reveal the increasing importance facilitators have in South African context due to South Africa's diverse cultures and languages. The 2018 article by Sheehey et al. revealed how facilitators have come to function as "cultural brokers" and bridge cultural gaps in their contexts by exploring the interactions of families of LwSs who are culturally and linguistically diverse and their facilitators (Sheehey et al., 2018, p. 44). Studies indicate that facilitators can bridge the gap between schools and parents for three reasons: Firstly, due to their intimate knowledge of families' and learners' diverse cultures and ethnicities, languages and life situations, but also their knowledge of inclusive schools and their classrooms (Ernst-Slavit & Wenger, 2006; Sheehey et al., 2018). Secondly, facilitators are active members of their community (Barnett et al., 2018; Sheehey et al., 2018). But, due to facilitators' active membership in communities, they are able to make school experiences less unfamiliar for LwSs by connecting these

experiences to their own knowledge and cultural experiences (Genzok, 1997). Thirdly, facilitators are frequently interacting, interpreting, communicating and providing information between parents and schools and between schools and parents (Fisher & Pleasants, 2012; Sheehey et al., 2018; Rusch et al., 2019). More significantly, The article by Sheehey et al. (2018) reveals the uniquely increasing potential roles facilitators have in the South African context. However, a gap exists in literature, as very few articles have examined the experiences that exist between linguistically and culturally diverse families and facilitators. Although Sheehey et al. (2018) article reveals that this topic was considered to be unimportant before; however, it is significant in the South African context.

This thus increases the nature and scope of a facilitator's work in both local and international literature and has led to many authors critically questioning the issue, and raising concerns about the appropriateness of roles facilitators are expected to perform and the lack of clarity facilitators have about their roles (Giangreco & Broer, 2005; Giangreco et al., 2010; Brock & Carter, 2013; Mann & Whitworth, 2018; Sheehey et al., 2018). Significant studies, such as Tews and Lupart (2008), Giangreco et al. (2010) and Ratcliff et al. (2011), state that literature in the field continually reveals that there is no current agreement regarding the most effective roles, skills and responsibilities facilitators should perform. Significantly, a leading and significant author in the field, Michael Giangreco and his co-authors, have described this issue as "an elusive and unresolved issue in the field" (Giangreco et al., 2010, p. 52). Resulting in both facilitators themselves, and teachers lacking an understanding of the specific duties and expectations that facilitators should perform (Tews & Lupart, 2008; Ratcliff et al., 2011). In addition, evidence indicates facilitators perform their duties without guidelines or clear job descriptions (Liston et al., 2009; Brock & Carter, 2013). This, in turn, has resulted in the general miscommunication between teachers and facilitators and them not meeting expectations placed on them (Cutts, 2010). Ultimately, facilitators have thus come to adopt both appropriate and inappropriate roles (Brock & Carter, 2013). The implication of these multidimensional roles thus warrants an investigation into the potential value facilitators may have in South Africa.

2.5 THE TRAINING DUALITY OF FACILITATORS

In acknowledgement of the ambiguity that exists in the roles and responsibilities of facilitators and in order to understand their potential impact, it is important to examine literature investigating the training of facilitators. Two main literature reviews exist within the field of facilitation, and these studies are Giangreco et al. (2001a) and Giangreco et al. (2010) which has examined over 75 academic articles from 1991 to 2007. According to Giangreco (2003)

and Giangreco et al. (2010), Giangreco argues that two situations exist in the training of facilitators and their role in the inclusive classrooms.

In the first situation, evidence has found a growing practice where qualified teachers are handing over a substantial amount of teaching to facilitators who are assigned to LwSs (Wallace et al., 2001; Giangreco et al., 2002; Carter et al., 2009). This is due to the teachers' assumptions that facilitators are specially trained to work with these LwSs who usually have the greatest learning and behavioural challenges and needs. However, literature reveals an alarming long-standing trend since the 1990s that continues to this day that affects the ability of facilitators to confidently and adequately perform duties. Although evidence argues against this practice, facilitators tend to consistently be the least or inadequately qualified professionals who are typically poorly supervised in schools (Giangreco, 2003; Giangreco, 2010; Giangreco et al., 2010). These professionals are found to have insufficient amount of specialized training, skills, experience and knowledge to work with LwSs. Even more alarming is the fact that some may have no formal training at all (Matheny & Oslin, 1970; Giangreco et al., 2002; Carter et al., 2009; Giangreco et al., 2010; Rispoli et al., 2011; Capizzi & Da Fonte, 2012).² Evidence indicates that these unqualified facilitators have also been found to manage their LwSs' curricula, plan lessons, provide unplanned accommodations, assign marks and teach subjects facilitators themselves felt under-skilled to teach (Giangreco & Broer, 2005; Patterson, 2006). In addition, it is more problematic that the 2008 study by Tews and Lupart indicates that the degree of this decision-making facilitators has come to hold with LwSs is under-researched as well.

In the second situation, a more severe circumstance exists where educators are at a higher risk, more willing to and feel justified in allowing facilitators to take on the majority of instructional responsibilities if facilitators have received any form of training (Giangreco, 2003). Problematically, this typical training is in the form of a singular college course (Giangreco, 2003), singular workshops or one day in-service workshops (Rispoli et al., 2011). Giangreco (2003) and Rispoli et al. (2011), stated that this approach to training was shown to be ineffective in training facilitators to work with the complexities of learning and behavioural disorders (such as autism spectrum disorder). Nonetheless, international research suggests that effective training opportunities for facilitators are highly sporadic, limited and unfunded (Pickett et al., 2003; Carter et al., 2009; Koegel et al., 2014). Furthermore, international studies indicates that

² Matheny and Oslin (1970) is an outdated reference, but it is included to demonstrate the historical significance.

these opportunities are disconnected or perceived to be irrelevant to the needs and responsibilities of facilitators, nor are they competency based or linked to opportunities for career development (Carter et al., 2009; Mason et al., 2020; Pickett et al., 2003).

2.6 THE EDUCATOR'S PERCEPTUAL TRAP

It is important to realise that Giangreco (2003) criticised the fact that educators may fall victim and perceive facilitators' support as an effective intervention for LwSs. Giangreco (2003) stated that the perception of effectiveness must not be confused by the fact that this intervention shifts the responsibility and pressures of educating these learners to facilitators. In addition, researchers have found that teachers focus more on the feasibility factors of interventions, their personal beliefs and what they perceive to be effective about the practice rather than the empirical effectiveness of an intervention (Boardman et al., 2005; Borders et al., 2015). Therefore, it is vital to investigate how educators use facilitation in a South African context.

2.7 STRUCTURAL AND SYSTEMIC PERCEPTIONS AND TRAINING OF FACILITATORS

Forman et al. (2009) stated that, for interventions to be effective in large-scale reform efforts in schools, such as schools' efforts to adopt inclusive educational practices, it is critical for and highly influenced by educator's ability to buy in into these interventions. This 'buy in' is essential for all members in a school environment, principal and teachers included, to create, challenge and support an inclusive culture (Booth & Ainscow, 2011). By extension, local and international research recommend that, for these educational practises to be most effective, educators and special educators need to be competent and committed to delivering them (Bothma et al., 2000; Hay et al., 2001; Engelbrecht, 2006; Knight et al., 2019; Navarro-Mateu et al., 2019). This is important, as a consistent finding in many studies is that facilitator's primary and dominant form of training is in-house and through their experiences in classrooms (Wallace et al., 2001; Carter et al., 2009; Giangreco et al., 2010). Specifically, schools have been found to and more likely to rely extensively on teachers to be mentors, supervisors and provide feedback and training to facilitators (Giangreco, 2001a; Giangreco & Broer, 2007; Cutts, 2010; Giangreco et al., 2010; Chopra et al., 2018). Carter et al. (2009) further indicated that these training approaches often are informal, individualised and highly idiosyncratic, but more importantly, the quality of training is highly dependent on the educator who is allocated to such professionals. Therefore, demonstrating the essential role teachers hold in relation to facilitators and by implication their potential value (Brock & Carter, 2013) and by implication

the possible inclusion or exclusion of LwSs may have.

Secondly, studies have found that educators often express that their in-service and or professional training did not focus adequately on effective supervision techniques for facilitators and educators thus feel inadequate to be effective in preparing facilitators or improving their professional performance (Wallace et al., 2001; Giangreco, 2003; Carter et al., 2009; Seedat, 2018). Carter et al. (2009) article thus question whether this approach may actually not be the most effective or practical method to train facilitators. As a result, Carter et al. (2009) and Cutts (2010) recommended that there is a need for further research to explore the training strategies used to deliver and appraise facilitators. But in addition, Cutts (2010) recommended the inevitable need for teachers to develop an understanding of how to effectively communicate their expectations to facilitators in order to have a successful relationship.

With the above recommendation in mind, it is especially significant to understand that Mason et al. (2020) reveal that an ongoing obstacle in the field of education is the lack of highly skilled and well-trained special educators. Secondly, this is further problematic, as Walker and Smith's (2015) and Seedat's (2018) studies state that special education teachers in comparison have fewer opportunities for professional development than teachers who work with learners without special needs. Thirdly, this may be a significant concern to investigate in a South African context, as facilitators internationally are seen to be frustrated, as special educators are seen to only dedicate less than two percent of their time for the training, supervision, meetings or provision of feedback to facilitators (French, 2003; Giangreco & Broer, 2005). In line with this trend, internationally evidence indicated that one-on-one facilitators tend to spend nearly a quarter of their time in self-directed activities that were not supervised by the educator (Giangreco & Broer, 2005). Thus, by implication, this statistic in the Giangreco and Broer justly questioned whether LwSs are receiving enough instruction or support at all.

Ultimately, these studies echo the possible underlying lack of understanding of the roles and expectations for facilitators and teachers have as mentioned above, and confirm Cutts's proposition (2010) that it is vital for teachers to investigate better ways to utilise facilitators and the value they may add in the inclusive classroom.

2.8 VARYING SYSTEMIC PERSPECTIVES ON LWSs IN INCLUSIVE EDUCATION

However, this situation may be further confounded by many teachers' reluctance to participate

in and some teachers' negative to neutral attitudes towards inclusive education, according to De Boer et al. (2011), Navarro-Mateu et al. (2019) and Duke and Berlingo (2020).

In some cases, evidence indicates that educators' negative attitude towards inclusive education may be shared with a negative perspective on disability. International studies, such as Duke and Berlingo (2020), warn that this potential negative attitudes towards special needs may stem from outdated and invalid notions about the limitations of LwSs and that these limitations/'deficits' are rooted in their biology and 'fixed' without remediation. This is further reflected in many South African educator training programs that were found to focus and led by a medical-pathological model of disability (Oswald & Swart, 2011). In turn, LwSs have been treated differently and separated from others with the assumption that this separation may benefit LwSs due to this underlying belief (Agran et al., 2020; Duke & Berlingo, 2020). Furthermore, this may point to why teachers continue to be hesitant or resist inclusive educational practices (Duke & Berlingo, 2020) or may represent broader political and societal patterns of discrimination towards disability (McEwan & Butler, 2007; Agran et al., 2020).

But research also argues that in African contexts African beliefs of LwSs is ambivalent (Ndlovu, 2016). In most traditional African belief systems' perspective, disability and individuals with disabilities, whether physical or mental are seen as hopeless, cursed, helpless, and a burdensome disease resulting from sin, witchcraft, juju or supernatural forces (Etieyibo & Omiegbe, 2016; Ndlovu, 2016; Nyangweso, 2018). While it is the belief of other African cultures, as does our South African legislation, that LwSs are individuals and have the same rights and responsibilities as others (Du Plessis, 2013; Ndlovu, 2016). Therefore, in the South African context a combination of viewpoints may enter the classroom due to the diverse ethnic and cultural backgrounds of both teachers and facilitators.

In recognition of the above, Duke and Berlingo's (2020) standpoint argues that it might not be clearly evident whether these perceptions result in or cause altering behaviours in the classroom. However, in agreement with the authors, it may be warranted to acknowledge to some degree that some professionals, such as teachers, may act in accordance with these perceptions. For example, Adewumi, Mosito and Agosto's South Africa study (2019, p. 12) conducted with teachers in the Amathole District in the Eastern Cape, was found to describe the inclusion of LwSs in their classrooms as "extra burdens" and in the same study, a district official was found to indicate that teachers may be reluctant to assist LwSs after hours as well. Secondly, these teachers were also found to often complain that "there is no time" for them to fully include LwSs in their class (Adewumi et al., 2019, p. 11).

Literature agrees that this negative attitude towards local and international inclusive education practices is due to the extensive paperwork required, teachers' large and diverse classrooms with class sizes with a variety of LwSs (Giangreco, 2003; Giangreco & Broer, 2005; Billingsley, 2007; Giangreco et al., 2010; Nel et al., 2014; Adewumi et al., 2019), the increased workload it may involve (such as writing individual education plans (IEPs) and the adaptation of the curriculum specifically for LwSs) (Billingsley, 1993, 2004; De Boer et al., 2011; Adewumi et al., 2019) and because teachers feel uncomfortable or lack the skills to teach diverse groups of learners, including LwSs, as mentioned above (Giangreco et al., 1997; Wallace et al., 2001; Giangreco, 2003; Donohue & Bornman, 2014; Seedat, 2018; Adewumi et al., 2019). But instead of empowering teachers in inclusive education, studies suggest that this lack of skills or training has made it difficult for these teachers to accommodate learners or have the confidence to implement inclusive practices in the classroom primarily (Brock et al., 2014; Nel et al., 2014; Adewumi et al., 2019). Agran et al. (2020) indicate that this fear may be because of teachers not knowing what either teachers or LwSs are capable of. But Douglas et al. (2016) and Flower et al. (2017) suggested that both general and special educators may not have the necessary skills to develop or implement behavioural supports for LwSs and their facilitators. Thus, due to the rapid implementation of an inclusive education system, many South African educators for Oswald and Swart (2011, p. 391) have fallen victim to “cynicism, hopelessness and even a rejection of the transformation policies”, calling to question how the addition of a facilitator has impacted the learning of their LwSs and whether it is valued, based on the above. This is especially important, since Pitsoe (2013) study found that educators low motivation and lack of incentives have been found to have adverse influences on their actions and overall performance (Pitsoe, 2013).

Interestingly, De Boer et al. (2011) study indicated that teachers' attitude towards LwSs may also differ according to the type of disability LwSs have. Problematically, two literature reviews across numerous countries spanning 24 years (1984–2008), have found that this negative attitude was held for learners with more complex learning disabilities, emotional and behavioural problems, while mild physical and sensory disabilities were shown to have more positive views (Avramidis & Norwich, 2010; De Boer et al., 2011). This is especially concerning for facilitators, as their work by nature mainly concerns the most challenging and difficult LwSs as mentioned above.

Promisingly, in De Boer et al. (2011), literature review and other studies such as Navarro-Mateu (2019), demonstrated that teachers with fewer years teaching experience held more

positive attitudes about the inclusion of LwSs than those educators who had many more years' experience. The literature review by De Boer et al. (2011) revealed the positive impact experience in working directly with LwSs had on teachers' attitudes. By implication, these studies mentioned above may raise concerns about the openness of teachers in adapting their teaching styles and practices to incorporate inclusive education practices and facilitators in their classes.

2.9 THE TIPPING POINT

The above aforementioned findings represent that one of the greatest pervasive threats to the education of LwSs both internationally and in South Africa, is the lack of qualified special education teachers in schools and the role special educators have come to play in development and work with facilitators (Boe, 2006; Billingsley, 2007; Major, 2012; Pitsoe, 2013; Vittek, 2015; Adewumi et al., 2019; Billingsley & Bettini, 2019).

Firstly, in South Africa, according to the OECD (2019) Teaching and Learning International Survey and Armstrong study, the majority of teachers in the South African education system will need to be replaced in the next decade, as 32 percent of teachers are 50 years old or older. De Boer et al. (2011) study indicated that it is important to understand that a large portion of these older teachers are at a higher risk of being 'stale' in the profession and have found it difficult to teach various LwSs in their classes, may leave (De Boer et al., 2011 p. 8). But problematically, many experienced and knowledgeable special education educators who idiosyncratically train facilitators will also be leaving.

Secondly, this is further confounded, as studies which argue that the retention of good experienced and knowledgeable teachers as an essential strategy to solve not only the teacher shortage in the education field but also the education of LwSs may not be realistically practical in South Africa (Billingsley, 2007; Armstrong, 2009; De Boer et al., 2011). Confoundingly, although new teachers are found to have positive attitudes towards including LwSs in classrooms, Pitsoe (2013), stated that the highest rates of attrition occur early in a teacher's career, especially with newly qualified special education teachers. Evidence indicates that one third of newly trained special education teachers are found to leave education in three and half years, and internationally, in America by their fifth year (Rice & Goessling, 2005; Cancio et al., 2013; Warren, 2018). Furthermore, studies indicate that high attrition rates does not only have the potential to destabilise the school's learning environment of LwSs, but it causes difficulties within schools to provide quality education, equity and efficiency (Pitsoe, 2013;

Warren, 2018). Additionally, this threat may further destabilise facilitation given their idiosyncratic training and unique collaborative relationship between teachers and their training.

Literature continues to support the position that other reasons why teachers leave special education across countries and in South Africa, are due to a range of systematic social, personal and economic reasons and issues (Billingsley, 1993, 2007; Pitsoe, 2013). These factors include working conditions (Conley & You, 2017), lack of resources (Adewumi et al., 2019), high rates of burnout, overworked teachers and emotional exhaustion (Giangreco & Broer, 2005; Corkum et al., 2014; Warren, 2018), being underpaid (Pitsoe, 2013), increased stress (Miller et al., 1999; Fore et al., 2002), conflicting role demands (Pitsoe, 2013) to the lack of support from administration and parents, to mention a few (Billingsley, 2007; Fish & Stephens, 2010; Vittek, 2015). Furthermore, special educators are more likely to have poor job satisfaction and move to another position or to teaching in general education in comparison to their corresponding colleagues in general education (Stempien and Loeb, 2002; Billingsley, 2004; Boe, 2006; Vittek, 2015). However, studies have identified that special educators' ability to serve and teach learners was the most influential factor for teachers to stay and pursue the field rather than the paperwork required as well as managing other professionals, such as facilitators (Giangreco & Broer, 2005; Fish & Stephens, 2010; Vittek, 2015; Adewumi et al., 2019). Once special educators are not able to perform this role, this has resulted in teachers' decisions to leave the teaching profession (Giangreco & Broer, 2005).

The above-mentioned studies demonstrate the potential challenges and perspectives teachers hold and navigate through in the current landscape of inclusive education and extend potential attitudes towards facilitation as an inclusive practice in South Africa. Nevertheless, these studies reveal the importance for researchers to investigate how South African educators negotiate facilitation, how facilitation may contribute or effect the education on LwSs or how their views may inadvertently continue to affect their expectations and the roles of facilitators have ? This is especially important, as teachers are vital for facilitators' primary mechanism for training. However, the extent to which these attitudes affect teachers' behaviour or willingness to ensure that inclusive education is possible for LwSs is not clear (De Boer et al., 2011).

2.10 CONTRADICTIONS AND PERSPECTIVES OF FACILITATORS IN FACILITATIONS

In direct contrast to the above studies, such as Liston et al. (2009), Walker and Smith (2015)

do however acknowledge that some facilitators are highly educated with bachelor's degrees and are highly experienced, but Giangreco (2003) emphasised that these individuals are in the minority. Mann and Whitworth's 2018 study further found that the majority of facilitators described themselves in a survey as being highly skilled, well prepared and confident in working with LwSs. Articles such as Rispoli et al. (2011) demonstrate that, if facilitators are trained to implement interventions, e.g. social stories, they have positive results.

A troubling growing trend in academia suggests that some schools face a challenging dilemma in finding and maintaining employment of a sufficient amount of facilitators that have the desired level of qualifications needed to work with LwSs (Giangreco & Broer, 2005). Even though there is very limited research and a gap in literature about the job satisfaction of facilitators (Williams, 2016), the reasons for this dilemma that schools encounter echoes research mentioned above. These include insufficient training or funding by schools (Tillery et al., 2003; Walker & Smith, 2015), limited opportunities for professional development, poorly defined job descriptions, poor compensation (Giangreco & Broer, 2005; Giangreco et al., 2010; Williams, 2016), stressful and poor working conditions (Tillery et al., 2003), disrespect (Fisher & Pleasants, 2012) and feelings of isolation to others (Fisher & Pleasants, 2012; Williams, 2016) despite schools' management describing how fortunate they are to employ these facilitators (Giangreco et al., 2010). This has resulted in professionals having a high probability of leaving due to better opportunities outside education (Tillery et al., 2003). It is therefore essential to gain insight into South African facilitators' voices, as they serve a critical role in inclusive education as possibly the primary mechanism for support for LwSs.

Furthermore, international studies such as Shyman (2010) found that, due to the role conflict, emotional demands, facilitators' own sense of efficacy and the supervisor support facilitators receive, these factors are all essential predictors of facilitators' emotional exhaustion. Studies such as these reveal the personal struggles and emotional wellbeing of facilitators in facilitation. It is therefore important to examine whether South African facilitators also experience emotional states such as frustration, anger, sadness, helplessness and feelings of being overwhelmed for similar reasons as compared to international facilitators.

2.11 THE POTENTIAL IMPACT OF FACILITATION ON INDIVIDUALS

Although in inclusive education evidence-based practices have been identified, Walker et al. (2020) argue that only a few studies have examined whether evidence-based practices are realistically occurring in the inclusive classroom. Literature examining facilitation consistently

provides evidence and recognises that the potential benefits trained facilitators may have with LwSs only occur when facilitators are under specific and defined conditions. More specifically, evidence indicates that facilitation is seen to be beneficial when facilitators are under careful planning and direction as well as given adequate supervision from qualified professionals (Morgan & Ashbaker, 2001; Wallace et al., 2001; French, 2003; Giangreco et al., 2010; Rispoli et al., 2011; Walker et al., 2020). To increase the probability of having these positive impacts on LwSs' outcomes leading authors have recommended that facilitators should take on a supportive role and provide assistance rather than primary instruction for LwSs (Giangreco et al., 2002; Giangreco et al., 2011; Brock & Carter, 2013).

International studies have found that if facilitators are given instructional planning or prior training, they have the potential to increase several academic skills, increase the LwSs' ability to access content, teach communication skills, facilitate social interactions and manage complex behaviours (Lane et al., 2007; Giangreco et al., 2011; Rispoli et al., 2011; Brock & Carter, 2013; Koegel et al., 2014; Chopra et al., 2018; Walker et al., 2020; Yates et al., 2020). Furthermore, according to a meta-analysis by Walker et al. (2020), these positive outcomes were seen to be higher in group settings over individual support due to the possible peer interactions that may encourage appropriate behaviour. In addition, it is important to consider that these positive results found in Walker et al. (2020) study occurred when facilitators were trained by researchers and not teachers.

International studies examining LwSs' perspectives about facilitation have seen mixed results (Broer et al., 2005; Tews & Lupart, 2008). These studies indicated that LwSs' feelings range from isolation and rejection to frustration due to the proximity of the facilitators or by completing separate activities in isolation from their peers (Broer et al., 2005; Giangreco et al., 2001b; Hemmingsson et al., 2003; Tews & Lupart, 2008). More importantly, in Broer et al. (2005, p. 421), learners recognised themselves as "*different*". By requiring extra assistance from facilitators, LwSs may reflect broader inclusive education literature which reveal that LwSs are more likely to be perceived in a different way, singled out, labelled and have an additional stigma associated to them which inadvertently fuels increased levels of negative attitudes and beliefs towards and about LwSs (Giangreco et al., 1997; Giangreco et al., 2001b; Jensen, 2004; Giangreco & Broer, 2005; Saloviita, 2019). Furthermore, it is well established in literature that these learners have shown to demonstrate lower autonomy, loss of personal control, learnt helplessness, lower self-determination and expressed a need to be independent (Giangreco et al., 1997; Tews & Lupart, 2008; Giangreco et al., 2011).

However, literature extensively recommends against the use and overreliance of one-to-one facilitators, as this form of intervention has comprehensively been associated with a host of unintentional adverse effects. One-to-one facilitation has been found to interfere with or inhibit the academic progress of learners by providing too much assistance; facilitators have been found to intervene while learners complete work, or they complete the work for LwSs (Giangreco et al., 1997; Broer et al., 2005; Giangreco et al., 2011). Although, facilitators may have the best motives in mind and these motives stem from the special bond they have and the strong commitment to their LwSs, this type of behaviour was found to interfere with the ownership and legitimacy of the LwSs and the LwSs' work as well (Giangreco et al., 2001b; Giangreco, 2010; Chopra et al., 2018). Alternatively, this may reflect a more systematic or broader issue in inclusive education where facilitators' own assumptions of the 'limitations' or 'disability' of LwSs affect their work performance (Duke & Berlingo, 2020).

For example, the Giangreco et al. (1997) study indicated that facilitators who provided supports, such as prompting, show little evidence of fading out these supports or inadvertently encouraged the LwSs' dependence on them. Observations made by both special educators and parents about a LwSs' social interactions and peer networking have been found to have either a positive or negative effect, based on the LwSs' peers' opinions of the facilitator (Giangreco et al., 1997; Broer et al., 2005; Tews & Lupart, 2008). For example, in Tews and Lupart's study (2008), due to the LwSs' potential reliance on facilitators, their perceived ability to interact with others depended on the extent of time they spent in the proximity of the facilitators. Giangreco et al. (1997) warned that LwSs and their facilitators may inadvertently be perceived by other learners as a single unit.

Broer et al., (2005) study revealed that the perspectives learners held about their facilitators had four interrelated themes. Although each theme was described to have both positive and negative perspectives, each theme raised significant concerns. These included: a mother, friend, primary teacher and a protector, while other evidence suggests learners expressed feelings of companionship and appreciation towards facilitators (Broer et al., 2005). Furthermore, the quality and quantity of teacher engagement and the development of an LwS's relationship with their teacher was either inhibited or affected by the facilitator (Broer et al., 2005; Tews & Lupart, 2008; Giangreco et al., 2010).

Interestingly, a study by Giangreco et al. (1997) found that the facilitators' gender was perceived as more important than the LwSs' gender in cases where they were opposite. For example, facilitators instructed the participation of their LwSs in physical education classes to

the opposite gender, or facilitators took their LwSs to the opposite gender's toilet (Giangreco et al., 1997). Ultimately this evidence reveals earlier debates around the appropriateness versus inappropriate roles of facilitators come to take, as the "ownership" or responsibility of LwSs was seen to be affected (Tews & Lupart, 2008 p. 44).

As a result, internationally studies have demonstrated that facilitation has had and has the potential to contradict essential primary objectives of inclusive education. These include the ability for inclusive education to teach skills that should foster physical, academic and social independence, increase self-directed activities and independent engagement of LwSs for example (Causton-Theoharis & Burdick, 2008; Conroy, 2008). By implication, due to the lack of South African research on the potential impact of facilitation, it is vital to examine how facilitation impacts our unique LwSs. By examining the perspective of learners, we may contribute to our current understanding of the possible barriers and successes South African LwSs have and reveal the complex potential impact facilitation has.

2.12 REVEALING UNDERLYING CONCERNS REGARDING FACILITATION IN THE FIELD OF INCLUSIVE POLICY

As demonstrated throughout the above international and local literature review and in agreement with other studies, inclusive practices of LwSs, such as facilitation, require essential elements internationally and locally to be met. These characteristics include the sufficient training and knowledge of teachers and support professionals, adequate amounts of support provision to teachers and LwSs, effective teaching methods, material and learning opportunities for LwSs and the positive attitude of stakeholders (Frankel et al., 2010; Donohue & Bornman, 2014; Zwane & Malale, 2018; Kauffman et al. 2020).

However, although literature has sited commonalities that affect inclusive practices, Engelbrecht (2006), Donohue and Bornman (2014) and Murungi's (2015) studies criticise that South Africa has many challenges in its conceptualisation and implementation of inclusive education and inclusive education policy. However, many authors argue that, although these challenges may be experienced in South Africa, the same challenges may not be unique to our own context, but rather, our current educational practices may reflect and be based to some extent on the flaws of the international movements in inclusive education and special needs (Donohue & Bornman, 2014; Murungi, 2015; Haug, 2017; Zwane & Malale, 2018). Such authors' criticisms state that internationally our understanding of inclusive education as a concept is argued to be still evolving (Murungi, 2015; Haug, 2017). In agreement with these authors, Walton (2017) stated that internationally many countries' meaning, definitions and

implementations of inclusive education vary greatly and are still debated, but also these varying definitions are implemented differently across and in schools. Consequently, this international trend may possibly demonstrate why, as Murungi (2015) study argued, South African challenges to inclusive education are due to its own inclusive policies lacking clarity, which may have resulted in the poor implementation of these policies, by extension facilitation policies.

Specifically, Giangreco (2003, 2010) and Giangreco and Broer (2005) stated that the extensive reliance of unqualified facilitators to teach LwSs may reflect a double standard in inclusive education. By critically examining this phenomenon we may examine the “unspoken perception” (Giangreco et al., 2001b, p 59) of ableism. Facilitation as an inclusive education intervention may inadvertently be deemed acceptable and the norm for LwSs to receive services and instruction by untrained and unsupervised professionals (Giangreco et al., 2001a; Giangreco & Broer, 2005; Giangreco et al., 2010). Yet, the same situation may not be deemed unacceptable by learners without special needs and thus may reflect the underlying injustice stakeholders unintentionally place on LwSs (Giangreco et al., 2010; Mtsweni, 2013). Thus, Haug (2017), argued that research should focus on how inclusion should be and is to being achieved in schools. Haug (2017) and Seedat (2018) argued that this focus is important practical challenge in implementing inclusive education due to the gap between theory and policy within practice.

2.13 COLLABORATION AS AN ESSENTIAL STRATEGY

McLaughlin (2002), Brownell et al. (2006) and Patterson (2006) recommended that for an inclusive education system to function effectively, collaboration between teachers and support professionals, such as facilitators, can be viewed as a powerful strategy for LwSs to achieve the highest quality of education possible. Although facilitators are not trained to develop IEPs over qualified teachers (Corkum et al., 2004), one point of collaboration revealed by studies, such as Gonzalez et al. (2005); Ernst-Slavit and Wenger (2006) and Rusch et al. (2019) revealed that facilitators’ insights, experiences and knowledge of LwSs should be recognised as potential “funds of knowledge” for teachers (Ernst-Slavit & Wenger, 2006 p. 63). A study by Douglas et al. (2016) further echoed this position in their finding that through collaborative training and supervision, facilitators are able to benefit from other health care and educational professionals, such as educational psychologists. In addition, collaboration may be seen as a preventative measure for facilitators who work in marginal positions (Ernst-Slavit & Wenger, 2006; Rusch et al., 2019). But more importantly, collaboration may mitigate against, as Ernst-

Slavit and Wenger (2006 p. 78) argued, bilingual para-educators becoming marginalized and becoming the "hidden teachers" who work with LwSs who are overlooked and do "invisible work" in an education system surrounded by unequal practices.

To further illuminate this 'invisible work' international literature continually recommend that facilitators should receive information and communication about the LwSs' IEP, curriculum objectives and goals, as well as teachers' expectations of facilitators (Patterson, 2006; Chopra et al., 2018). It is thus by extension essential to research whether collaborative strategies are practically implemented in South African contexts, given the scarcity of literature on facilitation in South Africa.

Furthermore, as mentioned above, educators have been found to only use elements of interventions. Therefore, due to the scarcity of South African literature on facilitation there is a gap in literature that examines whether teachers or parents are aware or follow international collaborative guidelines such as the Collaborative Classroom Support Plan (CCSP) developed by Drs Capizzi and Da Fonte at the University of Vanderbilt in 2012. This tool has been specifically designed to identify fundamental duties and skills of professionals, how to communicate and share information and how to prepare facilitators effectively for their responsibilities (Capizzi & Da Fonte, 2012).

Nonetheless, South African studies, such as Nel et al. (2014), suggest that in our local context it is essential that researchers understand that the development and sustainability of successful collaborative partnerships in South Africa continue to be a challenge that has led to many potential ineffective practices. Lastly, Duke & Berlingo (2020) believed that what may be missing in inclusive education is the quality contact time given between LwSs in schools and by extension in society. By looking at levels and types of interactions over time for parents, teachers and facilitators with LwSs and the quality of such interactions, we will be able to gain insight into the educational value, misconceptions, practices and experiences of facilitation.

2.14 CONCLUSION

In this chapter, facilitation in international and local literature was provided. Facilitation is a controversial intervention that has limited research in South African context that presents with both positive and negative potential values in international literature. Problematically, the conceptualisation of facilitation is seen to be challenged internationally. Based on this literature review, it was vital to see whether there are similarities in the South African context.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the details of the research methodology paradigms and meta-theoretical theory that guided this research are discussed. An explanation of the research design, selection of participants, research location as well as the procedures used to generate, analyse data and the ethical consideration in the study is addressed and discussed. The benefits, limitations and decisions made to counteract possible challenges in the study are provided.

3.2 PARADIGMATIC PERSPECTIVE AND METHODOLOGICAL PARADIGM

This study has positioned itself in the social constructionist epistemological paradigm and used a qualitative methodological paradigm. The principles, assumptions and justification of the above-mentioned paradigms are provided in the section below.

3.2.1 PARADIGMATIC PERSPECTIVE: SOCIAL CONSTRUCTIONISM

Social constructionism abandons the idea that a person's mind is a true reflection of reality, but views knowledge as constructed and not created (Berger & Luckmann, 1991; Galbin, 2014). Society is assumed to have both a subjective and objective reality (Andrews, 2012). Conventional knowledge of how individuals understand their reality is not objective or unbiased, but rather subjective and different from the physical world (Burr, 2015). Knowledge is produced between people (Berger & Luckmann, 1991; Burr, 2015). Our concepts and ways of thinking about our world are formed through our social interactions and subjective experiences in everyday life in a society (Berger & Luckmann, 1991; Crotty, 1998; Galbin, 2014). Through this social process, the meaning is constructed and not through an object's or event's objective existence or properties. Nevertheless, this approach does not deny the objective existence of objects or events (Patton, 2015). Knowledge can be defined as "the current accepted ways of understanding the world" (Burr, 2015, p. 5). Thus, knowledge is historically and culturally specific and shaped (Berger & Luckmann, 1991; Patton, 2015). Furthermore, routines and the formation of habitual ways of understanding the world among groups of people become common knowledge to society and are thus experienced as objective forms of knowledge for future generations (Berger & Luckmann, 1991; Burr, 2015).

The advantages this approach and why it was selected for this study was because social constructionism allowed facilitation to be understood through its representations of participants

and understand that both its physical and social realities are socially constructed (Andrews, 2012).

Secondly, it allowed for the examination of multiple subjective realities about facilitation, and the potential value of facilitation has is socially constructed (Crotty, 1998). This meaning in social constructionism is seen to be constructed through the fluid and dynamic coordination, relationships and interactions of people (Crotty, 1998; Allen, 2005; Camargo-Borges & Rasera, 2013). This thus reveals the important role key members and the social system between the parents, teachers and facilitators of LwSs have during the meaning-making process of facilitation. But more importantly, any concepts of “truths” are seen through the shared meanings and agreement between groups of people (Patton, 2015). Furthermore, this epistemology allowed this research to move away from expert-based forms of knowledge and embrace each participant in the study and the researcher in co-creation of meaning by bringing their shared reality, dialogue and interactions into view (Camargo-Borges & Rasera, 2013).

Thirdly, the primary mechanism for these realities was established through language (Galbin, 2014). This was done through primary and secondary socialization and enculturation of institutions and significant others (Berger & Luckmann, 1991; Andrews, 2012); consequently adopting this epistemology, the manner language was used by participants to describe facilitation and their interactions in their contexts was seen to mediate the meaning (Crotty, 1998; Andrews, 2012; Patton, 2015). The ways in which teachers, parents and facilitators communicate this meaning led to the ways these participants came to understand their social identity, their social action and their value (Allen, 2005; Burr, 2015).

Fourthly, by examining the habitual form of knowledge, social constructionism brought the main cultural conventions or forms of knowledge into view, but also how overshadowed or ignored forms of knowledge was socially constructed (Camargo-Borges & Rasera, 2013). In so doing, the researcher aimed to widen the possibilities of understanding facilitation by revealing both the main cultural and unrecognised underlying marginalised meanings of facilitation. Secondly, by examining the habitual form of understandings of facilitation, the institutional origins of facilitation and the individual communities in facilitation, this study was able to examine the platform that facilitation has, as well as the social hierarchical power dynamics at play in facilitation. Additionally, it also examined how these power positions have led to consequences in the interactions of participants in facilitation or realities in facilitation (Allen, 2005; Galbin, 2014).

Other key assumptions are that cause-and-effect relationships only occur through imputation; and a phenomenon such as facilitation, can only be understood in its own unique context and cannot be generalised to another setting (Patton, 2015). Thus, this approach was selected, as it is sensitive in revealing alternative and new forms of practices and changing behaviours in its own context and over time (Camargo-Borges & Rasera, 2013). It was the researcher's belief that due to the limited nature of literature on facilitation, this study bridged the gap in assisting researchers to understand facilitation through the unique South African context. It was the hope that through revealing these meanings in this study, the researcher maximised on this epistemological use in literature to bring positive change, organisational transformation, collaboration and developed possible guidelines to benefit its members and deepen scholarship into the topic (Allen, 2005; Camargo-Borges & Rasera, 2013). Lastly, to achieve the depth of social contextual exploration, the social constructionist approach towards methodologies such as a qualitative case studies described below, was preferred (Camargo-Borges & Rasera, 2013).

Through this approach, it is important how each participant perceives their experience of facilitation and not whether it truly reflects 'reality' (Burr, 2015). Furthermore, each participant's perception may not be equally valid (Allen, 2005; Burr, 2015). Thus, it was paramount that the researcher additionally acknowledged that the interpretation of the study in this epistemological approach revealed one possible construction of the 'reality' of facilitation, which in turn facilitates a dialogue with its readers (Burr, 2015). Please refer to reflexivity in the sections to follow.

It was the researcher's belief that this systemic examination of how participants have come to culturally understand the meaning behind facilitation allowed participants to reflect on their current understanding of facilitation through their experiences and meaning of it in the South African context, which in turn leads to the promotion or hindrance of its value.

3.2.3 METHODOLOGICAL PARADIGM: QUALITATIVE RESEARCH

The qualitative methodological approach was selected, as it was the best opportunity to answer the research questions. A vital feature of this approach was its examination of linguistics and words rather than numerical data and statistical analysis (Nieuwenhuis, 2020). Denzin and Lincoln (2005) argued that qualitative research is an interpretive paradigm. Qualitative inquiry strives for the deep understanding of how human behaviour can be explained in the natural social world and its contexts (Merriam, 2009); thus, it belongs to the naturalistic enquiry paradigm (Denzin & Lincoln, 2005). This approach is fundamentally interested in documents

and interprets the “meaning-making process” (Patton, 2015 p. 48). This meaning-making process exists in a world where the nature of reality is socially constructed (Denzin & Lincoln, 2005). In other words, a qualitative researcher focuses on understanding how people interpret their own experiences, what meanings are attributed to them and how their worlds are constructed in their social contexts (Merriam, 2009; Creswell, 2014).

In so doing, this approach accepted participants experiences to be “valid, multiple and socially constructed” (Eloff & Ebersöhn, 2004, p. 356). This allowed the study not to be based on predetermined ideas or to rely on the meaning existing literature or the researcher gave to facilitation (Creswell, 2014), but allowed for the findings of the study to be based on the data itself and for the unique meaning South African participants attribute to facilitation to be investigated. Not only was this form of analysis not possible in quantitative methods, but given the gap in South African literature, this approach was beneficial in the wealth of information it provided about facilitation in South Africa (Merriam, 2009; Austin & Sutton, 2014). Additionally, it was also consistent with the researcher’s epistemological approach.

Furthermore, this methodology was selected as it provided insight in the complex and holistic interconnected real-life interactions, meanings and processes that existed between the social worlds of facilitators, teachers, parents, schools and LwSs (Staller, 2012; Patton, 2015). Secondly, qualitative techniques, such as multiple case studies and semi-structured interviews allowed for the sensitive multifaceted and multiple perspectives of key participants in facilitation to be studied in detail and in their natural settings (Creswell, 2014). Notably, the reliance on multiple sources of data in a qualitative research process enabled information across data and in specific meanings created by participants (Creswell, 2014). These multiple data sources included documents (e.g. medical, academic and psycho-educational reports), audiovisual information, observations and interviews to be integrated into themes and analysis in the study. This allowed for a deeper and new forms of meanings or shared meanings/experiences attached to facilitation to be examined (Patton, 2015). This was also ensured by the inclusion of an open mind-set and an “openness of inquiry”, e.g. open-ended questions to be included (Patton, 2015, p. 65).

Watts (2008) indicated that qualitative research is not neutral or objective; however, this approach is also criticised for being a “soft” science that is “unscientific, only exploratory, or subjective” (Denzin & Lincoln, 2005 p. 8). To counter this, reflexivity was essential, as the qualitative researcher was the primary tool of investigation, data generation and participant to objectively depict reality and gain new insights (Patton, 2015). By utilising a critically reflexive

strategy in the study, the researcher was aware and sensitive to the contexts of how his and the participants' social, historical, cultural, political, linguistic and other influences may affect the participants' voices about themselves and others. The researcher was aware and took all the necessary steps to ensure that these factors did not shape the research process and results (Patton, 2002; Creswell, 2014; Patton, 2015).

Therefore, for the above reasons, a qualitative approach was selected and would provide the best opportunity to answer the research questions. Please refer to Section 3.8 for a discussion of the standards of credibility and rigor of this qualitative study.

3.3 RESEARCH DESIGN: MULTIPLE CASE STUDY

A multiple case study research design was used in the study to investigate the phenomenon of facilitation. In this study two cases were used where three types of participants were interviewed for each case, i.e. teachers, parents and facilitators. In total eight participants were interviewed across the cases'; Case One had both parents, two facilitators and an educator interviewed, while Case Two had one interview with one facilitator, parent and educator.

A case study research design can be defined as a qualitative academic inquiry that examines a contemporary phenomenon, a facilitator (the unit of analysis), in detail and allows for its real-life unique contextual conditions to be studied over time and space (Stake, 1995; Merriam, 2009; Yin, 2018; Nieuwenhuis, 2020). It was selected over other designs due to its ability to use in-depth data collection methods that provided multiple sources of rich information and methods sensitive to its real-life context, such as examining multiple documents and interviews (Stake, 1995; Creswell et al., 2007; Patton, 2015).

A case study design was selected for four reasons. The facilitators had many complex roles in many levels of a LwS's life and they worked with a heterogeneous group of learners with various learning difficulties. Secondly, it was selected due to the fact that facilitators had an interrelated and multivariable impact on a variety of social levels and contexts in a LwS's life. To address this, due to this complexity of facilitation, Yin (2009) argued that a case study design is beneficial when the boundaries between the context and its phenomenon were not clearly defined. Thus, a case study approach was selected for this study.

Secondly, a multiple case study design was adopted. Multiple participants in multiple cases provided different sources of rich data which then allowed the researcher to explore the explicit and implicit relationships comprehensively and meanings of facilitation in one and across multiple cases (Merriam, 2009; Yin, 2009). Thus, it allowed for an analysis of "how"

facilitators provide value to LwSs and for data source triangulation to occur (Yin, 2018). In doing so, by adopting these design characteristics, it revealed information typically excluded in literature to be discovered. This was established through case studies' flexible data collection methodology, which allowed the researcher to add new data collection procedures to ensure a higher and holistic investigation into a phenomenon, i.e. facilitation, to occur (Gravetter & Forzano, 2009). This was specifically advantageous when unexpected contextual factors were identified through singular and across multiple cases (Yin, 2009).

Due to the fact that facilitators represented a minority and generally there were small numbers of individuals that existed in a specific community, a small in-depth case study design was advantageous (Blatter, 2012). An advantage of a case study design was the development of a theoretical literature review before its development that guided its application, data collection and analysis (Merriam, 2009).

Yin (2003, 2018) states that case studies can only provide a limited context to examine facilitation in, it is time consuming and its rich data sets will have many more variables of interest than data points. To minimise these challenges, multiple perspectives from multiple knowledgeable, experienced experts in the field were interviewed, ensuring triangulation of data, descriptions and interpretations throughout the study to occur. Moreover, a more comprehensive investigation across different contexts increased credibility for the study (Denzin & Lincoln, 2005; Yin, 2009).

Case studies cannot be generalizable to the general population but can be related to other situations (Yin, 2012). Due to the limited nature of South African literature on facilitation, the purpose for selecting this design was its ability to examine the complexities of facilitation in-depth and to expand our South African body of knowledge (Creswell, 2014). This study will inform future avenues for South African academic research into the phenomena, primarily as LwSs and facilitators represent the most marginalised and vulnerable populations in schools (Giangreco et al., 2001a; Patton, 2015). This was done through ensuring that the trustworthiness of this research discussed in Section 3.8 was carefully considered to ensure rigor of the methodological research design and practices of this research, and that the findings of the multiple case study allows for future research to occur (Yin, 2009). But additionally, the researcher ensured that the findings with this study was described using thick descriptions and with as much detail as possible (Woodside, 2010); thus future readers may determine the case's applicability to other contexts based on their unique characteristics (Gravetter & Forzano, 2009). Due to the reasons mentioned above, a multiple case study design allowed for the best

opportunity to answer the research questions.

3.4. SELECTION OF CASES AND THE RESEARCH SITE

Non-probability purposive and criterion sampling was used to recruit the participants for two case studies in this study. In each case study, the researcher purposively selected two cases where three different categories of participants were included from one inclusive primary school in Midrand. These categories of participants included the facilitators, the special education educator and parents of LwSs. By using criterion sampling, this study ensured the quality of selected respondents by confirming that they meet a predetermined criterion (Patton, 2015). Furthermore, the golden standard of saturation was ensured due to the presence and use of multiple participants in a single case and across multiple cases (Guest et al., 2006).

One independent inclusive primary school was suitably and purposively selected for this study, based on the school's extensive experience, knowledge and use of facilitators in their inclusive education practices and day-to-day functioning for LwSs, as well as the availability of all key members in the facilitation process. Additionally, each facilitator formed part of the individualised education programmes of LwSs, and each LwS was selected from the Intermediate phase to minimise the scope of developmental needs of LwSs in the study. It was the researcher's assumption that the relevant experience and knowledge each selected participant had about each case in this school would add significant valuable viewpoints to the potential value of facilitation. Refer to Table 3.1 for the full selection criteria each member.

Table 3.1

DESCRIPTION OF PARTICIPANT	SELECTION CRITERIA FOR PARTICIPANT
Independent inclusive private primary schools	<ul style="list-style-type: none"> • Inclusive private schools provide rich information sites where facilitators for an integral part of the school support system and work with LwS. • Inclusive private schools were selected to limit and contain the variability in LwS. • Access to moderate to low learning difficulties of LwS. • Availability of educators who worked with each LwS facilitation case onsite.
Facilitators of LwS	<ul style="list-style-type: none"> • Provision of one-on-one and group facilitation to LwS; at least one year experience in facilitating the case specific LwS. • Involved within multiple spheres of LwS life, e.g., involved within the family and school life; extensive fundamental impact in the support and development of the academic, behavioural, and social development of the LwS. • English speaking facilitators and provided voluntary participation and consent to participate in the study.
	<ul style="list-style-type: none"> • Experience in working with different types of facilitators within the current research site. • Extensive knowledge in the day-to-day activities and roles of facilitation.

<p>Special Education Class Educator of the LwS</p>	<ul style="list-style-type: none"> • Two years of inclusive education experience to comment on the intricate and interrelated work of a facilitator within the school and LwS. • Case and work with facilitator and LwS had to be within the Intermediate phase. • Extensive experience and knowledge of the case as well as the key members LwS, parent and facilitator. • Teach any two main subjects with the LwS and facilitator. • Understand the Parent vs School expectations. • English speaking Educator and provided voluntary participation and consent to participate in the study.
<p>Parents of LwS</p>	<ul style="list-style-type: none"> • Parent/Guardian or Caregivers was included in the study. Parents was not only limited to biological parents but adopted parents, unmarried parents and legal guardians was included as well. • Parents are included due to their knowledge about a facilitator's roles in the family and school domains of LwS, and precisely because they employ facilitator. • The only requirement for inclusion was that they need to be familiar and have day-to-day (or at least once every week) interactions with both the facilitator and the LwS to fully understand how facilitation affects their LwS. • No other exclusion criteria were put in place to maintain a higher possibility of participants to select from and adoption of the South African context other than the LwS had to be within the Intermediate Phase. • English speaking parents and provided voluntary participation and consent to participate in the study.

A possible limitation in this study was that the researcher only had access to a small sample size due to the very limited number of facilitators, the number of participants required to participate and the extent of sensitive information required for each case. As a result of this, the value and credibility of the study could be questioned (Patton, 2002). Nevertheless, Patton (2002) and Creswell (2013) critically argued that a small sample size should be judged according to its research design, its context, its purpose and rationale, as seen below. To overcome this potential challenge, the researcher, in agreement with Patton (1990, 2002) and Creswell (2014), argued that the strength in purposive sampling participants in the study came from the process of selecting a significantly relevant research location and its respondents for information-rich cases. By selecting information-rich cases, this research allowed for the best opportunity and access to participants who could provide an in-depth understanding and data sets of the practices, activities and experiences in facilitation (Patton, 2015). Thus, each category of participants was selected for their diverse perspectives and insights in examining the complex and different forms of facilitation, as well as the potential dynamic contextual environmental factors that either hindered or promoted the potential value facilitators has in the South African context. Furthermore, due to three years of experience the researcher has in

working with facilitation and with the cases, the researcher had an in-depth knowledge of each case as well as the wealth of information it provided.³

To address the potential limitations of purposive selection, the researcher ensured the following: Firstly, validity and meaningfulness was obtained in the study by the presence of information-rich cases and the analytical competences of the researcher (Patton, 2002). Objectivity was ensured by maintaining reflexivity throughout the study by observing any possible biases each participant and the researcher may have through the use of detailed field notes and a reflective journal (Seidler, 1974), as well as continuous collaboration and guidance of the researcher's supervisor.

3.5 DATA COLLECTION

Consistent with Yin (2009), this research adopted several approaches to data collection and documentation to maintain a chain of evidence and decrease potential biases. By adopting multiple sources of data, the credibility and thoroughness of this research was enhanced by allowing the researcher to understand the different participants' (subjective) perspectives accurately, systemically and holistically in each case of facilitation (Baxter & Jack, 2008). Data was collected using semi-structured individual interviews, field notes and academic material of LwSs, as well as medical records of each case.

3.5.1 QUALITATIVE SEMI-STRUCTURED INTERVIEWS

Qualitative interviews are regarded as one of the leading knowledge-producing practices (Brinkmann, 2008) that can be described as a "conversational practise where knowledge is produced through the interaction between an interviewer and an interviewee" (Brinkmann, 2008, p. 470). Qualitative interviews were selected' as it was a sensitive and powerful method that attempted to explain and understand the meaning of people's experiences and unique point of view about facilitation (Kvale, 2006).

In each semi-structured interview, the researcher used, but was not limited to, a general framework of predetermined questions based on current academia and research questions about facilitation (Tracy, 2013). The framework assisted the researcher in ensuring their ability to uphold a high standard of interviewing and attainment of detailed data. Secondly, the researcher was able to ask questions in a different order, probe for information and include other follow-up questions to gain in-depth descriptions and narratives from different participants

³ The researcher had resigned from his position in the school to ensure objectivity within this study.

(Brinkmann, 2008). This flexibility allowed each interview to be tailored to each participant.

Validity and objectivity were maintained by having open-ended questions and the avoidance of leading questions. This also ensured interpretive validity to be maintained and the study to avoid favouring a specific position (Yorke & Vidovich, 2016). Additionally, open-ended questions allowed the impact of the participants’ narrative to be minimised and their own words to emerge (Kvale, 2006).

Eight face-to-face semi-structured interviews were conducted in the study. Three interviews were conducted with the parents of LwSs, two interviews with the special education educators and three interviews with facilitators. Each interview lasted approximately between 60–90 minutes and was audio recorded, after permission was obtained from participants (Creswell, 2014)⁴. In this study a combination of face-to-face and electronic interviews, via Zoom, was used to prevent the transition of COVID-19 based on participants’ requests.

Table 3.2

Procedures used to generate data through semi-structured interviews	
Gaining access for the semi-structured interview	<ul style="list-style-type: none"> • The researcher asked permission by communicating and sending an invitation letter to the principal to ask to discuss the potential of conducting the research study at the school, via telephone, email and by handing physical copies of the information sheet to the school. • An in-person meeting was conducted to provide a platform for the principal to discuss the study and ask questions to the researcher about the study. • Permission to conduct the research was gained by School Management Board.⁵ • Potential participants were selected from the selection criteria obtained from the principal and communication with the principal. • A brief information sheet and consent form was first sent to potential parents of LwS for their voluntary consent. Once parents have consented, the case specific special education intermediate phase teachers and facilitators in the school were approached for consent to participate in the study, via a physical copy and email. • Each member was not aware of each other’s interest or participation within the study until all members have volunteered to participate to ensure voluntary participation from all participants. • Once all participants were willing to voluntarily participate, each participant responded to me, via email and telephone. An in-person consent and information session were held where consent forms were signed as well as the scheduling of an

⁴ Please refer to Documentation section for full discussion.

⁵ Please refer to Appendix A for the permission letter to conduct research at the school and the sample of the informed consent form for the principal of the Independent Inclusive Preparatory School.

	interview at a time convenient to all participants, outside of school hours, was organised. ⁶
The semi-structured interview	<ul style="list-style-type: none"> • The interview took place online via Zoom to ensure confidentiality and at the selected primary school after school hours. • A summary about the procedures and study was provided to the participants to allow each participant to ease into the interview before beginning. • All semi-structured interview with all participants was conducted over 1 month and each interview took between 60 -90 minutes to complete, and each category of participant followed the same interview schedule. • Careful observations were made to ensure no participant experienced distress during the interviews. • I listened carefully to all participants and asked them to elaborate and clarify on their responses when needed.

3.5.2 AUDIO RECORDING AND OBSERVATIONAL NOTES

In all interviews two audio tape recorders were used to collect data in case one device failed or distorted (Kvale, 2006). The audio tapes and observational notes provided a fixed artefact to which the researcher repeatedly referred to (Yorke & Vidovich, 2016). This allowed the researcher to fully engage with the participants to reveal underlying and subtle insights into facilitation (Whiting, 2008). A meticulous verbatim interview transcript was made by the researcher to eliminate any potential biases, maintain uniformity and document all the interviewees actions and narratives (Yin, 2009).

3.5.3 MEDICAL DOCUMENTS AND ACADEMIC MATERIAL

In addition to semi-structured interviews, personal medial documents as well as academic documents were used. These documents included the use of medical records, educational psychology reports and academic homework tasks to further aid this research in understanding the impact of facilitation in each case in depth (Creswell, 2014; Cohen et al., 2018). It also allowed the researcher to check the validity of the perspectives of each interview as well as reveal explanations participants were not willing to reveal through these documents and interviews (Creswell, 2003).

3.6 DOCUMENTATION

In this study, verbatim audio data transcriptions, field notes and a researcher's journal were used to capture the data.

⁶ Please refer to Appendix A for the information letter and consent form for participants.

3.6.1 TRANSCRIPTIONS

A meticulous verbatim interview transcript was created after the completion of each interview. Each transcription was sensitive to the interviewee's speech, emotional cues (e.g. hesitations), fluctuations in vocal tones and other non-verbal expressions which informed its meaning (Maxwell, 2002; Tracy, 2013). This sensitivity enhanced the researcher's understanding and meaning of each participant interviewed (Tracy, 2013). Each transcript was done timeously by the researcher after the interview to not lose any information and ensure total immersion into the data (Leavy, 2017). Furthermore, the transcriptions were checked against the original audio recordings to ensure complete accuracy and objectivity. These steps ensured the descriptive validity, accuracy of data and the credibility of the study (McMillan & Schumacher, 2010).

3.6.2 FIELD NOTES AND REFLEXIVITY

Field notes were taken to supplement the recordings. Field notes included detailed observations and reflections made by the researcher during data collection (McMillan & Schumacher, 2010). These included descriptions using the researcher's senses and intuition without making value judgements of the interview setting, unforeseen events that occurred, reflective notes (e.g. personal thoughts and impressions), rapport, non-verbal cues and any other relevant information during the data collection process (Bailey, 2008; Creswell, 2014; Maree et al., 2020). All notes were clear and objective. This allowed for a richer data analysis to occur and all variables to be considered (Kitzinger, 1994).

As Maree et al. (2020) state: to ensure the accuracy of field notes recorded on written material, the researcher ensured that these notes were recorded in a timely manner, were clear, descriptive and recorded when the observations were experienced, heard and seen. To further assist and maintain a high quality of data collection, all observations were continually made and a checklist was developed from literature to aid in the identification of possible behaviours experienced in the field (Maree et al., 2020).

Finally, the researcher was the main instrument of data collection (Yin, 2011) and ensured self-reflexivity by ensuring he understood that he may have inadvertently direct and affect the mood of the interview (Yin, 2011). To avert this, all data and the involvement of different participants in the study allowed for data triangulation (Leavy, 2017). Additionally, the researcher ensured that a high level of reflexivity was maintained by keeping a reflexive journal as well as consistently engaging with the supervisor. These steps ensured conscious awareness and critically analysis of the possible biases and perceptions to be minimised as well as

transparency of the researcher during the entire research process to occur (Maree et al., 2020). Even more significantly, this combination of data collection methods led to the data revealing the planned, unplanned and subtle real-life interactions in the facilitation process in the study (Creswell, 2003). The golden standard of saturation would be met once the data had met the aims and objectives of the study and no new themes had arisen from new interviews (Saunders et al., 2018).

3.7. DATA ANALYSIS AND INTERPRETATION

Thematic content analysis was used due to its ability to systematically examine the text and human communication obtained from interview transcripts (Adler & Clark, 2011). It aimed explicitly to reduce content and understand both overt and implicit meanings that circulated in the text (Leavy, 2017). This analysis involved particular attention to how each word and language was used in each data set, e.g. the words chosen, its frequency, order and location (Miles et al., 2014). This attention to detail was done by the researcher immersing himself in the data to gain a deeper overall understanding of the social worlds of each participant, their meanings and experiences (Leavy, 2017). This meaningful data or chunks of data (unit of analysis) were then developed into themes and categories (Creswell, 2014). Due to the complexities and in-depth analysis required in each case, this specific analysis enabled careful attention to the uniquely interwoven contextual factors, its setting and the past of each case. These are vital factors that affect the value facilitation has holistically and in each case (Adler & Clark, 2011); ultimately resulting in a deeper understanding of facilitation and its possible forms and meanings (Leavy, 2017). In the words of Katz and Lazarsfeld (2009, p. 1), this analysis explored, “who says what, to whom, why, how and with what effect”.

By implication, as content analysis primarily uses text for its analysis and to maximise on the quality of interpretations in the study, carefully meticulous transcripts and field notes of both verbal and nonverbal communications were necessary (Leavy, 2017). Themes were consistently developed throughout this phase. An additional advantage of content analysis was that the themes from the transcripts were consistently developed and re-examined through this phase (Adler & Clark, 2011). Based on the above, thematic content analysis was selected, as it allowed for a rich data analysis to occur where limited amounts of knowledge exist regarding facilitation in the South African context (Elo & Kyngäs, 2008).

To counter the challenge of the volume and time of thematic analysis, sufficient time was given to hand-code data and to use ATLAS.ti to ensure comprehensive handling, organising, arrange

and storing of data (Miles et al., 2014). Table 3.3 demonstrates the six-step approach followed to analyse data. In this study Creswell’s six-step approach (2014) was applied.

Table 3.3

STEP	DESCRIPTION OF PROCESS
1 Familiarise the data	<ul style="list-style-type: none"> All raw data (interview transcripts, academic and medical documents, and field notes) was prepared and organised. The researcher immerses themselves in the data.
2 Developing initial codes	<ul style="list-style-type: none"> Preliminary thoughts and impressions were recorded, Identified interesting aspects and repeated patterns across data - the unit of analysis determined. Initial data reduction took place (Leavy, 2017).
3 Searching for themes and coding	<ul style="list-style-type: none"> Coding of data begin. Data was themed and labelled into terms based on the authentic language of the participants (Leavy, 2017). A qualitative code book was developed to maximise coherence among codes. Expected and unplanned codes included (Miles et al., 2014) Descriptions of layers of complexity within each theme occurred and an analysis within each theme and across themes (Creswell, 2014).
4 Evaluating discovered themes	<ul style="list-style-type: none"> Collapsing, splitting, or discarding of themes (Braun & Clarke, 2006) Detailed descriptions of each case study, the setting, participants, and events Layers of complex analysis within each theme and across cases Ensure distinctions between themes and coherency between themes
5 Defining themes	<ul style="list-style-type: none"> Naming, defining and clarification of each theme as well as the overall story was developed (Braun & Clarke, 2006). Development of descriptions, subthemes, specific illustrations each theme represents for each respondent occurred. Thorough reflection on how these themes address the research question
6 Development of the final results	<ul style="list-style-type: none"> A final interpretation and examination of results and themes occurred. The development of the report and selection of specific data sets and quotation were used to express each theme (Creswell, 2014). Comparison with literature, theories and research question occurred (Creswell, 2014). Analysis was checked by my supervisor and member checking occurred (Birt et al., 2016).

3.8 TRUSTWORTHINESS OF THE STUDY

Rigour is essential in qualitative research to access the trustworthiness of the research findings, methodology and research design in the study (Thomas & Magilvy, 2011). Guba’s criteria of credibility, transferability, dependability and confirmability (1981) were applied in order to maintain the trustworthiness of the study.

3.8.1 CREDIBILITY

According to Merriam (2009), credibility is determined by how consistent the findings were with human reality. Analysis across multiple methods of data collection, documentation and

participants ensured that triangulation occurred in the study (Creswell, 2014). This enabled the researcher to verify results of the study that were both consistent and in contradiction across data sets and in each participant's perspective. This data analysis provided a higher level of realistic and valid results to be achieved (Creswell, 2014). Member checking was ensured by providing the participants with their own transcript for them to confirm and clarify the interpretation and verify the data (Goldblatt et al., 2011; FitzPatrick, 2019). A reflective journal and consistent guidance of the supervisor enabled the researcher to minimise any misinterpretation of the meaning of data, guard against any researcher bias and verify the accuracy of each participant's perspective (Shenton, 2004; Maxwell, 2013). Rapport was established by having two separate sessions, an information session and an interview session and only voluntary participants were included to ensure data gathered reflected honest, freely given and accurate perspectives about the research topic (Shenton, 2004). Thorough examination of both international and local literature on facilitation was done prior to the commencement of the research (Shenton, 2004).

3.8.2 TRANSFERABILITY

Transferability refers to the ability of the results of the study to be transferred from one setting to another or other populations (Shenton, 2004; Leavy, 2017). Transferability was established in the study by providing thick description of the participants in each case and their contexts; detailed information on the purposive selection criteria of each participant was given and triangulation across participants was ensured (Bitsch, 2005; Creswell, 2014). Secondly, the results of the study were compared across cases and in cases (Miles & Huberman, 2004).

3.8.3 DEPENDABILITY

Dependability refers to the ability the researcher has to recognise the challenges of the variability of the environmental context of the study and track the decision-making process while collecting data (Jensen, 2008; Thomas, & Magilvy, 2011). In this study, the researcher ensured dependability by having a meticulous and accurate audit trail of all the steps and decisions made to allow other researchers to replicate the study. This was documented in the researcher's reflexive journal and field notes which included all changes in methodology, such as the number of interviews. (Jensen, 2008).

3.8.4 CONFIRMABILITY

Confirmability was achieved in this study through the researcher's dedication to maintain a high degree of reflexivity. The researcher ensured to continuously reflect and be transparent

about his perceptions and decision-making during the research process in his research journal (Thomas & Magilvy, 2011). Secondly, interviews were based on the perceptions and real-life experiences of participants to ensure the data reflected their understanding and meaning of facilitation, rather than influencing or leading participants (Shenton, 2004; Jensen, 2008). Member checking was employed to additionally ensure confirmability. Thirdly, triangulation was used to limit the possible effect of researcher bias and an audit trail examining the processes of data generation and data analysis was provided (Lincoln & Guba, 1985).

3.8.5 AUTHENTICITY

Authenticity can be defined as the degree to which the various perspectives, values and beliefs of the participants were presented in a fair and accurate manner (Seale, 2000; Corti, 2008). To ensure this, the researcher ensured a meticulous verbatim transcription from audio recordings of the interviews was created to capture each participant's words exactly; and thick and detailed descriptions of the perspectives of participants; combining the case study with academic and medical documents ensured richer data, and member checking was established (McMillan & Schumacher, 2010; Maxwell, 2013).

3.9. ETHICS CONSIDERATION

The ethical guidelines proposed by Creswell (2014), all ethical principles outlined in two ethical boards at the University of Pretoria and the Health Professions Council of South Africa were followed to ensure compliance and a high ethical standard to be upheld in this study. Before this study was conducted research ethical clearance from both the University of Pretoria's Educational Psychology Ethics Committee and the Health Sciences Research Ethics Committee was obtained (Creswell, 2014).⁷ By adopting a case study design and having interviews, this study probed deeply into the private lives of participants (Creswell, 2014). Thus, the ethical steps in this study were vital, as LwSs represent a vulnerable, historically oppressed and at-risk population. It was for this reason that the researcher, in combination with the supervisor, chose to work with the adults and professionals around the LwSs. In addition, these steps were essential due to the nature of qualitative research and the in-depth experience of the involvement of human participants and the researcher (Guest et al., 2013). Thus, the researcher ensured that no harm was done and the rights, safety and wellbeing of all participants were safeguarded (Leavy, 2017). Refer to Table 3.4 for ethical considerations.

⁷ Health Sciences Research Ethics Committee approval was obtained due to the inclusion of LwSs in the original clearance. However, LwSs were removed from the study in its entirety to protect the LwSs.

Table 3.4

Brief description of COVID-19 precautions taken and face-to-face interviews.
<p>The following protocols from the World Health Organisation (2021) was used if participants:</p> <ul style="list-style-type: none"> • Social distancing was maintained in before, during and after the interview. • All surfaces (desks, chairs, tape recorder and any other objects present) was sanitised before and after the interview. • Sanitizing of hands occurred when I meet with the participant, during the interview as well as at the end of the interview. • Participants and the researcher wore masks always during the interview. If participants did not have access to a mask, the researcher provided a mask that was clean to the participant. Masks always cover the nose and mouth of the participant and researcher. • In addition, the availability of a bathroom was ensured where a participant can wash their hands with soap and water, or an alcohol-based hand rub. • A safe distance will be maintained from anyone who was coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview was rescheduling to suit the participant.

3.9.1 INFORMED CONSENT AND PERMISSIONS

All necessary consents and permissions from both the principal and School Management Board were obtained before any participants were approached for the study (Creswell, 2014). All participants were presented with an informed consent letter and had an information session where the researcher took each participant through the entire research process and potential risks and allowed each participant to be able to make a rational and informed decision about their participation. This meeting provided participants with the opportunity to ask any questions, ensure voluntary participation and the signing of written consent forms to be finalised (Creswell, 2014). Informed consent to an audio recording and access to both medical records and academic material were obtained from the relevant participants during information sessions.

3.9.2 VOLUNTARY PARTICIPATION

Both a consent form and information letter were provided together to all participants and principal to inform participants of the complete details, purpose, design, benefits and risks, time required, rights and essential contact details of the study (Leavy, 2017). Each participant was provided with a separate information session prior to the interview to ensure no participant felt obligated to participate. Only voluntary consenting participants were included in the study. All participants were informed that they did not have to answer questions and could withdraw

at any point without repercussions (Allan, 2011; Creswell, 2014). Once all the participants agreed, the researcher informed all participants that they could be included in the study. Participants were also informed that their identities would not be disclosed to any colleagues or Management Board at their employment.

3.9.3 PRIVACY, CONFIDENTIALITY AND ANONYMITY

In this study, the researcher ensured that all participants were safeguarded (Leavy, 2017). The rights to confidentiality for participants was upheld by ensuring the identification of all participants would be kept confidential and anonymity was upheld by using pseudonyms throughout the entire research process (Allan, 2011; Miles et al., 2014). In addition, the researcher respected the participants' right to privacy by not asking questions that did not pertain to the research topic under investigation (Allan, 2016). Only the researcher and supervisor had access to any information and documents of the participants. All data would be kept on the supervisor's password-protected laptop for 15 years in a locked cupboard in a secure office (Creswell, 2014). Prior approval and consent were obtained from all individuals and by all individuals in authority. The limits of confidentiality were discussed with all participants during the information and consent session prior to the commencement of the research process.

3.9.4 RESPECT, INTEGRITY, DEBRIEFING AND NO DECEPTION

No information was withheld from any participant and no participant was misled in any way during the study. The researcher ensured he was open, honest and treated all participants professionally to ensure that their rights and autonomy were respected. In the study, all participants had access to all the relevant information. Minimal interruption and respect were given to the research site in this study. All participants were informed about how and where the findings of this study would be distributed and published. All participants were provided with the researcher and ethics board's contact details, should they have any questions and to minimise potential harm (Gravetter, & Forzano, 2009). Please refer to Table 3.4 for Covid-19 procedures followed.

3.10 CONCLUSION

In this chapter, the researcher clearly outlined the qualitative research, meta-theoretical paradigms, research design, sampling strategy and data collection and analysis methods used in this study. The findings of the study are covered in the next chapter.

CHAPTER 4

FINDINGS OF THE STUDY

4.1 INTRODUCTION

In this chapter, the findings of the study are discussed. Below is a table that details the overview of the themes and their related subthemes identified in the study.

Table 4.1

Overview of themes and sub-themes

Themes	Sub-Theme
Theme 1: INCLUSIVE EDUCATION AND FACILITATION	Inclusive education and positioning facilitation in South Africa
	Positioning facilitation in a systemic misunderstood position
	Embracing inclusive education principles as the main function of the facilitator
	Working yourself out of a job
Theme 2: FACILITATORS AS VITAL CONNECTOR BETWEEN TEACHERS, PARENTS AND LWSs	Moments of connection between teachers and facilitators
	Moments of connection between parents and facilitators
	Moments of connection between parents and teachers
Theme 3: FINDING THE RIGHT FIT AND BALANCE	The training duality
	The training provided by the school
	Training and mentoring from educators
	Training from therapists and parental supports.
	Lack of supportive structures
	The battle for power and whose voice will be heard
	The need to preform versus it's just a job
	Having the heart
	Bond with the LwS
	Qualification of educators
Theme 4: THE NEGATIVE EFFECTS OF FACILITATION	Perceptual trap and perception of facilitation
	Dependency
	The systematic creation of dependency
	Breaking the dependency
Theme 5: POINT OF CALIBRATION	We are all in this together

Table 4.2

Brief Case Discussion

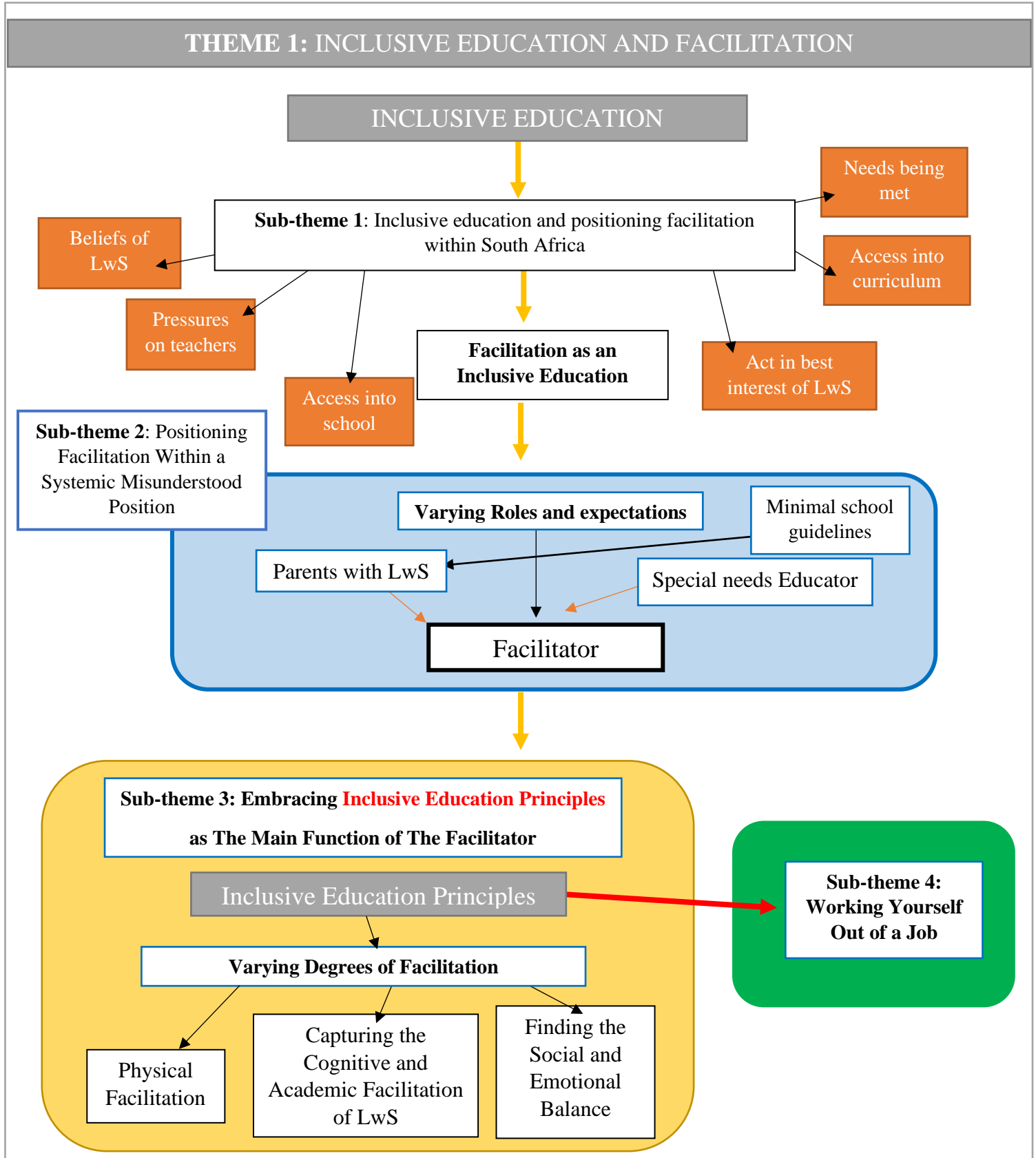
Case One (P1, P2, T1, F1, F3, LwS1)
<p>LwS One (LwS1) is a 12-year-old boy who lives with his married parents and has two siblings. LwS1 has been diagnosed with Down Syndrome at birth. The significant challenge his parents reveal is that he currently lacks clarity of speech, which results in his parents, peers, and teachers' difficulty understanding his needs. wS1 is described by his mother as a generally healthy child currently but at times still have occasional incidents of enuresis if he is distracted. He is currently on Individualised Education Plans (IEP) for both English and Mathematics, and as a result, he has been a full-time facilitator since he was in Grade 00. In addition, he has attended a Remedial Preparatory School in Gauteng since he was in Grade 00. In collaboration with his class educator at the end of Grade 3, his parents and educator decided to take his facilitator away and move him to a vocational stream of education. Subsequently, after moving him into the vocational stream, the parents were asked for another facilitator.</p>
Case Two (P3, F2, T2, LwS2)
<p>LwS Two is a 13-year-old boy who lives with his biological married parents and does not have siblings. Due to difficulties with the mother's pregnancy, he was born prematurely. In addition, he had significant medical procedures and numerous hospital visits throughout his life because of his compromised and weakened immune system. As a result of his significant health challenges, the mother indicated that he had had a sheltered life where his social interactions were limited, resulting in him having difficulties playing and socialising with his peers. Furthermore, the mother indicated that LwS2 has difficulties communicating and expressing himself; he has behavioural, attention span difficulties and learning barriers. Due to these difficulties, he was placed on an IEP, and he has attended a Remedial Preparatory School in Gauteng since Grade 1. Notably, he had a full-time facilitator when he was in Grade 5, and she was a qualified educator who worked in corporate before commencing her employment as a facilitator. However, after one year, she was employed as an educator. Consequently, his mother indicated that she employed two other facilitators for LwS2 but had many challenges within each facilitator.</p>

Table 4.3

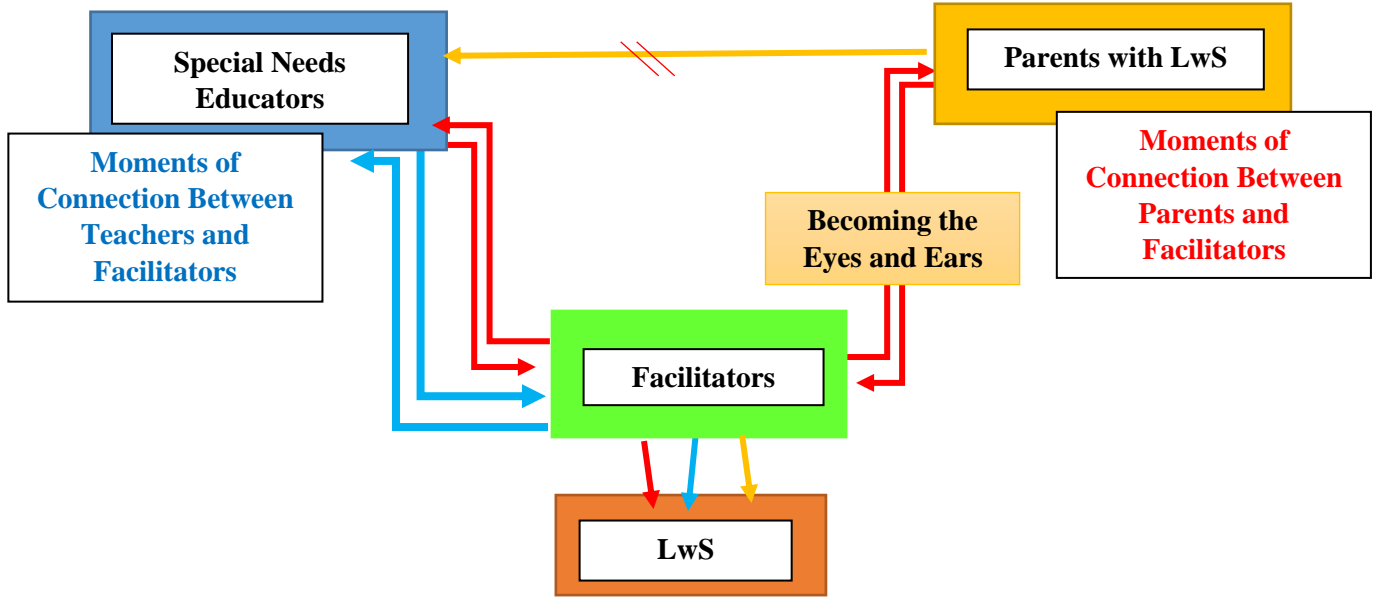
Key of Participants	Case One	Case Two	LwS
P – Parents	P1 + P2	P3	LwS1 – Case One
T – Teachers	T1	T2	LwS2 – Case Two
F – Facilitators Triad (all 3 members)	F1 + F3	F2	LwS3 – Other LwS external to case

4.2 RESULTS OF THE STUDY

Figure 4.2.1

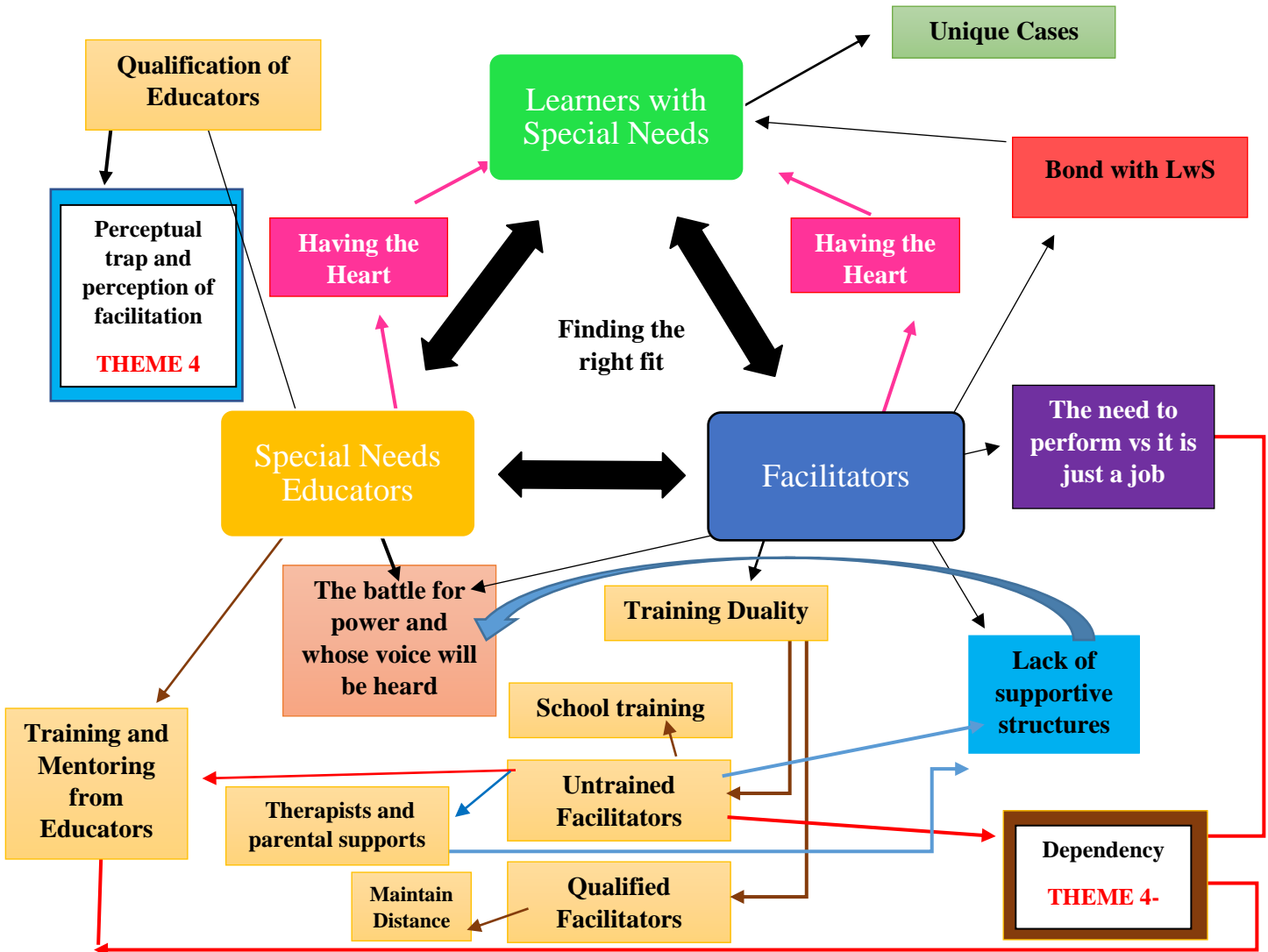


THEME 2: FACILITATORS AS VITAL CONNECTOR BETWEEN TEACHERS, PARENTS



Clear expectations, open communication, boundaries = appropriate support and care.

THEME 3: FINDING THE RIGHT FIT AND BALANCE



4.2.1 Theme 1: INCLUSIVE EDUCATION AND FACILITATION

4.2.1.1 Subtheme 1: Inclusive education and positioning facilitation in South Africa:

According to all participants in the study, inclusive education was understood as a tailored approach to the education of learners. Inclusive education was described to consider the holistic development of learners where all their needs are met, both emotionally and academically. For schools to be inclusive, all participants indicated that learners were provided with a space and environment, despite their learning barriers, where they could succeed and grow. An inclusive school environment was described by all participants to be an environment where LwSs are provided with smaller classes, have increased levels of attention; multi-level teaching, scaffolding and IEPs tailored to the needs of LwSs. For teachers, this environment enabled LwSs to receive supportive interventions, behavioural modification programmes and the LwSs' educational barriers to be identified. Thus, inclusion and inclusive education was described as:

We are all different in different ways. We are all special in special ways... instead of looking at them, like their odd, let's try and accommodate them as ... people and take them as they are ... (F1, L151)

Well, it's to be able to adapt and to be able to give them that academic opportunity in their learning style ... Every child wants to succeed. Everybody wants a positive feeling about themselves ... (T2, L37, L61)

Although all participants in the study understood the theoretical values of inclusive education, teachers and especially parents believed that in the South African context, inclusive education is challenged in both its implementation and conceptualisation:

The whole idea about inclusion in South Africa [is] a fallacy ... (P1, L231)

It's not possible for every school to include every child, because there's just there's too much variety in needs ... (P2, L37 – 43)

You've got to take every child into account and it's super difficult ... (T1, L52)

You're still going to get those children who are still going to be left behind ... (P3, L304)

Even though the classes are small ... it's almost a misnomer ... each child needs so much more attention because of their special needs ... they don't learn like everyone else. So how does the teacher make sure that each child is learning properly (P3, L52)

In both cases, all parents, teachers and F2's opinions echoed the above beliefs. In their experiences, an inclusive school was found to have difficulties in the implementation,

parameters and different understanding of what inclusion is; what inclusive education means and how to implement it. This was explicitly evident in Case One's parents' experiences, as their LwSs were continually refused entry into many inclusive schools based on the willingness of management to accept their LwS1 due to his diagnosis and learning barriers:

Everyone says, "Yes, we're inclusive". But you so NOT, and it doesn't matter what school. You are NOT, and a lot of them answered, we don't take children like that ... So, we sat as parents. "Okay, so your charter says you're inclusive. Do we FORCE that inclusion ...? And then our son gets neglected because you don't want him there. You don't have a heart for him. So, we decided no ... (P1, L231)

It's the catch word ... a lot of schools are trying to be inclusive and saying that they are inclusive. And now we have all these different variations. Right ... (F2, L191 – 194)

However, in addition to the above, Case One's parents believed that these schools also lacked the ability to provide LwS1 with the resources, facilities, necessary attention and education:

Yes, [LwS1] has downs. He's going to need extra work and let us be honest ... it's a bit of a label ... there is some truth to it. But how much extra work? ... (P1, L208)

The request from [the school] was that if you went there that he came with a facilitator from day one because of the Downs ... (P1, L29)

So, it wasn't driven by the teachers as such, by the leadership of the school... (P1, L202)

In Case One for F1 and P1, once LwS1 was accepted, the presence of a facilitator not only allowed LwS1 access into the school, but in the school's perspective, F1 indicated that:

Now he is under control. He's got someone that he listens to ... So, he's not going to be that difficult child ... (F1, L361)

In addition to the above across cases, a second reason facilitators were valued was identified in schools. Specifically, facilitators were given to LwSs primarily based on the decision of educators and their learning support teams and then as a team, parents were consulted. But facilitators were needed and valued for LwSs based primarily on the school's perception of a LwS's ability to cope with the academic expectations and demands of each specific grade:

Facilitation need comes from the teacher, from the school and not from the parent ... we would have a case conference ... then meet with the parents ... (T2, L115)

However, in both cases, facilitators were valued by educators and parents, as it was their last resort and a platform for their LwSs to gain access to the curriculum. Nevertheless, for parents, it was a means of ensuring their LwSs' complex needs were met based on the parents' perception that educators face significant difficulty in meeting all LwSs' needs in the classroom:

He's in a small class tick ... He's in an inclusive remedial school tick ... Why is he still battling? Why is he still even on an IEP? Why is he still not grasping stuff? ... And for us, it was about trying to close that gap ... (P3, L88)

That was the only thing that was left at our disposal ... because when that gap is there was no other option really left except ... facilitation route ... (P3, L88)

Children who specifically need that facilitator for them and them only, because they are such high needs, and maybe it's behavioural as well ... (T1, L405)

But all parents expressed concerns around the implementation of facilitation and whether it was in the best interest of their LwSs due to their awareness of the possible dependency:

As a parent, you want to make sure you are doing the right thing ... (P3, L88)

We want our child to be in a place where they can care for him and nurture him ... not ... put him in a corner and then neglected... (P1, L231).

Nonetheless, as indicated above, all participants agreed that facilitation was found to exist in a systematically challenged inclusive education system. Educators did indicate that they were challenged in meeting the needs of all LwSs, as they had difficulty in providing adequate amounts of attention to LwSs, had high workloads and lacked support structures to assist them:

We are chasing this time, we are chasing this curriculum constantly, and it is sometimes difficult to be inclusive ... (F2, L179)

I heard there was the IEP program ...my perception of it was that it was so much more customised to the child than what it actually was ... (P3, L268)

But because you have like 20 kids in the classroom, you can't really stop the whole class from progressing just because one kid is struggling ... (F3, L361)

But for P3, this challenge extended to the teachers' own beliefs around the capabilities of LwSs:

"Ugg, you are never going to understand this". ... It almost feels like you have already given up on my child, and ... if he hears that, how does he feel, he will believe that he will never learn ... they believe that to be the truth ... (P3, L238).

In P3's experience, the value of providing a facilitator was linked in her experience to:

Who is there believing in my child? Who is there supporting my child? Who is giving him the best chance to believe in himself and be confident in the learning? I had to bring a facilitator ... because we are getting to this point where IEP just was not working for him. I needed someone there, yes, on my money, to make sure that my child could get the best chance at learning and education ... (P3, L238)

He did not feel so alone ... overlooked because I think when children get left behind at school, they feel overlooked. They feel like they don't exist because it's natural when

the teacher focuses on those who do understand ... (P3, L316)

4.2.1.2 Subtheme 2: Positioning facilitation in a systemic misunderstood position

I feel in this environment, the seriousness and commitment, and sense of responsibility of a facilitator is not fully understood ... (T2, L19)

Despite all participants valuing the platform facilitation could provide to LwSs, across cases for educators, F2, P1 and P2 a challenge exists in the structure and meaning of facilitation:

I don't think there is a uniform understanding ... of what facilitation must be. I don't know if it's only in our school, or if it is a broad thing. But I don't think there's one idea of what a facilitator should DO, what a facilitator should BE for a child. (F2, L53)
You have a parent that doesn't understand it ... a teacher that possibly doesn't understand ... and a facilitator that says, I need to be here for this kid but where ... is the lower limit, where is the upper the limit [of inclusion] ... (P1, L214)

Moreover, not only was there a lack of common uniformity in how to define the role of a facilitator, but facilitators are placed in a position where their expectations are defined differently by parents and teachers. As a result, facilitators were found to be expected to perform these separately defined and differing roles simultaneously in the school (P2, T2, T1, F2).

That is where you get conflict then between the teacher and the parents ... is that there is not a clear boundary ... (P2, L151)

All members agreed, although parents were responsible and had the onus of employing a facilitator, for T1, T2 and F2 the complexities of allowing the duties of facilitators to be defined by parents were that it was done without educators and with limited school guidelines.

Unfortunately, the onus is on parents ... to find a facilitator ... (T2, L115)

It is a contract between parents and facilitators. And I think that that is a huge issue! We don't see the contract ... they also don't know the requirements ... So, I think they don't have a very clear understanding of what their role is ... (T1, L169)

They completely did that all on their own and completely self-developed ... (F2, L123)

All participants agreed that these definitions that are defined by parents were also aligned with the parents' growing experience and limited understanding of facilitation. But, although Case Two's parents had clear expectations outlined, in both cases it was found that the adaptation of the intervention was based on the parents' increased experience in the intervention, but also due to the growing physically, academically and emotionally developing needs of each LwS.

We kind of organically grew into it to try and figure it out ... (P1, L214)

We've also probably learning as we went along. But we obviously made certain things very clear around what we expected her role ... (P3, L250)

Significantly, across cases, parents, teachers and F2 identified that the challenge and the value of parents' definitions were that these definitions had the flexibility to suit each case. But this flexibility was found to result in different roles, varying requirements, activities (from rigid to flexible), undefined forms of discipline, varying proximity and expectation facilitators had in a typical day with their LwSs. However, problematically for facilitators and teachers', parents defined facilitation based on the support such parents required in both the home and school context, such as au-pair and domestic⁸ type roles with academic facilitator requirements.

Depending on your needs as a parent, either you have a facilitator there, who's part-time ... maybe just at school ... or maybe you want the facilitator to take your child to extra-murals, to the doctor, to the dentist, do homework with him ... (P3, L124)

The barriers come in ... that some facilitators are au-pair kind of roles ... (F2, L165)

The complication ... might have come in was because there was an expectation that she would help with the homework but also help in the house ... (P1, L325)

The position was quite rigid, in that I'd pick him up in the morning ... I dropped him off, or I'd go home with him after sport, we do work together ... I was his teacher, I was his homework support ... I was his driver ... often, the person who helped him even clean himself kind of thing ... Almost putting him to bed at night kind of thing ... And being around in holidays, constantly, I was always around ... (F2, L69)

Most of the facilitators we have on board right now are facilitators who work in the home, they are cleaning ... and this becomes the second mother ... (F2, L312)

In P2's opinion as a qualified therapist, she indicated that in order to ensure and limit the possibility of inappropriate activities and roles, a 'true facilitator' should be defined as:

Your relationship has to be ... that [the facilitator] would only be in school for [the LwS because] ... boundaries get possibly a little bit blurred. I don't know if there's any way of getting around that, except for only having them at school ... (P2, L289)

But in the school context, across cases both parents and teachers' expected facilitators to follow the roles educators defined as qualified educators. In all the parents and F3's opinions, although teachers were assumed to have a unified understanding of facilitation due to their presence in their inclusive school over many years, many educators were found to have varying expectations in Case One (Case One parents, T1's, F1's, F2's experiences):

⁸ Significantly, in F2 and F1, these roles were seen to be described as becoming a 'second mother' or parent.

Every lesson I entered had a different ... expectation of me ... (F2, L147)

But this misunderstanding and variation of educators were linked to their training in the school:

Teachers were always in training on their own, and facilitators had training on their own. I don't think I remember one ... situation where we were together ... (F2, L159)

All participants also agreed that these definitions were further confounded in facilitation as:

*The role of facilitation has in the classroom ... varies depending on the child (F2, L185)
[and the roles] would have to be specific for every child's needs ... (P2, L49)*

And the difficulty with every child is those boundaries might change a little bit. But I suppose you could, at some point, get a nice definition of what a facilitator should be like and would adapt for your child ... (P2, L151)

You would have different scenarios different children, those children that are totally passive to those that are hyper ... how to deal with each one ... (T2, L139)

4.2.1.3 Subtheme 3: Embracing inclusive education principles as the main function of the facilitator

Facilitation should be a facilitation in learning, not helping. I think there's a difference in definitions there... (F2, L81)

All participants agreed that the true value of facilitators theoretically and practically was in their role and function in the holistic and educational development of LwSs. This was specifically seen in the facilitators' ability to provide adequate care and attention in upholding the principles of inclusive education for LwSs' future development. Firstly, for all participants, facilitation was valued for their perceived ability to support, guide and create the potential for a LwS. This potential was through the space facilitators created for the LwSs to learn and achieve by understanding their LwSs' learning barriers. Notably, for all participants, the facilitator's capability to understand how to bridge the academic and social gaps and the needs of their LwSs were integral in working with educators when they are unable to attend to LwSs:

He's got to get someone to bridge that gap between the small class and the level [LwS2] needs to learn because the gap wasn't bridged through the school ... (P3, L88)

Which is why I was there because you can't always sit with one kid ... (F3, L66)

a) The varying degrees of facilitation:

Across cases, all participants stated that the activities facilitators completed in each case were specific to each LwS and the needs of the teachers and parents. Thus, all participants found valuable activities in the physical, cognitive and social-emotional facilitation of LwSs.

It depends if you do more cognitive facilitation or physical facilitation, or sometimes

you have to do a mixture of both ... (P2, L73)

Facilitators are guidelines and tools because they are there to help you. They are tools in essence that you here for the child, and sometimes you write for them...guidelines in a way that you are actually guiding them in the right direction... and doing what is expected of them ... not basically doing it for them ... (F1, L415)

b) Physical facilitation:

Bathing and feeding and dressing [the LwS] ... depending on the age of the child and the physical disabilities ... (P2, L289)

In the physical facilitation, facilitators were found to organise and manage the LwSs' stationery and desk, assist in physically moving LwSs, helping them eat, to other activities such as:

They would need to know her child enough to help with the physical facilitation ... And you might have to write the sum for the child to answer ... (P2, L73)

Going to the toilet first because if we don't ... he might have a problem...(F1, L175)

c) Capturing the cognitive and academic facilitation of LwSs:

In the classroom, a key value facilitators provided to all participants was their ability to provide individualised attention to their LwSs by having the appropriate proximity to prompt, maintain, grip and support the attention span of LwSs to complete scholastic tasks and IEPs.

You got more extended that focus time ... (P1, L23)

Most of our children are needing is somebody to prompt and to reteach ... (F2, L223)

The requirement from [F2] was to keep [LwS2] focused on the task at hand because although he was on all sorts of medication, he would still drift ... (P3, L136)

Secondly, for parents T1, F2 and F3, facilitators' ability to assist educators in identifying moments LwSs needed to be taken outside to provide a quiet and safe space for individualised academic support and manage their LwSs emotionally were valued. In this space, facilitators repeated instructions, retaught and developed the content knowledge of LwSs based on their needs.

Mostly understanding like maths and comprehending certain ideas ... and that's where he needed my assistance ... (F2, L63)

Sometimes you need a child to just leave the classroom ... just to refocus, and then come back again ... to pick up on signs where his attention was not optimal, and to identify interventions that would work for him ... (P3, L 136)

Thirdly, all participants agreed that facilitators should have and are expected to have extensive

knowledge of their LwSs. But based on this knowledge, for P2, P3, F2 and teachers, the facilitator needs to identify, support and use their LwSs' own learning style to partly adapt the content based on the instructions and expectations educators provided to maximise a LwS's ability to learn. In doing so, facilitators should be able to develop LwSs' academic gaps:

I think that was always the mandate for the facilitator is, by all means, find out in a particular subject ... Why is [LwS2] not grasping? ... (P3, L136)

If you are facilitating ... you're doing something that is teaching the child how to learn, firstly, tapping into what the child prefers ... are they auditory learners or the visual learners ... tapping into ... who they physically are ... (F2, L171)

So, in a theoretical world ... the teacher should say, teaching maths, and there's a child who needs adaptation in whatever way that it's not, it's only partly up to the facilitator to adapt the maths curriculum for their child ... (P2, L67)

But for P3, F2, facilitators should be innovative in their approach to best assist their LwSs:

The facilitator should be to have this initiative and go, "Okay... I'm seeing that A, B and C aren't working. We need to change it" ... (F2, L318)

They'd be something like adapting the situation for the child to be able to do as much as possible independently to reach their potential ... Not doing it for the child but adapting it in such a way that the child can learn and do as much as possible themselves within their capabilities ... (P2, L349)

For facilitators and parents, a facilitator should support the learning environment to enable the LwSs to plan, organise and complete their tasks and desks appropriately and independently:

It's always been about making him as independent and practically as possible ... Normal is not the right word, but normal is almost possible ... (P2, L133)

I wanted him to also grow up and understand that [F1] doesn't just have to sit with me and do this. This I can do on my own ... (F1, L307)

We are teaching the child the skills to be a human being that can learn a human being that can surpass those challenges that they are experiencing in class and teaching them.

How to be independent and be independent in their learning style ... (F2, L171)

In F2, F3 and P2's experience, a facilitator should ensure that LwSs are meaningfully included:

So, keeping him IN ... the class and present ... (F2, L135)

Even though he is doing different math ... it did help him to not feel different (F3, L 234)

d) Finding the social and emotional balance

For all parents, teachers and F2, creating a safe environment for their LwSs in the school was

valued. Facilitators were found to observe and create a balance in the social interaction of their LwSs and their peers by initiating and enabling social opportunities for their inclusion:

Finding that social balance, either trying to draw them into a social circle or trying to show what was socially acceptable or not ... (P1, L47).

There were two different things ... it was creating the interaction initially and then watching if he was neglected in it, or ... if he was overbearing ... (P1, L65).

Where I noticed he was either very lonely or times where he was really not himself, I would make an effort to ... either watch over him or make myself sit somewhere in a place where he can see I'm available if he wants to come and sit with me ... (F2, L135)

I could also stand up for [LwS1] when he wasn't always included ... (F1, L174)

All participants valued facilitators who developed appropriate social behaviours, assisted LwSs in understanding the consequences of behavioural responses and guided their emotional thoughts.

How to teach your child, how to be more appropriate, how to realise what they are feeling, how to verbalise what they are feeling ... making it a safe space ... (F2, L279)

Across cases F2 and P2, the application of supervised behavioural programs and therapy in developing the social and behavioural needs of LwSs in and outside school was valued:

And so [speech therapist] has been working quite a bit with F3, and quite a bit with [LwS1] on getting clarity of speech within social circumstances ... (P2, L92)

But also trying to find other resources like social stories ... YouTube videos (F2, L279)

In both cases, due to both LwSs' difficulties in communicating and participating with their peers, as both LwSs became older in both cases, both parents and facilitators participants indicated that each LwS's inclusion amongst their peers lowered as their peers assumed that:

[they] can't do it. Or they just ignore him because [his peers think] they are playing games that he can't comprehend ... (P2, L85)

[or] they usually don't make the effort to engage ... (P1, L301)

In T2 and F1's experience, to prevent or minimise the above, facilitators and especially educators needed to create a space of acceptance for LwSs to ensure their inclusion. In P2's words:

You also need to teach the other children to be more adaptable and to be more open to having a child like [LwS1] be involved. So there's this give and take ... (P2, L325)

For P2, P3 and F2, facilitator also provided LwSs with confidence and competencies in education:

I could see in him, there was suddenly an interest in what he was learning, and he could feel like he could learn it. He got this competency ... (P3, L316)

See education differently; they will start to believe in themselves. Suddenly, they get confidence because someone's in noticing them at school, and they're helping them to learn, and they don't feel like so much of a failure. So, I think as a parent that's just what you want for your child ... (P3, L310)

4.2.1.4 Subtheme 4: Working yourself out of a job

Evidence indicate that in parents, F2 and T1's experiences, a significant challenge that hinders most facilitators from reaching the true potential for their LwSs was:

[facilitation] is almost one of those jobs ... your goal in mind should almost be to work yourself out of a job, and then you've done your job well ... the mindset a facilitator should have, is to be able to make this child as independent as possible. So, they can do as little as possible ... I think that goes against the general work ethic sense, and that's hard ... (P2, L193)

We want to ideally get to a point where we don't need a facilitator ... (P3, L142)

Yet, in P3, P2 and F2's experience, despite the above in facilitation, it is vital to understand that:

Some kids will never work out of a facilitator because they will always need one for life ... How do you help the child to become more independent so that you don't, you no longer need to be there ... (P2, L193)

4.2.2 THEME 2: FACILITATORS AS VITAL CONNECTOR BETWEEN TEACHERS, PARENTS AND LWSs

4.2.2.1 Subtheme 1: Moments of connection between teachers and facilitators

For all participants, although facilitators face a position of contradicting and inconsistent expectations, facilitators were valued serving as a connector between a LwS, teachers, and parents:

Because the teacher couldn't sit one on one with him. So, it's almost like the middle person for him in class (F3, L78)

I would be the mediator in the middle there. And that's why I think they appreciated that I could take over. I could learn what T2 needed from [LwS2] and basically, take him out and make him my own student ... (F2, L111)

Teachers, P3, F1 and F3 indicated that, despite facilitators' varying expectations, the

establishment of clear expectations, open communication and boundaries allowed both the facilitator and educator to provide the best opportunities for LwSs to learn and allowed the facilitator to understand their roles in the inclusive classroom:

She will be communicating with you throughout and not in the morning ... (F1, L223)

Whereas I say, "Don't help him". But then the other teacher says, "No, you must do everything for him". I get it, it does become a bit confusing for them. And what is their role? What are they actually supposed to do? ... (T1, L240)

I think ... just checking are you coping, are you not, can sort of help the facilitator facilitate better ... not sort of letting the kid run the show ... (F3, L288)

So at first [it was] confusing as I didn't know how much I would have to teach him, how much I would just reinforce, and I didn't know how much he had learned ... (F3, L126)

By providing supervision and communication, for P3 and educators, educators were able to maintain the boundaries for the LwS and their facilitator, but in addition guide and supervise facilitators in ensuring that they provided the appropriate supports and care to LwSs:

With teachers ... from the beginning, set your roles and expectations, but you've got to keep at it and you almost daily, you got to supervise ... (T1, L468)

I have to keep a close eye that things are ... being done correctly ... (T2, L25)

The teacher ... was able to supervise and make sure that the works been done properly, the facilitator was able to see the whole lesson ... And because the teacher was always around, [LwS1] felt, okay, now it's work time ... my teachers watching ... (T2, L133)

For F1 and T1, the ability for the educator to create an environment of acceptance for LwS and the facilitator was essential in creating feelings of belonging and preventing social dependency:

I would always, no matter what I did in the classroom, even on the playground ... [LwS1] would be there ... he would be part of us ... it's the teachers responsibility to make sure that they don't show prejudice ... (T1, L121)

But for P2 and T2, the facilitators' willingness to take on the advice of the educator was important to maintain the relationship between the facilitator and educator:

She provides very important, objective feedback and observations on [facilitator] ... She could pick up when [LwS2] was withdrawing ... she noticed the position of where the facilitator was sitting in relation to [LwS2], she could tell whether it was having a positive or a negative effect ... (P3, L184)

But significantly, for P3, T2 and F2, the objective feedback, in combination with the facilitator characteristics of having a positive attitude and openness to learn from their educators, was essential for a successful facilitation process, quality of care and the inclusion of their LwS:

Please remove you and [LwS2] from the classroom ... because you are creating more of a problem ... Because [they] having a negative effect on not just your child, but the class as well and the teacher ... (P3, L214)

4.2.2.2 Subtheme 2: Moments of connection between the parents and facilitators

a) Becoming The Eyes and Ears

I felt relieved that ... F2 was there too, to keep an eye out for him ... (P3, L142)

For P2, P3 and all facilitators, in being a connector, the relationship between parents and facilitators was valued when there was open, frequent and mature communication. Open communication not only allowed facilitators to feel valued by parents and LwSs, but it was vital in the parent-facilitator relationship in working collaboratively for LwSs:

Your facilitator must be able to come back and tell you anything and everything. I think if they don't do that, then you're going to create blind spots, and you're not going to know exactly what's going on. So that relationship and that honesty is very important ... to give your child the best chance at closing these gaps ... (P3, L274)

There needs to be trust, and there needs to be a level of comfortableness ... (P2, L289)
If I felt like there is something I always spoke to the parents and said, listen, this is what you want me to do. I'm sorry, I can't do this. If the school wants me to do this, then I'm not going to be able to do this ... (F1, L367)

In all parents and facilitators' experiences, the provision of open feedback and progression was valued and essential for providing a high quality of care for LwSs:

Our main thing was, we wanted feedback ... on his day, how he was doing, how was he was responding to different things going on in the classroom and in terms of her level of support, was he still being able to cope? ... (P3, L250)

This was seen explicitly in Case Two between P3 and F2's open relationship, where classrooms interventions that could lead to LwS2's isolation and feelings of difference and unhappiness were prevented. By ensuring communication and feedback to P3, P3 valued the ability to work collaboratively with T2 and F2 in closing the academic and emotional gaps for LwS2 :⁹

If I had not got ... feedback from F2, I would never have known, he might have sat in a desk like that for weeks ... and I might have just got a very moody little boy (P3, L142)

In this issue all facilitators agreed that the parents' clear expectations in their roles were essential to the quality of their assistance and support academically. These clear expectations

⁹ Refer to training from therapists and parental supports sub-theme as an integral aspect of this theme.

led to lower levels of frustration for facilitators and better relationships between the LwSs and parents because parents understood their facilitators' actions and progress:

*They did have expectations ... [they] know what it is you are doing ... [parents] need to see where you're going ... where you coming from it, where you at now ... (F1, L199)
So, they will say to me, whatever you get, it's okay. Don't push him to hard. Let him be a kid, let him do whatever he does ... I still remember it took us the one year for him to know how write the letter S ... (F1, L199)*

However, for F2, the lack of communication resulted in her confusion about her role:

So then at first, I was also, but if he's Grade four "Why is he doing like this other work which at the bottom said Grade Two?"... .in the beginning was confusing because I didn't know why he was in Grade four. He wasn't doing the grade four work, and how much did his parents know he was able to do and not able to do ... (F3, L120)

But, in F2's experience, when the relationship is not optimal:

I have asked parents before, "Would you like your facilitator in?" And sometimes, it's the parent that opts out. And sometimes it's the facilitator who opts out ... in my experience having facilitators, they have been a facilitator and parent relationships that are ... (sighs) completely kind of ruined from the beginning ... that really impacts I think, when it comes to communication and collaborative efforts ... (F2, L249)

4.2.2.3 Subtheme 3: Moments of connection between parents and teachers

The most important thing in facilitation ... is that relationship ... (F1, L229)

For all participants, evidence found that the success facilitation had across cases varied depending on the frequency and the level of communication parents and teachers had apart from their termly parent meetings. But for P2, P1 and T1 the challenge in communication was:

Parents often talk more to the facilitator than a teacher ... [facilitators] will always say that they are not struggling ... And then parents get to parent meetings, and it's "Oh, the child really not doing so well" ... And it is a shock ... (T1, L216)

It would have been helpful to [get information] earlier ... (P1, L247)

But in both cases, when parents and educators did collaborate frequently, both parties were able to act in the best interest of the LwSs to ensure appropriate care and support:

But it took that one (Clicks fingers) ... parent-teacher meeting that said, "But hold on, I think we I think we need to change gears here. I think we need to mix things up". And when that happened, that started more of a conversation around the over and under facilitation ... we didn't understand that so much at that point ... (P1, L196) (Case One)

It was a shutdown ... because what happened was ... it wasn't like they were doing the work for him. But it was the way that they were trying to support him ... And the teaching said ... [LwS2] is almost a little bit scared of the facilitator ... (P3, L160) (Case Two)

This enabled parents in both cases to remove facilitation and act in the best interest of LwSs:

We worked so well with allowing [LwS1] to come up more and removing the over facilitation ... And when everyone looked at this and said "Okay, based on what we see now, take the facilitator away" ... (P1, L254)

However, for Case One, evidence indicated that a lack of communication about the available support structures for educators in higher grades resulted in educators needing to reintroduce facilitation for LwS1, in P1 and P2's experiences. While for F3, the lack of communication between teachers and parents resulted in her confusion about the academic level of LwS1:

*When he went into Grade ... the facilitator was gone, the class assistant was gone, and the teacher was too busy. And it was just ... it was this explosion waiting to happen ... (P1, L254) (*Grade removed of educator for identity protection)*

4.2.3 THEME 3: FINDING THE RIGHT FIT AND BALANCE

So, it depends on ... all individuals, and we all got our own personalities. And you're very fortunate if you find somebody for your child, that is understanding of your whole child's being ... (T2, L61)

In both cases, all parents, educators, F2 and F3 indicated that, due to the above complexities, a successful facilitation experience was associated with finding the right fit between all the characteristics of facilitators, educators and LwSs. But these individuals with their varying characteristics need to work efficiently in providing inclusion for the LwSs:

But if it is about creating the child's potential, then I think you find that balance (P1) ... depending on the child and where the child is ... [because] every year the teacher contributed hugely to the need of the facilitator ... (P1, L381)

Based on the teachers ... we either had an extremely good year this year but next year is terrible ... (P1, L237)

Based on that dynamic, you get you get to a place where it works very well. And there is a lot of communication between the facilitator and the teacher, and they are working together ... it was either extremely valued ... valued, or undervalued ... (P1, L243)

In all educators, parents and F2's opinions the selection of a facilitator contributed significantly to the value of facilitation because all participants were aware of the negative consequences facilitation could have if the wrong facilitator was selected:

When I am the one implementing this ... I want to be very specific about it. It needs to be a specific kind of person. They need to be educated around what they're doing. They need to know exactly what their role is ... where other teachers taking on that more, okay, she's there to help ... (F2, L229)

It's very important to find somebody that that is suitable for your child's emotional and academic needs ... (T2, L181)

Don't go for someone who's too extreme in terms of your child ... your how your child is ... go for someone who's going to meet them at that same level. If you go for someone who's more reserved than what they are, or someone who's less reserved than they are, that for me, you're kind of missing the point ... (P3, L274)

In T1's opinion, it was that for schools and teachers it is their responsibility to:

WE ... have to help them and guide them in finding one and finding a good [facilitator]. Otherwise, [parents] come up and they find their own. And suddenly, there is nothing we can do because they're paying them ... (T1, L309)

This was important as, in F1, F2, P2 and T1's opinions, teachers feel powerless because:

They didn't employ her ... they didn't have the rights to guide her ... (P2, L175)

But in the educator's experiences, the appointment of the wrong facilitator can lead to:

Essentially, having a facilitator is not including them, it's actually excluding them, essentially ... It's (sigh) inclusive in the fact that ... it's helping them to learn. if you've got the right facilitator. It helps them become included in the classroom... (T1, L127)

Importantly in the parents F2 and T1's opinions, finding the right balance in facilitation meant:

As a parent, it was a lifeline. It an opportunity for your child to, to get back to where they need to get to ... If you get the right facilitator in, it can be a life changing experience for your child ... (P3, L310)

4.2.3.1 Subtheme 1: The training duality

In both cases, all parents agreed that in facilitation the existence of both trained and untrained facilitators who had limited to no training contributed significantly to the effectiveness, success and implementation of facilitation for their LwS, respectively.

a) Qualified Facilitators

You going to get different levels of facilitators ... do your research properly, when you're trying to find someone ... ideally that facilitators got some sort of educational background, even if they've done [a] light certification ... (P3, L274)

All teachers, parents, F2 and F3 stated that in finding the right balance for LwSs, the facilitator's education was integral for the quality of care, support, and the potential platform they could provide to LwSs. In both cases, when facilitators were qualified educator (F2) or studying education (F3), they were valued because of their calibre (T2, P2). Their education was linked to their ability to identify the academic needs, skills, syllabus gaps in content their LwSs had. But they could adapt the educators' expectations and methodology for their LwSs appropriately.

She had the qualifications ... the background ... the knowledge and the understanding.

She knew her parameter around her and the expectations ... (T2, L 91)

When facilitator is be better educated ... they would be clearer in their role and more confident ... stand up and say that you need to guide me ... (P2, L301)

She seemed to be a good fit, a young lady, nice demeanour, and attitude ... it was a double win with F2. Educational background and interest in special need ... (P3, L46)

But for F2, it was found that her training enabled her to understand her LwS needs as she asked critical questions for her LwS:

What are those processes? How can I help this child? What, what is my next step? Who can help me teach? Who can help me do this? ... (F2, L 378)

b) Maintaining Overall Distance as Key

Regarding the roles facilitators provide, all participants agreed that the trained facilitators were specifically valued for their understanding of being present and attentive to LwSs. But in being present, the facilitators maintain a 'distance' from their LwSs. This distance was understood not necessarily to be the physical proximity of a facilitator but described as allowing and enabling LwSs to develop academically and socially independently of the facilitator and/ or through their appropriate guidance and support. But in 'academic distance', all participants agreed:

They are able to divide themselves or distance themselves from this child and the issue, and take an outsider point of view, and try and see what they can do for the child and make it less about ... themselves. But without that training, sometimes it's difficult to realise that you are just looking at your own reaction ... [but] ... A facilitator should

not always be right next to you, but ... should be bridging that gap ... (F2, L273)

Building enough of a barrier to make sure that this child doesn't depend on him all the time ... (F2, L99)

Who knows what to do in situations ... to calms down [the LwS] ... (T1, L228)

Giving the child [the] time to work on their own before ... intervening ... (T2, L31)

She allowed [LwS1] to come through in the work ... There was no need to show the achievement. [she] just wanted to be there and help [LwS1] ... (P1, L313)

In social settings, all parents and facilitators valued their ability to create a 'social distance' in supporting social interactions and opportunities for appropriate play because:

Eventually, what we saw was happening was [the facilitator] would take more and more of a backseat ... and not have to get too involved ... (P1, L65).

He's got a very good understanding and that sort of motherly instinct of when I need to help ... in a subdued way ... kind of watch this [tantrum] go down, ... he is good at removing the child out of the situation ... or happen in a safe way ... (F2, L99)

Regarding this 'distance, both educators and facilitators felt that facilitators could manage the emotions and sustain the bond they have with their LwSs throughout the school day:

Yeah, it's difficult because other times, the more you push him to do it, the more he's going to block out and not do it ... (F3, L138)

So this close proximity of a facilitator with a child, the whole school day ... he really used to get a little bit fed up ... he just needs to have their own space ... (T2, L43)

Oh, gosh, she's here, oh my word. I have to do that "... it's this scariness for them. This frustration for them where they just can't breathe ... (T1, L339)

In the view of F3, P2 and P1, by allowing LwSs to have a distance and not focusing on the rules, LwSs have the freedom to safely explore their environment and be children:

The facilitator mustn't hang around too much with him, because he needs to play a bit with kids and be and be a kid ... (P3, L136)

He mustn't get a school uniform dirty ... there's too many rules, you're going to really struggle because at the end of the day his a kid ... (F3, L186)

It's more difficult ... if it's too adult driven, [it] gets them contrived ... (P2, L79)

c) Untrained Facilitators

In this study, all three facilitators were found to not be specifically trained in facilitation.¹⁰ All

¹⁰ Significantly, F2's wealth of facilitator knowledge was drawn from her existing knowledge of education she drew from in her facilitation role.

participants recognised the systemic challenge for parents in finding and employing facilitators who were sufficiently trained. Parents, teachers, F3 and F1 were of the opinion that these challenges could be found in the limited number of available accredited training programs, the facilitators' interest in and passion for working with LwSs, as well as the parents' ability to afford a facilitator:

For financial reasons ... end up with unqualified facilitators ... (P2, L187)

Some facilitators are trained by Autism South Africa ... some facilitators have no training at all ... some [are] domestic workers, a family member ... (sigh) ... and that's a big issue because ... you cannot just be ... a babysitter ... (P1, L222)

We struggling to find someone who understands her like you do? Will you ... learn how to do this and go with her to school, just sit there and they will guide you ... (F1, L19)

Parents, teachers and F2 found untrained facilitators to have not only insufficient knowledge of their LwSs' diagnosis, but also lacked academic content knowledge to facilitate the cognitive development, thus resulting in their difficulty to adapt the academic content to each LwS's learning style, teaching LwSs incorrect methods and lacking knowledge of accommodations:

It was difficult because I had to go to school and learn so that I can give it back to him ... and then I say to him, "this is what you're expected to do ... (F1, L211)

They wouldn't understand the child ... not know what strategies to put in place, how to talk to the child ... how to interact ... exacerbate a situation ... (T1, L228)

I've actually never had a facilitator that has been able to reteach what I do. And that's Grade five knowledge ... she would basically be prompting ... (F2, L87)

[They don't] understanding those specific academic milestones ... (P1, L348)

In parents, T2 and F2's view, these untrained facilitators were young, lacked emotional maturity, were unable to set boundaries, could not meet the behavioural needs and resorted to their own upbringing in disciplining LwSs:

The maturity level wasn't quite there. So, when [LwS2] would be otherwise, they would take it very personally and they were incredibly sensitive ... She would end up doing things to punish him at school ... (P3, L148)

Teachers and P2 experienced that, the fixed beliefs of untrained facilitators and lack of supervision not only set limitations for LwSs, but also resulted in frustration between the educator and facilitator.

Will all teachers do that? ... sitting with a facilitator who doesn't know how to change their way that they're supporting the child ... (P3, L202)

There's another facilitator ... who was incredibly fixed in her ways. And it clearly

doesn't work for the child, because there's so many outbursts ... a lot of unhappiness ... that's what they'll do if they are not managed properly ... (T1, L381)

According to parents and teachers, untrained facilitators feel a need to perform, resulting in dependency¹¹:

The facilitators that maybe hadn't had as much experience ... automatically went to ... over-facilitation because they thought they were doing a good job ... by doing that, they negatively impacted the kid ... (P1, L41)

Versus with the other two facilitators, for them, it was a job ... which led to over-facilitation and being uneducated ... (P3, L202)

For F3 and T2 in Case One, these difficulties were linked to possible social dependency:

Am I supposed to let him play this really rough game? Or as facilitator am I supposed to stop him? ... because I don't want him to ... hurt another kid ... (F3, L168)

4.2.3.2 Subtheme 2: The training provided by the school

In this study, three forms of training were seen to contribute to the value of a facilitator. In both cases, parents and schools were aware that many facilitators were untrained. However, as the employers of facilitators, all parents agreed that the training their school provided for facilitators should be beneficial. Participants F3 and T2 contradicted this viewpoint because:

I was employed by a [Case One] family. I wasn't employed by [the school]. So I don't think it was really [the school] responsibility to [train us facilitators] ... (F3, L72)

We don't train them ... I don't train them, No ... (T2, L157)

Nonetheless, all participants revealed that the training facilitators received from the school were in the form of in-service workshops. However, there were inconsistent findings around the value this form of training had for facilitators. Firstly, in F3's experience, she was not provided with any school training, but for F1, she received a broad basic training that included:

[the school] was the only school that provided training which had certificates ... that you been trained and the training included everything ... on how you deal with them academically ... [and] the emotional training ... (F1, L67)

But for F2, F1, P2, P3 and teachers, this training was limited, ineffective and limited and:

We would sit and talk about what facilitators should do. But to be very honest, those workshops, were not teaching us how to maybe help the child ... it was all about the analytical part of it ... if the child didn't do the activity individually ... you state that ...

¹¹ Refer to the Need to Perform and Dependency subtheme.

and not much on the empathy on how to deal with [or] how to manage a child in certain situations ... (F2, L75)

Significantly, not only was the training viewed as ineffective, but in F2 and T1's experience, facilitators in the school in their training were seen to be marginalised in their position:

Firstly ... the teacher is the teacher ... we as a facilitator, need to somewhat take a backseat ... and learn what they are teaching, and take some children ... out of the class, and always be retaught ... [and] basically ... not talking over a teacher ... waiting for the teacher to give the heads up on how to possibly discipline a certain situation ... not interfering with other children and what they need ... (F2, L81)

Thirdly, for P2 and F1, the training additionally did not cover the specific needs each LwS required, but facilitators were found to rely on their personal experience and personal beliefs:

I think most would come from, like trial and error myself, or from past things that I had known, but there was definitely help ... (F3, L156)

For educators and facilitators, the educators' challenges in defining facilitation were linked to:

There was never training for teachers ... (T1, L192)

Despite educators' lack of training, educators were seen for T1 to still marginalise facilitators:

My expectation of a facilitator ... exactly that to facilitate the work ... to not do the work ... to take on what I have said, and to not come to me and tell me how it's done. She had to listen to what I want, because I'm the teacher ... (T1, L151)

This view resulted in F1's perspective that her approach to facilitation was with teachers who did not value her because of the school's positioning and lack of training of facilitators:

I go to work to do my job as a facilitator ... be with my child regardless of how you treat me ... (F1, L223)

They felt threatened or they felt like it's not easy working with an adult inside class when you are teaching ... (F1, L217)

In addition, although all parents saw the potential value the training could provide and trusted their school (P2), parents were often not informed about the content, frequency and type of training facilitators received and whether training extended to higher phases in the school:

I would say adequate, but maybe not enough? It was enough to create their environment, but ... possibly not enough ... (P1, L113)

I can't even remember how many but there certainly weren't a lot. And I wasn't given detail about the topics ... it's just workshops to help facilitators ... (P3, L202)

In F1's previous facilitation experiences, due to the limited availability of facilitators, parents were found to limit facilitator training because:

If you take her to do teaching ... she's not going to come back to us ... (F1, L25)

4.2.3.3 Subtheme 3: Training and mentoring from educators

She taught me a lot of the knowledge that I know now ... the year of facilitation that I did do with [the LwS] ... I learned more than anything before ... (F1, L46)

For facilitators, teachers, P2 and P3, educators' mentoring and guidance of facilitators was found to be integral in the success facilitation had for their LwSs for both untrained and qualified facilitators. In all facilitators' experiences, educators provided structure, instructions, guidance, set goals, tips and openly communicated their required expectations for the facilitators. Evidence across cases indicated that facilitators provided a higher degree of appropriately applied academic and social support for LwSs and prevented the creation of dependency. In F1 and F3's experience, collaboration and setting goals were beneficial because:

The teachers really knew him, and they helped me (F3, L96)

So [the educator] set a goal and say F1 if you can manage to get these readers then we fine and don't worried about everything else ... She was very, very particular. And she was so helpful, because she knew that he would not do it like everybody ... she did it on a continuous basis ... (F1, L295)

For educators, the significant challenge educators had in training facilitators was because:

[the school and educators] felt like they were not allowed to intervene ... interfere between parents and facilitators because the parents are paying us ... (F2, L451)

Problematically for facilitators, educators inconsistently felt responsible in providing training:

We don't train them ... I don't train them, No ... I would go up and have a conversation with her or him at that moment in time and said ... This is what I need and that's it ... but you've got to keep a close eye on it ... (T2, L157)

I'm now working with [LwS1] ... I was very, very aware not to leave him and just let the facilitator do everything. I really, I also needed to work with him as well. And we needed to work together with the facilitator ... (T1, L91)

But for T1, many teachers did not train facilitators due to their pressures and responsibilities:

If it is not set aside a time, you will not have time ... (T1, L285)

4.2.3.4 Subtheme 4: Training from therapists and parental supports

In the study, all facilitators felt that there was a need to seek the advice of external supports to receive the individualised skills they needed for LwSs in their moments of need. For all

facilitators, as well as for P2, P3, this need was due to the lack of insufficient training, the lack of supervision and the lack active supportive structures in the school context. These external supports included educational psychologists, speech therapists and learning support staff members:

But there wasn't sort of a designated facilitator trainee ... who would tell me, okay, these are the things you need to do. So I will try it myself to go and learn and kind of manage that on my own ... (F2, L117)

The onus was on [the facilitator], to figure out how to do things ... I was never turned down, but it wasn't always openly offered either ... (F2, L360)

Specifically, in Case One, the training that P2 provided as an occupational therapist was essential in F1 and F3's ability to meet P2's needs and the LwS1's complex needs.

She would give me tips ... being his mom, she had a lot of good advice ... (F3, L329)

4.2.3.5 Subtheme 5: Lack of supportive structures

In both cases facilitators and teachers felt that, when facilitators were valued by their specific educator, this led to facilitators being integrated and included in educators and parents' decisions about their LwSs' development. Specifically, in F1 and F2's cases, this led to a higher quality of care and support, greater development of their LwSs' needs and facilitators being trusted in both the home and school environment by all triad members (F1, F2). However, all facilitators and P3 felt that, as individuals in the school, they often were not valued for their role, were marginalised and did not form part of the SBST. As a result, in both cases, facilitators felt that their insights were often overlooked and not valued by educators:

There was nobody that really knew as much as I did because I was in the home situation. I was everywhere all the time ... (F2, L249)

So, I think there are some links that I would have that the teachers wouldn't, and that could be useful ... (F3, L305)

In teachers, F2 and F3's opinions this lack of value was not only due to their positioning in the school, but also in their training and their infrequent training sessions. The facilitators felt:

The onus was on [the facilitator], to figure out how to do things, to figure out what is the next step ... (F2, L360)

But in the structure of the school, in P2, F2, T1 and, T2's opinion:

So, there's a person responsible for them. But ... (sigh) there's not a connection between the teacher and that person even with the facilitators. And I think what makes it the most difficult is that they are not an employed by the school. So, we don't have much

right or much control there ... (T1, L186)

The only meetings that they are included in is the meeting that they have with the facilitator supervisor, once a month ... that's a separate meeting ... for facilitators ... it's the onus of the teacher to set up meetings with the facilitator ... (T1, L279)

But within the school culture, although some teachers did value the knowledge facilitators could provide, in F1 and F2's experience, many teachers viewed facilitators as:

You're just a facilitator ... "I am the teacher here" but when they need your help ... then you're not just a facilitator ... (F1, L223)

On the contrary, for F3 the lack of supervision enabled their feelings of insecurity to be undetected and instead for them to perceive themselves as being valued:

I was glad that no one was asking me things because I just got there, and I just met [LwS1]. And I just got into the school, and so if someone was asking for advice, I wouldn't know what I'd say ... (F3, L305)

It made me feel like more valued by the teacher, because they knew that [LwS1] was okay with me ... (F3, L282)

P2 stated that parents' lack of support led to facilitators leaving their position:

I've known he is on his third or fourth facilitator, and their complaint is the same. Is that they don't get enough support from the parents because this family ... the child will be able to do more, but the parents won't push him ... (P2, L181)

4.2.3.6 Subtheme 6: The battle for power and whose voice will be heard

Evidence indicated that, when teacher-facilitator relationships were not optimal, facilitators and teachers were found to have power struggles over LwSs. These power struggles were found to be due to the lack of support structures, training and an understanding of facilitation in the school for both teachers and facilitators. Specifically for teachers, F2 and P2 many teachers had frustrating relationships with facilitators when they were untrained; misunderstood their position in the classroom; were reluctant in taking educators' instructions or advice; were loyal in meeting their parents' expectations over educators' instructions; and relied on their own untrained personal and fixed beliefs. The following demonstrates T1's experience:

If they've been with the child year before ... "But I know him better, I know what works for him. Who are you to tell me what I must do?" ... (T1, L279)

This is her job ... Why am I trying to stop her doing her job? So there's a humungous disconnect ... (T1, L145)

When teachers did not provide guidance and supervision, teachers expressed frustration when:

So, then they end up ... the facilitators taking over, or she's telling me how to do this ... because there are no boundaries set ... (T1, L163)

Teachers' frustration with facilitators was further linked to in the teachers' experience,:

Not everyone even knows them ... they do not get introduced. They just sort of there ... I think it makes ... the staff see ... them [as] not important [in our school] (T1, L297)
And facilitators do sit together at breaks ... and don't mingle with the staff. There is that underlining uncomfortable feeling ... (T2, L139)

However, F2 further argued that the facilitators' ability to express their opinions is limited. For F2 this was due to their lack of training and marginalising position:¹²

Facilitators often don't feel like they want to share ... I think they are often shy or feel like they might be doing the wrong thing ... I don't think that is much voice. I think their voices are suppressed. I think if they do voice their opinion on something that ... the teacher overrides that voice most of the time ... which brings back to you know how important the role really is ... (F2, L 360-366)

4.2.3.7 Subtheme 7: The need to perform versus it is just a job

"Get on with your work, get on with your work" ... (T2, L25)

When its beautifully done ... sometimes it's may not be the natural validity of that child It's more of a ... smokescreen ... (T2, L205)

In the parents, teachers, F1 and F2's experience, facilitators need to perform was found to have a detrimental effect on the relationship and attachment they had with all members.¹³ For teachers, P1, P2, F2 and F3, untrained facilitators felt insecure in their position due to their lack of supervision and training. But as a result, these facilitators were found to create dependency as they focus on academic achievement of LwSs rather than supporting their potential and independence:

In the mind of a facilitator, you want to be show that you're doing your job ... they would get frustrated, because he's not doing what he's supposed to be doing in their eyes ... (T1, L139)

Facilitators often feel that if the child doesn't do well, in a test, this will come down on them ... Firstly ... they quite worried they lose their jobs ... and they don't want to be seen that ... they're not the right person for that job. So, they are protecting their own position ... (F2, L93, L235)

¹² Refer to Moments of connection between parents and facilitators - P2's quote of meeting opt outs p. 14.

¹³ Refer to the subtheme of 'Working Your Self Out Of A Job' as an integral aspect in this subtheme.

For teachers, P2 and F2 the need to perform was further linked to parents' expectations:

The expectations from the parent are sometimes overwhelming that they're really haven't chosen somebody that suitable ... (T2, L97)

Who is paying them? ... because there's all these different people involved, that all have a say, and I'm trying to do the best, but in the end, they feel obligated to the person who's paying them ... (P2, L187)

They get fixated on the outputs ... because mom and dad want to see that progress ... So yes, they become a bit of a nag ... they feel quite responsible ... (T2, L181)

In teachers and F2's perspectives, the need to perform was linked to facilitators' views:

I do not think it's always people who have a passion for this thing. It is sometimes people who need money ... It was a job ... doing whatever I'm being told ... lead to over facilitation... (F2, L312)

In F1 and F2's experience, although both parents set clear expectations that their "biggest fear was creating a dependency" (P3, L142) and "Please don't do the work for him" (F3, L258), across cases, all facilitators still felt the need to perform based on their perception that the LwSs' performance would reflect negatively on them. But significantly, F2 and F3's training enabled them to see the importance of allowing the LwSs to develop through their mistakes:

If you give them two pieces of paper, but the kid knows how to do it, at least in the parents, as a teacher, you all have a realistic idea of what the [LwS] can and can't do. Whereas if you give them a file full of work, and it's your own work, then it doesn't help the kid, it doesn't help the parent, it doesn't help anyone ... (F3, L264)

For teachers, F2, P3 and P2, not only was the need to perform unintentionally creating dependency, but because facilitators were often untrained and did not take educationists views:

Then ... they have no training ... so when you now tried to tell them something, especially if they've been with the child year before, there's often this but I know him better, I know what works for him. Who are you to tell me what I must do? ... (T1, L234)

For P1 and P2, it was further linked to the social-economic upbringing of individuals:

Jobs are hard to come by ... they want to please their boss ... they are so grateful to have a job, that they would do anything not to jeopardise that. Because facilitated jobs are not easy to come by ... it is often a luxury ... (P2, L301)

In contradiction to the above, in P1's experience, F1's need to perform was linked to:

I'm doing this [because of my] heart for special needs kids ... (P1, L313)

4.2.3.8 Subtheme 8: Having the heart

An interest in children with learning challenges is ... non-negotiable (P3, L274).

For T1's parents¹⁴ and all facilitators, the passion, dedication and investment teachers and facilitators had towards a LwS impacted on the effectiveness, buy-in, perception and success of facilitation in both cases. Parents who selected facilitators and facilitators who had a passion for facilitation provided a higher quality of care. Teachers also were able to see dependency:

My biggest goal in education is to provide children with skills to equip them to cope in the real world ... to just also make them feel loved and nurtured ... (T1, L13)

... just opens up a whole another level of patience and understanding ... (P3, L274).

According to F2, P2 and P3, a facilitator's passion was linked to a their ability to:

She is a little bit more proactive; she does want the best for the child, she does have the understanding ... (P2, L187)

She would seek other supports at school when she needed it ... I think because she was so wanting to do the right thing in the right time ... (P3, L250)

Nevertheless, untrained facilitators who had a passion for LwSs were valued by parents because:

They make awesome facilitators because of an instinctual need for the child. And they're love this child because they been there all along ... (P2, L187)

But for some parents, e.g. P2 and P3, a facilitators' interest in their LwSs was important because:

Parents couldn't be bothered about the independence and only want their child to be happy ... (P2, L133)

She had [LwS2] interests at heart. I felt relieved that ... he had F2 there too, to keep an eye out for him ... (P3, L142)

Due to T1's investment in the LwS1 and in working in collaboration with F1, in the parents' view, they were able to remove the facilitator from the LwS because:

We worked so well with allowing [LwS1] to come up more and removing the over facilitation ... when ... everyone looked at this and said Okay, you know, based on what we see now, take the facilitator away ... (P1, L254)

Across cases, parents valued teachers that had the best interests of their LwSs at heart because it led to the identification of dependency (LwS1), but also to authoritative approaches of facilitators to be noted (LwS2):

¹⁴ Based on their experiences they had with five different facilitators and two teachers.

We got feedback from the teacher who said, by the way, your facilitators doing this, we don't think this is in the best interest of [LwS2] (P3, L148)

In both P2 and T1 experiences, educators who have a heart for educating LwSs would not give facilitators the sole responsibility of educating LwSs despite their training:

[LwS1] was the first special needs down kid she had ever taught, and she made an effort. She was out of a comfort zone ... (P2, L229)

Nonetheless, in both cases, parents indicated that when selecting their facilitator, their first concern was the facilitator's heart for their LwSs. However, in both cases, all participants agreed that the establishment of a safe and nurturing bond with a LwS was essential for any success:

Do you have the heart? ... and how the bond going between the two of you? .(P1, L125)

4.2.3.9 Subtheme 9: Bond with the LwS

When that relationship is not there, even if the facilitator and the teacher got a great relationship with your child, and that facilitator haven't got a good relationship, forget that you're not going to get anyway ... (P3, L142)

All participants agreed that a good safe and secure relationship between facilitators and their LwSs was based on respect, an emotional connection, understanding, clear boundaries and expectations between the facilitators and a LwS:

I could really see, she got to the right stage with [LwS2] that she wasn't [LwS2] friend ... [LwS2] knew what he was needed to do for her ... (P3, L250)

With F1, he knew he had to work. Otherwise, there were problems ... (T1, L327)

All participants agreed, and in F1, F2, F3 experienced, that the knowledge facilitators had of their LwSs, their training, personal experience and maintenance of distance was essential for their bond and the behaviour and emotions of LwSs¹⁵. These factors allowed for boundaries and expectations for LwSs to be established to allow academic tasks and the needs of their LwSs to be met:

Yes, he has a diagnosis, but he also can be naughty and so you also got to understand that the too ... (T1, L327)

Sometimes, it feels it's like a you are the other parent, that's how I would say the relationship is. Especially if it's a younger child, because ... on his behaviour, you had to be strict, because if you got easier on him, he would take advantage of up. He

¹⁵ Refer above to the subtheme of qualified facilitators and training of external supports.

wouldn't listen to you ... (F1, L127, L187)

A lot of it was getting to know [LwS1] and him getting to know me ... and finding a middle balance where I am his friend, but he also has to listen ... (F3, L156)

In the teachers, parents, F2 and F3's experiences, two negative relationships were identified when facilitators did not have an optimal relationship. In both cases, the facilitator became either the 'friend' or 'disciplinarian' to their LwSs:¹⁶ These two forms of relationships were associated with the disrespectfulness, uncooperative and behavioural difficulties of LwSs:

When I talk about other facilitators, I'm not very sure that there's always an ... actually a decided way on how to deal with discipline ... (F2, L261)

In F1, F2 and P2's experience, the challenge facilitators have in their bond was linked to:

I do think their culture does play a role in facilitation because it comes back to that. "How were you disciplined as a child? How were you expected to learn as a child?"

I did grow up in quite a strict environment ... that was my initial approach ... (F2, L372)

F2's training assisted her in changing her approach to meet the needs of her LwS. When facilitators were seen to be a 'buddy', the response of F3 and T2 indicated that the facilitators:

As lovely and nurturing as she was, those clear boundaries were not set and he could then take advantage ... she would never be firm enough for him ... (T1, L321)

But in Case One, in the experience of F3s and P2, due to the nature of LwS1 in being a friend the relationship with the facilitator had positive outcomes:

You have to be his friend almost to get him to do something ... (F3, L186)

On the other hand, in P3's experience, the lack of training of the facilitator led to being a friend, and that had negative outcomes:

She was in so overprotective of [LwS2] she ended up getting into some of the arguments with the other kids. So too much of a friend ... (P3, L328)

Then again, if the facilitator had the role of a "disciplinarian", parents and teachers experienced the following:

Her tools and techniques for trying to get [LwS2] to concentrate just had the adverse ... opposite effect ... When the facilitator came in and verbally was threatening ... [LwS2] just behaved the worst that he had ever did ... (P3, L148)

P1's opinion was, that despite these negative consequences of facilitation, as a parent he would:

I think you stand the risk ... of it being too strong, but you also stand a chance of it being too weak. I'd rather have too strong than too weak ... (P1, L125)

¹⁶ For P3 this finding was established by comparing a highly qualified facilitator to two untrained facilitators.

4.2.3.10 Subtheme 10: Qualification of educators

As indicated above, all participants agreed that many teachers face difficulties meeting the needs of an inclusive classroom. In Case One, for P1 and P2's experience over many years, specific teachers' inability to cope with their classrooms' responsibilities, lack of guidance for facilitators and teachers' disinterest in their LwSs hindered the facilitation process. Specifically in P2's opinion, this challenge was linked to educators' training in dealing with LwS1:

*At no point ... did anyone do any training with any of the teachers about what is downs?
... [LwS1] who's been in your school for five years ... (P2, L229)*

But in agreement with P2, this difficulty for F2 and T1 reflected a systemic challenge that South African educators face in their training as educators in special needs:

The BED degree ... didn't cater to any other learners other than mainstream...(T1, L25)

The actual training of how to teach and how to manage children, I think came more naturally in our practical experiences. In the South African BEd degree, I don't find very much material on studying how to manage children ... (F2, L29)

But, according to T1 it is her experience, she stated that "it's always experience [that] always trump's your theory" (T1, L31). But as a result, educators who were inexperienced with LwSs were found to rely on the facilitator to educate the LwSs and for facilitators to be reintroduced:

I get the impression that the teachers didn't know what to do with him ... (P2, L211)

4.2.4. THEME 4: THE NEGATIVE EFFECTS OF FACILITATION

4.2.4.1 Subtheme 1: Perceptual trap and perception of facilitation

In both cases, parents who perceived educators to not have the heart for LwSs and lacked confidence in meeting their needs were seen to compromise the education of LwSs and facilitation. In all parents, T1, F2 and F3's experiences, this compromise was seen in the educator shifting their responsibility of educating LwSs to facilitators. However, despite T1's own beliefs, both educators indicated that within in many educators' viewpoint this shift in educating LwSs facilitators had was valued:

It felt like I'm paying for an extra teacher to teach [LwS2] ... the last thing you want is for the primary teacher ... "Okay, fine, ... sure, one less child, I have to teach. Off you go, Sho ... I've now got one less worry" ... (P3, L238)

The teacher, probably knowing that there is this dependence, there is this ... misunderstanding, still relies on the facilitator to be able to kind of fix this problem and

I think that's where the inappropriate roles come in ... (F2, L235)

And they got frustrated when that didn't happen, which is also not fair on the facilitator because I also don't think that their role as a therapist, and as a mom, I say that. ... the facilitators there to assist and help this child cope in his environment ... (P2, L223)

When educators and P2 were asked about educators' perception of facilitation, they indicated that many teachers have a negative perspective about and buy in to facilitation due to their lack of training. However, more specifically, they revealed that facilitation was viewed as:

A frustration ... How bad is that to say ... I think when a teacher knows that they have a facilitator, they get frustrated ... ahhhh another adult in the classroom ... another person, I have to manage, train and teach ... (T1, L291 – 297)

My time with the facilitator that's not really my priority. It's the child. So there again, you know I should stop and think and make sure the facilitator is able to carry through on what I want ... (T2, L67)

For F2, F3, T1 and parents, many teachers' view was that, by having a facilitator:

It will at least include this one learner and take the pressure off the teacher ... and it is not necessarily what the child needs ... (F2, L185)

It's generally with children that you are really struggling to teach. Now you've got a class of possibly 15 ... who are struggling to learn, and having a facilitator, take that pressure off, is a little bit selfish, because sometimes we KNOW ... that this facilitator might not be the thing that's going to help this child learn how to learn ... (F2, L217)

In parents, F2 and F3's experiences, the danger of educators making this shift occurred due to the lack of support structures, lack of buy-in and their own inability to meet all the grade-specific academic requirements of other LwSs. Consequentially, participants agree teachers gave less attention to LwSs with facilitators, resulting in dependency. But in Case One it led to the reintroduction of a facilitator and the physical dependency of LwS1 to be seen, as can be seen in the following responses:

Some teachers ... welcome facilitators with open arms, because it helps to take some of the load off ... F2 added a huge amount of value. (P3, L214)

"I have more kids; my workload is higher; I don't have time to put into [LwS1] ... Get the facilitator back" ... (P1, L260)

The teacher could have bridged the gap by just saying, "Hey, [LwS1], it's 40 minutes now, go off" ... (P1, L336)

When ... the facilitator was gone, the class assistant was gone, and the teacher was too busy. And it was just ... it was this explosion waiting to happen ... (P1, L254)

But despite these challenges P3 found value in this situation as her qualified facilitator:

*[LwS2] wasn't going to be compromised, he was still going to learn because [the facilitator] there, so I'm sure that probably did happen. But what can you do about it?
... (P3, L238)*

But for P3 and F2, this potential threat was seen to be justified based on the calibre of facilitator an educator had and also due to the significant health risks her LwS2 had when other students fell sick in the classroom.

4.2.4.2 Subtheme 2: Dependency

Situations where the facilitator and student relationship is not really optimal. That's when a child is dependent ... [when facilitation] is not really valued ... (F2, L212)

All participants agreed that one-to-one facilitation created LwSs' dependency because of the lack of facilitator training, systemic misunderstanding of facilitator roles, the quality and degree of facilitator support, supervision and their ability to maintain distance. In this study, dependency was found to exist in the academic, adaptive and social development of LwSs. For participants, dependency was described in situations of LwSs' self-helplessness because:

You have to give him that opportunity to adapt ... it can very easily be learnt helplessness very, very easily ... facilitators do need to be aware of is NOT doing everything ... (T1, L432)

If you look at autonomy ... it definitely would have impacted things like being able to start work for himself ... because he was so used to that ... (P2, L211)

Evidence indicates that dependency was also created through the expectations, proximity and role parents created for their facilitators:

The parents couldn't be bothered about the independence and only want their child to be happy ... (P2, L133)

Due to fetching him in the morning, almost putting him to bed at night being around in holidays, constantly, I was always around ...we re-evaluated and realised that he was a little dependent ... (F2, L111)

For parents and facilitators, academic dependency was linked to LwSs losing their independence, autonomy and confidence due to the proximity and support facilitators gave:

He would refer a lot to F1 help ... Whats next? So, she became a crutch. But when he did call her, she was always there ... (T1, L321)

The one thing you don't want is that is the facilitator to do the work for your child, because you're there to help your child ... (P3, L136)

I think, if you helping too much the child doesn't learn ... right? ... (F2, L171)

If he's not confident in his ability to do it on his own, he won't even try ... So sometimes I find like he can do it. But if I don't sit with him, and almost have him, like bounce it off me he feels like you can't do it ... (F3, L246)

For all three facilitators, the presence of a facilitator in an inclusive school did not create feelings of difference because the facilitation was not uncommon. However, the meaningful inclusion of LwSs and facilitators depended on the educators' ability to create an atmosphere of acceptance amongst the LwSs' peers, as the peers of LwSs was found to create a social dependency on all facilitators for the social interactions of LwSs:

"F3, like [LwS1] took my things" and I think I was always like, the mom that they're going to tell on ... instead of just letting him like be his own person (F3, L180)

As a parent, if you see that that other kid is not understanding, you interfere, so and the kid can understand so that it can move on ... possibly, maybe you should let it play out so that they both learn something from it ... (P2, L127).

When facilitators intervene in the experiences of F2 and P2, due to their lack of training and when acting in their perceived parenting position, the potential social growth and social independence of LwSs was found to be negatively affected:

We go back to that motherly instinct you are driving out of this force of care, which is it's good to care, but it's overriding what is important in this child's day ... (F2, L 318)

However, in Case One, due to LwS1's nature, social dependency was created because of his difficulties in maintaining boundaries as a result of his soft and loving nature.

[LwS1] valued me a lot more than anyone else ... my surname changed ... because he used to say she was family ... When someone else is talking to me he would be like ... My F1, my F1 ... (F1, L337)

In Case One, for P1, due to F1s' lack of training, the number of years of facilitation and fixed understanding of LwS1 needs, F1 unintentionally created a physical dependency on LwS1 regarding his ability to go to the toilet independently by providing a set route over the years:

The teacher's frustration came out, Okay, I'm can't even run [with him] to the toilet. I can't have him have accidents; So, we were like, "WOW, okay, we didn't realise that dependency was still there" ... (P1, L336)

4.2.4.3 Subtheme 3: The systematic creation of dependency

But what you've got to try and do is get the balance between the teacher and the facilitator, and to say ... how much does the facilitator bring to the table? And how

much do you let the kid bring to the table ... that's a fine balance ... (P1, L53)

In the parents, F2 and F3's experiences, the risk of creating dependency was as resulting from the differences each parent, LwS, teacher and facilitator brought into facilitation, their varying degrees of training and understanding about facilitation. However, in P1', T1' and T2's perspective:

I think the is a difference is ... around the expectation of what facilitation is ... if you just focus on achieving the academics ... you can get very easily into that trap of over facilitation ... (P1, L381)

In F2 and F3's experience, although facilitators should be valued for their ability to "help him to be able to do it on his own" (F3, L228), a facilitator and teacher must understand that to ensure the growth of a LwS, facilitation should:

Takes a lot longer ... [because] ... there is a fine line sometimes between benefiting them and having them at the end of the day be able to do it and doing it for them but then they worst off ... (F3, L252)

In agreement with T3, for T2, to ensure dependency is not created, facilitators should have patience and objectivity, but many facilitators feel frustrated due to the lack of training:

A major downfall of facilitation ... is that sometimes you are sitting ... and it can become very frustrating ... [that the facilitator] ... ends up doing the work. And I don't think its consciously [done] ... (F3, L246)

In T1 and T2's experience, dependency is linked to the bond and training of facilitators:

This motherly instinct ... you feel responsible, you feel the need to help. And it's difficult not to when you see this child that you've spent years with ... and you've built this bond, and now you see this child struggle ... (F2, L93)

In both cases, teachers did not value facilitators highly, due to the dependency they created in extending and affecting the performance of LwSs in formal assignments and tests:

Well, we try not to get the facilitator to do it, that will be first prize ... [because] the marks are sky-high ... (T1, L444)

If they've had a formal assessment, and then the facilitators overseen it ... I don't think it's a true reflection ... She's got to realise that you scribing his thoughts and his explanations and not putting presume ... because it's not impartial ... (T2, L115)

They help too much, because they want their child to do well ... (T1, L444)

A child will get to know you so well that if I sat next to [the LwS] during a test and I gave him a specific look, all of a sudden, this answer comes back. It's like we have this telepathy that we've developed ... (F3, L87)

For teachers', dependency was due to their limited training and fixed beliefs of LwSs:

So ... because she was with him when he couldn't do it, she almost didn't realise she needed to step back when he could do it ... (P2, L199)

I think they have their limited view of ... what the child can do. "This is how the child reacts and its limited". And so ... if I or somebody maybe tries to push the child, they already are like, "No, no, they can't do that" Or they'll be like, "Yes, of course, they can do that. That's easy". But they've done half of it anyway ... (T1, L393)

But when educators invested in their LwSs, educators' supervision and instruction was seen as vital in allowing the facilitator to break the dependency:

So, with the teachers help it became easy for me ... because you can't just say... I'm not helping you ... maybe giving him an excuse like ... F1 is outside today, this one we are doing on our own ... (F1, L403)

For F1 and F2, teachers' difficulty in dependency is created through the parameters parents create in facilitation, but that can affect the bond facilitators have with LwSs.

The child finds it difficult to understand that ... " Now, my facilitator is not around for my test but my facilitators around for breakfast ... for dinner ... now she's gone" ... (F2, L87)

F2 revealed the significant long-term impacts of dependency and facilitation:

And I've noticed that [facilitation] is now being allowed into the high school, which I find even more dangerous because now this person has walked a path with [a facilitator] since [the LwS] were in grade two ... (F2, L267)

4.2.4.4 Subtheme 4: Breaking the dependency

If you could have one facilitator to two children would be the most ideal ... (P2, L319)

In teachers, P2, P3 and F2's experiences, shared facilitation was beneficial for the facilitator:

The key benefits there, which the moms discussed was, your chance of creating that dependency is so much lower because now it's not a one to one ... (P3, L268)

This attention isn't just on this one child that the self-helplessness isn't "I only depend on you", because now this child gets to see, "Okay, you can depend on this person, but ... for a specific small amount of time, and then I need to be independent"(F2, L342)

Significantly, for F2, in academic work shared facilitation was associated with:

In those tiny little groups, the kids sometimes often teach each other ... We know, if you can teach something you truly understand and know that thing ... (F2, L342)

But in the social development, for P2, T2, F2, shared facilitation is also linked to:

You are not my only person; I can't share you ... being okay with sharing ... and I can also learn to socialise within my tiny little group ... (F2, L342)

For T1, shared facilitation leads to a higher quality of education for their LwSs:

We would then split our time sometimes and say, "okay, now [LwS3] can do all of this on his own ... let us focus on [LwS1] " ... it would give me a better picture of what [LwS1] can do individually ... (T1, L 411)

However, the challenge with shared facilitation for P2, P3 and F2 was:

But you have to get both parents buy-in, and then you have to connect both of them to make the contract ... if one of the parents doesn't want it doesn't happen ... (T1, L 405)

Secondly, for F1, F2, P2, P3 and teachers, the meaningful inclusion of a facilitator in the classroom and the formation of positive relationships with their LwS's peers' broke dependency:

Facilitators have to realise that they are not just in a box with one child, they influence all the other children ... regardless of who's paying ... they can learn from the other children ... (T2, L175)

Her demeanour ... had a positive spin-off for [the LwS], because ... that helped him in the social circles that helped him with his confidence ... (P3, L328)

F2 was invited to do some lessons for the class ... which brought respect from the others ... [LwS2] had free space in a formal lesson without her ... (T2, L163)

P3 warns that the inclusion and presence of the facilitator do not result in LwSs being excluded:

When the facilitator sits there, and they're moaning at the child ... [they] detract from the atmosphere in the classroom ... [so] please remove [the facilitator] and [LwS2] from the classroom because they remove the problem now ... (P3, L214)

4.2.5. THEME 5: POINTS OF CALIBRATION

4.2.5.1 Subtheme 1: We are all in this together

You have got to do that calibration. And I say that because every facilitator, every teacher is going to have a different spin-off. So, you can't just let it sort of grow organically. You've got to have those recalibration points ... (P1, L71)

All participants stated the importance of and lack of triad relationships between the parents, teachers and facilitators. Evidence indicates that for F2, T2, P1 and P2 when members work effectively and collaborate in a triad relationship, they can define definitions of facilitators, set

goals, communicate, and have frequent meetings to ensure that dependency is not created and high-quality support in facilitation is provided:

Communication is key Sit down ... as a group ... and have you goals, written down ... discuss it as a whole and work together in unity ... (F1, L408 – 409)

I do think that facilitation ... should maybe be streamlined more to what the child actually needs ... (F2, L235)

Have regular touch bases together, calibrate that over or under facilitation ..(P3, L375)

In some circumstances ... maybe it would be nice to have a team leader ... helps pull everything together and make sure that everyone is on the same track ... (P2, L343)

For teachers, parents and F2, the provision of training to stakeholders can improve its value:

They have to get some kind of training ... do a two-hour session with the parents and the teacher and the facilitator in one room about what facilitation looks like in this context of this child ... (P2, L343)

But in P1 and P2's opinions, it is the school's responsibility to provide these conversations:

But they did not seem open to that for some reason ... that would make the most sense. Like why I have two separate discussions ... Let us sit down ... Let us talk about how we can make this better in class. But that did not seem open to that ... (P2, L271)

But would those sessions and create more challenges for the school? Would you have more moaning around facilitation? ... (P1, L226).

4.3 CONCLUSION

In this chapter, the results and the themes of the study were provided in both cases. This chapter covered both the main and subtheme discussions of facilitation across cases in detail. In the next chapter, the results of each theme will be provided and positioned in existing literature, both internationally and in the limited South African context. In addition, the research questions presented in Chapter 1 are answered.

CHAPTER 5

5.1 INTRODUCTION

In this chapter, the findings of the study in the context of literature are discussed, the primary and secondary research questions are answered and the limitations, recommendations for future research and contributions are addressed and provided.

5.2 POSITIONING THE FINDINGS OF THE STUDY IN THE CONTEXT OF LITERATURE

In this study, inclusive education for participants was described as a tailored approach to the education of LwSs where all their emotional, social and academic needs are met. Quality inclusive education was seen to ensure that LwSs were meaningfully included, participated in and had feelings of belonging in a school environment (Odom et al., 2011; Li & Qiu, 2018; Seedat, 2018). However, despite this, it is this study's findings that, although all participants understood the theoretical principles of inclusive education as a holistic approach to the education for all LwSs, teachers and parents of one inclusive school believe that inclusive education in the South African context faces significant challenges in its practical implementation and conceptualisation. Notably, from the parents' viewpoint, inclusive education was seen as a "*fallacy*" (P1). But this belief was extended in both parents and teachers' experiences, because for them, "*it is not possible for every school to include every child, because there is just too much variety in needs*" (P2). Thus, inclusion and inclusive education were found to have challenges in their differing understanding, parameters and meanings in this study, which problematically directly affected facilitation as an inclusive education intervention (Donohue & Bornman, 2014), thereby confirming international literature and local media reports that LwSs still face challenges surrounding their right to fair and equal education (Dalton et al., 2012; Donohue & Bornman, 2014; Murungi, 2015).

Consistent with international literature, facilitation was found to occupy a significant position in South African schools (Bosmans & Kerns, 2015). Particularly, the need for facilitators was found to be based on both the schools' support team discussion, but specifically dependent on an educator's decision, in collaboration with parents that LwSs required facilitation. Facilitators were found to be recommended to parents for LwSs who required the highest needs in the school (DBE, 2014). But the use of facilitators depended on schools and parents as the primary mechanism and last resort: they had to ensure that the complex, multifaceted needs of LwSs were potentially met in the school (Bowlby, 1988; Giangreco, 2003; Giangreco et al.,

2011). But secondly, for teachers and parents, the potential value facilitators had in the classroom was to ensure that LwSs received consistent, appropriate, individualised support, attention and guidance so that LwSs could meet their academic requirements and gain access to the syllabus (Giangreco et al., 2011; DBE, 2014).

Even more significantly, in parents' experiences, facilitators were employed to provide a safe and secure space for their LwSs to develop and explore their schools' environment in order to mitigate the shortcomings teachers have in coping with the pressures of an inclusive classroom (Bowlby, 1988; Genzuk, 1997). Thus, in so doing, in the words of P3, parents avoided situations where their LwSs were "*left behind*", confirming Giangreco's study (2003). This was evident because, in parents and educators' experiences, educators had challenges in attending to the all the needs of LwSs, had high workloads and were challenged in meeting their responsibilities in educating every LwS (Seedat, 2018). But in P3's views, these challenges extended to some educators having a limited view of a LwS's abilities and capability. Thus, these combinations of factors contributed to LwSs potentially being neglected and isolated, thus developing a low self-image (Billingsley, 2007; Nel et al., 2014). Facilitators were expected to mitigate these challenges, believe in the abilities of LwSs and provide LwSs with the best opportunity to develop and learn in the school context (Genzuk, 1997).

Significantly, it was the finding of this study that the provision of facilitators also enabled LwS1 access to an inclusive school. In Case One, many schools' managements were found to refuse access to LwS1 to their school, based on his diagnosis, contradicting their inclusive school's charters, White Paper 6 and South African Constitution (Hess, 2020). But this was also due to the previous school's inability to provide the resources, facilities and education LwS1 required based on his diagnosis. Additionally, in Case One, facilitators in the school perspective were also valued for their ability to 'control the difficult' LwSs. Lastly, the employment of facilitators was also made in the best interest of LwSs despite the acknowledgement, by parents and teachers that, as an intervention, there is the potential for facilitators to create adverse consequences on LwSs, such as dependency (Keller, 2018).

One of the main challenges in the study that hindered the potential value a facilitator had was that all members did not have a uniformed understanding of the meaning of facilitation. As a result, this challenge placed facilitators in a unique position where they were expected to simultaneously fulfil the roles and expectations of parents and educators, although defined separately. Problematically, all participants agreed that not only did these roles lack clarity and boundaries and were varied, these definitions lacked agreement in both the understanding of

what a facilitator should be and what activities and responsibilities facilitators should fulfil for LwSs (Tews & Lupart, 2008; Cutts, 2010), confirming international literature, which argue that the lack of agreed upon appropriate roles facilitator should fulfil or have, is a challenge that represents an “elusive and unresolved issue” in the field of facilitation (Giangreco et al., 2010 p. 52).

In this study, parents were found to privately employ facilitators and define the forms, duration, proximity, activities and roles facilitation had for their LwSs (Mtsweni, 2013). Problematically, not only were these roles not communicated to teachers, but they were found to be solely defined by parents with minimal guidance from the school (Bergstedt, 2015). But in P1, P2 and F2’s¹⁷ opinions, the danger of having inappropriate activities and not a ‘true facilitator’ role in these parents’ definitions was when parents crossed boundaries to include both scholastic support (Carter et al., 2009; Nicholls, 2017) and domestic work or caregiver responsibilities (Giangreco & Broer, 2005; Cutts, 2010). Secondly, in the study parents were found to rely on educators to define their expectations for facilitators in the school context. However, confusingly, evidence indicates that the roles educators defined were seen to be defined differently in each year and with each educator in the same year. But these varying expectations and definitions developed by parents and educators developed were aligned with, but not limited to, the limited to no training all members had in facilitation, and also with each member’s growing experience and knowledge with facilitation. Lastly, all participants further agreed that the facilitators’ roles were also dependent on each LwS’s specific needs, learning barrier and situation in each case, thereby confirming Nicholls’s study (2017), which indicated that the roles of facilitators varied over time rather than being a pre-planned service strategy.

In each case the value of facilitation was thus found to depend on the specific cases definition or forms facilitation took with each participant (Giangreco et al., 2010; Ratcliff et al., 2011). But the true value was associated with the required adaptation facilitation required to suit the specific needs of each LwS as they developed.

Nonetheless, despite these varying definitions and roles, all participants agreed that the value of facilitation was in their function to uphold the principles of inclusive education. In upholding these principles and consistent with Bowlby’s attachment theory (1969, 1988), facilitators were found to be attentive to the needs of LwSs, but also to provide the appropriate individualised care, guidance and support LwSs required academically, socially and emotionally on a daily

¹⁷ This observation was made in their roles as parents (P1,P2), a therapist (P2), an educator and facilitator (F2).

basis (Bowlby, 1969; DBE, 2014). In doing so, in the opinions of the parents F2 and T1, this study found that the overarching primary goal and challenge facilitation had was that it should ideally be a short-term intervention where a facilitator's goal is to "*work [themselves] out of the job*". But in being a short-term intervention, a facilitator's mindset should not only be to uphold the inclusive education principles but "*make this child as independent as possible. So, they can do as little as possible*" (P2) so parents and educators "*ideally get to point where we don't need a facilitator*" (P3). However, for P3, P2 and F2, due to the nature of LwSs, some LwSs will require a facilitator for the duration of their life because of their complex high needs and requirements.

Once facilitation was introduced, facilitators were found to be valued for their ability to bridge the academic and social gap by providing the appropriate guidance and support to LwSs (Brock & Carter, 2013). Notably, all participants agreed that facilitation was valued for its perceived ability to create the potential capacity and platform for a LwS to develop and learn rather than to just achieve (Carter et al., 2009; Cutts, 2010). In creating this capacity, trained facilitators understand that their ability to be available, present and attentive to the needs of LwSs was important (Bowlby, 1969). But in being present and attentive, facilitators maintain a safe 'distance' or create an appropriate barrier from their LwSs to allow LwSs to feel secure and motivate them within their ability to explore their school environment socially and emotionally, but also to complete scholastic tasks. This is consistent with studies by Al-Yagon and Mikulincer (2006) and Bergin and Bergin (2009), which explored the functions of attachment in classrooms.

Furthermore, evidence indicated that this distance in the various forms of facilitation enables the LwSs to have the necessary time, skills and tools to develop independently in their activities and behaviours before facilitators intervened (Giangreco et al., 2011). But this distance enabled the facilitator to remain objective and separate their own beliefs, views and emotions to ensure the varying needs of LwSs are met in their support and attachment. Thus, due to each LwS's specific learning and physical barriers, the above findings were further valued in the different forms facilitation took across cases. These included the physical, cognitive and social-emotional facilitation of LwSs (Carter et al., 2009).

In the physical facilitation, facilitators were seen and valued for the assistance they provided LwSs in coping with the demands of daily school circumstances. These activities involved scribing, physically moving a LwS between classes, dressing, eating, managing their school desk, to reminding LwSs to go to the toilet, for example (Nicholls, 2017).

Regarding the academic facilitation, facilitators were valued for their individualised attention and tailored academic support they provided to LwSs. This support required facilitators to identify, support and use the LwS's own learning style both inside and outside the classroom to repeat, reteach and develop their content knowledge and understanding (Giangreco & Broer, 2005; Cutts, 2010). But they were valued for their ability to partially adapt the academic content, based on the instructions and expectations educators gave, to maximise a LwS's ability to learn and develop. Subsequently, facilitators also were valued for their ability to assist LwSs to plan, organise and complete their academic tasks but, more importantly, prompt and grip their LwSs' attention span to remain meaningfully included and present in the classroom (Odom et al., 2011). Thirdly, facilitators were found to assist educators in identifying moments where LwSs required quiet, safe spaces to refocus and manage LwSs emotionally and academically (Liston et al., 2009).

Socially, for all participants, facilitators were vital in creating a safe environment where they were found to maintain a social distance to LwSs. Facilitators were valued when they observed and initiated social opportunities by creating a balance between the social interactions and behaviours of LwSs and their peers (Schore, 2001; Odom et al., 2011; Seedat, 2018). For facilitators and parents, in creating this social balance, the facilitator provided LwSs with a space to return to when they were neglected or isolated, but assisted in building their social interactions so that LwSs felt meaningfully included and socially accepted by their peers (Bowlby, 1969; Bergin & Bergin, 2009; Bosmans & Kerns, 2015). All participants agreed that the secure relationship facilitators had with their LwSs was vital in assisting LwSs to develop and regulate and to assist LwSs in understanding and developing their appropriate emotions and behaviours as well as the consequences of their actions. This was additionally found through their implementation of behavioural programs under the supervision of therapists, e.g. social stories (Mann & Whitworth, 2018).

By providing this platform for LwSs, evidence indicated, across cases for parents, that trained facilitators provided LwSs with the appropriate care, nurturance and positive mental representations of themselves and others. This enabled LwSs to increase their confidence and mastery of their environment, have higher family interactions and quality of life (Bowlby, 1969; De Castro & Pereira, 2019; Rose et al., 2019). This was evident in Case One, where LwS2's commitment to school improved as he developed a positive attitude to education, an interest in learning and had an increased self-esteem with F2 (Martin & Dowson, 2009). This finding situates the attachments facilitators create with attachment theory studies which have

found that secure attachments in a school context lead to increased levels of communication, increased levels of motivation, educational success and demonstrate improved emotional and behavioural adjustment in schools (Granot & Mayseless, 2001; De Castro & Pereira, 2019).

In this study facilitators were found to have a systemic role in being vital connectors or “*mediators*” (F2) between teachers, parents and LwSs (Chopra et al., 2004), as they had intimate knowledge of their LwSs’ families, their situations and LwSs’ learning difficulties (Ernst-Slavit & Wenger, 2006). Consistent with literature, in facilitators serving as a connector for LwSs, the establishment of effective relationships between all parties was critical for a successful facilitation. These relationships were based on the establishment of clear expectations, boundaries and open communication so all members could develop trust in each other but have honesty and open mature conversations about facilitation and LwSs (Cutts, 2010). These working relationships enabled not only collaboration between members to provide LwSs with the best opportunity for their meaningful inclusion, development and learning, but for all parties to identify situations of dependency or disciplinarian facilitators (Taft & Schlein, 2017).

In this study, parents valued facilitators for being their “*eyes and ears*” (P3) at school and providing continuous honest feedback about the progress of LwSs (Sheehey et al., 2018). For example, F2 were found to prevent LwS2 from receiving interventions that led to his isolation and discrimination in the classroom (Ebersöhn & Eloff, 2006). Although facilitators were found to communicate and provide information between parents and schools (Sheehey et al., 2018), teachers had challenges with this communication pathway because, in the teachers’ opinions, parents often solely relied on the subjective and inaccurate information of facilitators. For teachers, facilitators were essential connectors between themselves and LwSs (Sheehey et al., 2018), but for facilitators and parents, this connection was valuable when educators provided them with clear expectations, objective feedback, supervision and continued instructions to support the scholastic work of LwSs. Secondly, it was found that the educators’ ability to create an environment of acceptance and meaningfully include both the facilitator and LwSs in the school allowed both individuals to be active members in the school and allow the school experiences to be less unfamiliar (Genzuck, 1997) as well as to prevent social dependency. Thus, as a result this finding extends Barnett et al. (2018) study. Nonetheless, facilitation in this study had mixed results across cases in both its consequences and benefits (Giangreco et al., 2011). In this study, it was found based on the above difficulties that:

But if it is about creating the child's potential, then I think you find that balance (P1) ... depending on the child and where the child is ... [because] every year the teacher contributed hugely to the need of the facilitator ... (P1, L381)

But for P3, in finding the right facilitator:

As a parent, it was a lifeline. It an opportunity for your child to, to get back to where they need to get to ... If you get the right facilitator in, it can be a life-changing experience for your child (P3, L310)

Thus, for educators, F2 and F3, a successful facilitation experience was found to be based on the different characteristics and relationships each facilitator had with a specific LwS in combination with each educator that changed every year in the facilitation process. However, in both parents and educators' opinions, the selection of a facilitator significantly contributed to the value a facilitator had in working collaboratively with each changing educator to ensure the inclusion of a LwS. But for T1's, in selecting the wrong facilitator:

Having a facilitator is not including them. It is excluding them, essentially ... (T1, L127)

Thus, in this study, the balance and fit between educators, facilitators and LwSs were found in the bond created between facilitator and LwSs; the heart and passion educators and facilitators had for LwSs, as well as the training and qualification facilitators and educators had in meeting the holistic emotional and academic needs of LwSs. Problematically, in this study, consistent with two literature reviews Giangreco et al. (2001a) and Giangreco et al. (2010) as well as Walker and Smith's (2015) study, many facilitators were untrained, with very few facilitators who had tertiary qualifications. Consistent with literature, parents and schools were challenged in finding facilitators who were adequately trained. But in this study, this challenge was in finding facilitators who had a qualification in education (Giangreco & Broer, 2005). In both cases, when facilitators had a qualification or were studying towards completing their education degree (F2 and F3), these facilitators were resourceful, understood their role as facilitators; were able to adapt the educators' methodology, expectations and syllabus to suit their LwSs needs and learning style; maintained distance to allow their LwSs to develop independently; established a secure attachment to allow LwSs to have the freedom to explore their environments.

While problematically for parents, teachers and F2, untrained facilitators were found to have the following: be inexperienced, young individuals who lacked investment and experience in knowing how to work with LwSs; misunderstood the roles and expectations of being a

facilitator; lacked emotional maturity to set boundaries (Carter et al., 2009); unable to meet the behavioural needs of LwSs; varied in their knowledge of the diagnosis and learning barriers of LwSs and had insufficient core academic content knowledge to support their cognitive development of the LwSs (Giangreco, 2003; Capizzi & Da Fonte, 2012). But in addition, untrained facilitators had fixed beliefs about LwSs and lacked the knowledge about how to meet the core academic milestones of LwSs as they developed, resulting in the creation of dependency and frustrated teacher-facilitator relationships (Giangreco, 2010).

Consistent with literature, not only did all facilitators not receive training (Capizzi & Da Fonte, 2012), but the training provided to facilitators in the school was in the form of in-house workshops and the practical training educators provided to facilitators in the classroom (Giangreco et al., 2010). Teachers, parents and F2 and F1 agreed that these workshops did not provide facilitators with the necessary specialised training, empathy, or ability to manage and deal with the complex individualised needs of LwSs (Giangreco et al., 2010; Seedat, 2018), but was infrequent and covered the analytical or technical aspects of facilitation. e.g. stating facilitated work. Secondly, the training provided to facilitators in the classroom was found to be inconsistent, informal, individualised and highly idiosyncratic. But significantly, the provision of educators' training to facilitators was based on an educator's own sense of responsibility, qualification in, passion for and willingness in educating LwSs (Brock & Carter, 2013). Particularly, in T2 and F3's opinions, many teachers did not perceive the training as their responsibility, as the school was not the employers of facilitators, contradicting Chopra et al. (2018). Significantly, because of this lack of training, it was further found that the onus was on a facilitator to conduct their own research and ask for support to further their skills and behavioural techniques they could use for LwSs. These supports included parents and health care professionals, e.g. occupational therapists (Douglas et al., 2016)¹⁸. Notably, it was facilitators who had a passion and specific investment in LwSs who sought these additional supports out. Although parents were found to be a valuable source of training for facilitators, in F1's experience, parents additionally hindered her development, as they feared losing her as a facilitator if they allowed her to train further. F2 also was found to leave her facilitator position to further her professional career (Giangreco et al., 2010).

Consistent with Bergin and Bergin (2009), not only were both LwSs highly selective about the individuals they were attached to, but all participants also agreed that it was essential for the

¹⁸ In Case 1, P2 was a therapist and as such did not represent the majority of generalised parent population or parent body based on the researcher's 3 years' experience as a remedial educator in the school.

facilitator to create a good emotional bond. But it was also necessary to attend to, accurately interpret and respond to the needs of LwSs appropriately (Stevenson-Hinde, 2007). In doing so, facilitators had healthier attachment where LwSs knew the boundaries of a facilitator and had higher levels of behavioural and emotional self-regulation resulting in LwSs functioning more effectively in school (Martin & Dowson, 2009).

Consistent with a study by Broer et al. (2005), two potential negative insecure relationships were identified when facilitators did not establish an optimal healthy relationship with LwSs. Specifically, in both cases facilitator either became the ‘friend’ or ‘disciplinarian’ to their LwSs. But these two relationships were associated with LwSs’ disrespectfulness, non-cooperation, behavioural difficulties and hindering their social interactions due to facilitators’ overprotection or strict approach (Bergin & Bergin, 2009).

Consistent with international facilitation literature and trends, this study found that one-to-one facilitation in both cases did result in dependency (Tews & Lupart, 2008; Giangreco et al., 2011). However, dependency was seen to be created not only through the expectations, proximity and role parents and educators created for their facilitators, but because of the lack of supervision educators also provided to facilitators (Giangreco et al., 1997). This study found three main dependencies, namely academic, social and adaptive functioning dependency.

Specifically, in academic dependency, LwSs were seen to demonstrate lower levels of autonomy, facilitators did not provide LwSs the opportunity to learn and the validity and performance of LwSs’ work were compromised due to facilitators’ interference in LwSs’ academic tasks (Broer et al., 2005; Giangreco et al., 2011). But consistent with Chopra et al. (2018), this study found that these actions were linked to the special bond, feelings of responsibility for, motherly instinct and strong commitment facilitators had to their LwSs. Nonetheless, these actions resulted in teachers feeling frustrated with facilitators around the ownership of the LwSs and the legitimacy of LwSs’ work (Giangreco et al., 2001b; Giangreco, 2010). But in this study, this frustration was additionally linked to parents not sharing their expectations with educators, resulting in educators feeling powerless to recommend strategies to facilitators. In contrast with Broer et al. (2005), facilitation was not seen to create LwSs’ feelings of difference in the experiences of all facilitators. However, in their social facilitation, the meaningful inclusion of LwSs was dependent on the educators’ ability to create an atmosphere of acceptance amongst the LwSs’ peers because the LwSs’ peers were seen to create dependency on facilitators to interact with LwSs, consistent with Giangreco and Broer (2005). Lastly, in this study, due to F1’s provision of structure and routine over many years of

physical facilitation for LwS1, her removal resulted in physical dependency, as LwS1 was seen to have difficulty independently going to the toilet. Thus, in this study, the above-created dependencies of LwSs demonstrated the importance of training supervision of educators.

Consistent with Walker et al. (2020) meta-analysis, an important strategy to break the dependency created in one-to-one facilitation was the implementation of shared facilitation. Not only did LwSs have increased peer interactions, but in this study, facilitators also shared their attention among LwSs and encouraged independent work, which led to peer learning. Allowing facilitators to create positive relationships with LwSs' peers was also effective.

Consistent with studies by Giangreco (2003) and Giangreco et al. (2010), two situations were present in the study where educators were found to shift their responsibility of educating LwSs to their facilitators. In the first situation, mixed results were found in educators' justification for shifting their responsibility (Giangreco et al., 2002; Carter et al., 2009). In contradiction to literature, teachers did have a negative perception of facilitators. They also understood that many facilitators were insufficiently trained and lacked core academic knowledge to academically attend to their LwSs' needs. Nevertheless, some educators still shifted their responsibility of educating LwSs to facilitators and provided minimal supervision. In educators and parents' perception, this was due to educators' lack of training in handling LwSs and their inability to cope with the demands and responsibilities of an inclusive classroom (Giangreco et al., 2010; Seedat, 2018). Thus, this study may potentially support Giangreco's notion (2003, 2010) that the extensive reliance of unqualified facilitators to teach LwSs reflects a double standard in inclusive education of the "unspoken perception" of ableism (Giangreco et al., 2001b, p. 59). Secondly, consistent with Giangreco (2003), a more severe circumstance did occur where educators felt justified in allowing facilitators to take the majority of instructional responsibilities for LwSs. However, this shift was found in Case Two to be justified by the educator and parent because the facilitator was a qualified educator and due to the severe health risk a typical classroom presented to LwS2, while in Case One, F3 was studying towards her education degree.

Nonetheless, it was this study's findings that each specific educator's investment and passion for educating LwSs prevented the above situations across cases but allowed educators to identify situations of dependency. For facilitators, their passion for LwSs leads to their ability to be invested, be proactive and act in the best interest.

Evidence in the study found that when facilitators were valued in both the school and home

contexts, facilitators were able to work collaboratively with educators and parents to remove the need for facilitation and provide higher quality care for LwSs. But consistent with international literature, facilitators were found to be frustrated and challenged in their position due to their marginalisation in the school context (Fisher & Pleasants, 2012; Seedat, 2018). Firstly, in F1 and F2's experiences, facilitators were marginalised in the schools training they received and in educators' perceptions of facilitators. Evident in F1's description: "*You're just a facilitator I am the teacher here*". Secondly, this marginalisation extended to facilitators having separate infrequent training sessions to educators, a separate and unconnected department from educators and them not being included in any lesson plans, parent feedback meetings or staff meetings, but they were also not being introduced to staff members (French, 2003; Giangreco & Broer, 2005). As a result, all facilitators expressed that, due to their positioning, not only was their extensive insights or "funds of knowledge" not valued; their voices were also often suppressed by educators, confirming Ernst-Slavit and Wenger (2006 p. 63). In this study, facilitators can be considered "hidden teachers" who work with LwSs who are overlooked by educators while still shifting their responsibility of educating their LwSs to facilitators. This tendency is seen explicitly in F2's words: "*the teacher overrides that voice most of the time ... how important really is the role*" (F2, L366).

In addition to facilitators lack of support structures, lack of supervision and clear expectations, their positioning and lack of voices being heard, evidence found that many facilitators felt the need to perform in their positions as facilitators. But this need to perform resulted in facilitators creating dependency on LwSs because of the following reasons: untrained facilitators focus on LwSs' academic achievement, the need to demonstrate their skills as facilitators, and the perception that a LwS's poor performance would reflect negatively on them as facilitators. In addition, this need was also found to be present because of facilitators attempts to meet their employers' high expectations despite parents' fears of dependency because facilitators feared losing their employment. This fear of losing their employment was further linked to the socio-economic upbringing of facilitators as a result of the level of unemployment in South Africa and that facilitation is often seen (e.g. P2) as a luxury (Du Toit et al., 2018).

Consistent with literature, all participants agreed that in recognition of the above challenges and complexities in facilitation, formalised structures for parents, teachers and facilitators should be formed to improve the value facilitation can have as an intervention. Evidence indicates that these structures will allow collaborative discussions on the forms, goals and definitions of facilitation for each LwS to occur. Additionally, these structures will allow for

regular open feedback between all parties to occur and the challenges with which facilitation may be presented with to be prevented (Duke & Berlingo, 2020). Thus, consistent with inclusive education literature, collaboration is experienced as a powerful and proven strategy that allowed LwSs to achieve the highest quality of education possible (Nel et al., 2014).

5.3. ANSWERING THE RESEARCH QUESTIONS OF THE STUDY

Based on the data analysis in Chapter 4, the following section will address and answer the research questions posed in Chapter 1. Section 5.2 will position these findings in literature.

5.3.1 How do parents' expectations of facilitators affect facilitation for learners with special needs?

Firstly, in this study it was the parents' viewpoint that in the South African education system inclusive education as an ideal for all learners, especially LwSs, is significantly challenged both in its conceptualisation and in its implementation. In the parents' experiences, these challenges extended to the educators' ability to cope with the extensive academic and behavioural needs each LwS requires in an inclusive classroom, the lack of support educators have, their high workloads, and the limiting beliefs educators have about the LwSs' abilities. As a result, for parents, not only did these challenges negatively affect the education of LwSs, but they also positioned facilitation with an inclusive education system that is challenged despite its own potential consequences. In addition, although schools claimed to be inclusive in their charters, Case One's parents found schools to be reluctant in accepting their LwS in schools based on his learning barriers. As a result, firstly, it was parents' expectation that by employing facilitators, they should be able to overcome the shortfalls of and assist educators in meeting the complex needs of their LwSs in the school and enabling their LwSs to gain access to the curricula when existing schools' interventions and supports were ineffective (e.g. IEPs and small classrooms). But more importantly, facilitators were expected to work in collaboration with educators and parents in providing a platform and capacity for LwSs to perform and achieve through the facilitators' guidance, assistance and support. In doing so, facilitators were expected to believe in and not further compromise their LwSs' abilities and education by creating LwSs' dependency and helplessness. Rather, facilitators should also uphold the principles of inclusive education to maximise the opportunity they have to develop and close their educational, social and behavioural gaps.

As employers of facilitators, parents expected facilitators to be their eyes and ears at school and provide insightful continuous feedback about the progress of their LwSs. This feedback

was to assure as parents that they could work collaboratively in their LwSs' education with facilitators to ensure that their LwSs receive the appropriate supports that would need to mitigate against LwSs being neglected and isolated in the school. When parents select facilitators, facilitators are expected to be investing in their LwSs. But secondly ideally appoint a facilitator that has an education background who can create a secure safe relationship with their LwSs so that LwSs can explore and develop their environment both academically and emotionally. The problem is that these high expectations were still placed on facilitators, although parents employ untrained individuals or domestic workers with little to no experience in working with LwSs. Additionally, facilitators were expected to perform both academic support and caregiver or domestic duties. As a result of this expectation, parents themselves inadvertently created dependencies despite their own expectations and instruction to facilitators not to create it. Although Case One's parents provided training for F1, in both cases it was an underlying expectation that facilitators would be trained by the school. Thus, parents' expectations do impact the potential value facilitators had for LwSs.

5.3.2 How do teachers' expectations of facilitators affect facilitation for learners with special needs?

Based on the study results, it was evident that, although teachers know the potential value facilitation has in an inclusive school for LwSs, most teachers perceived facilitation to be a frustration. This frustration was due to the calibre and lack of training facilitators receive in the South African context. For educators, facilitators in their classrooms were often family members, domestic workers and newly matriculated individuals that had inadequate training, limited experience and lacked the necessary skills and techniques or interest in working with LwSs. But as a result, these challenges extended to facilitators lacked maturity, content knowledge and the ability to adapt their instructions and methodologies to suit the unique learning style of LwSs. Moreover, these facilitators often had a fixed understanding of their LwSs' capabilities and academic milestones. Due to this lack of training facilitators receive, many teachers expected facilitators to have the ability to uphold the necessary inclusive education principles to ensure the independent development and progression of LwSs. As a result, many teachers recognised that facilitators often create helplessness and dependency in their LwSs, academically, socially and physically, resulting in their frustrations. Additionally, facilitators were not only seen to significantly impact negatively on the validity of the LwSs scholastic work, but were reluctant to follow their advice. Problematically, despite parent's

expectations that educators should define the classroom roles of facilitators, educators felt powerless to advise facilitators because the school was not the employer of facilitators.

Despite educators' recognition of these challenges and educators' understanding of their own responsibility to educate LwSs, many educators still shifted their responsibility and expected facilitators to educate LwSs. This was because facilitators were expected to be able to assist their LwSs. They also saw it as the parents' responsibility to employ an adequate individual. This shift allowed teachers to meet their high workloads, focus on other learners and feel justified in allowing LwSs to learn minimally. Thus, in totality, although educators may expect that facilitation to be both a valuable and ineffective intervention for LwSs, educators felt that facilitators needed to be carefully selected in order to ensure that they understand their role, provide adequate support and add value to their LwSs to ensure a successful facilitation process.

5.3.3 What are facilitators' opinions about their role in facilitation on learners with special needs?

Facilitators are of the opinion that, as facilitators in an inclusive school, they are the tools and guidelines for LwSs and can provide the necessary and vital care, support and guidance LwSs need to reach their potential. Facilitators perceive themselves to be essential connectors and mediums between teachers, parents and LwSs and have an extensive wealth of knowledge about both their LwSs and their LwSs' family situations. Facilitators believe that in their role, they can assist LwSs with a platform to be included because, in their opinion, they provide and assist LwSs in developing the necessary skills and competencies in the scholastic, emotional and social spheres of life. Through their presence, facilitators can prevent situations of isolation and discrimination, ensuring that the shortfalls and pressures of educators do not hinder the education of LwSs, and LwSs from being perceived as different. However, it is facilitators' opinion that their role is compromised because of differing and varying expectations parents and educators place on them. Furthermore, in their opinion, their value is hindered due to educators, parents and the schools' lack of frequent and continual communication and their marginalisation in the school context. Significantly, this lack of common expectation not only resulted in confusion of their roles in scholastic work, but F3 questioned whether parents and educators had a common understanding about the scholastic capabilities of a LwS. For F1 and F2 the educators' negative perceptions, lack of supervision in combination with F1's own lack of training and academic knowledge, significantly hindered their ability to provide LwSs with the support they required. In totality, it was the facilitators' opinion that, they are not valued in

their position in the schools, for the knowledge, support, voice and value they could provide to LwSs.

5.3.4 What is the value of facilitators for learners with special needs in the inclusive school?

The value facilitation had for LwSs in an inclusive school can be considered a complex topic that reflects many of the challenges in international literature. But in a South African school, facilitation was found to contribute significantly to the inclusion of LwSs and reflect broader systemic challenges in the South African landscape of inclusive education and its education system. Firstly, facilitation is positioned in an inclusive education system that has many challenges in its own conceptualisation of inclusion and its practical implementation of inclusive education practices in the classroom. Significantly, in this study, all stakeholders were found to lack the necessary training and understanding about the challenges, forms and roles facilitation should take and what facilitation should be for LwSs. But due to the policies in the South African education system that allows facilitation to come into existence, parents are placed in a position where they employ highly unqualified individuals to meet the complex needs of LwSs, with limited guidelines provided by the school. The result is that, although parents are the primary employers of facilitators, facilitators are placed in a position where they must meet the needs of both parents and educators simultaneously without their unanimous agreement on the roles and expectations facilitators should have. This lack of communication results in frustrations between teachers, parents and facilitators, as educators feel powerless to guide facilitators. This is because facilitators feel responsible for meeting their employers' expectations, maintaining their employment and relying on their own fixed and untrained methods of working over educators.

Nonetheless, facilitators were found to be valued in the context of both the school and the parents. They are often the primary mechanism, last resort and means through which LwSs gain access to an inclusive education school and the education syllabus. Significantly, they are conceptualised to assist in LwSs' inclusion and provide them with a platform and capacity to perform through the guidance, support and secure safe relationship they create. Problematically, although facilitators should be valued for upholding inclusive principles and ensuring the meaningful inclusion of LwSs, they are unable to meet the complex needs of LwSs due to their lack of specialised skills and techniques to adequately support LwSs. This is further confined by the lack of supportive structures in the school and their marginalisation by the school and educators. Although schools rely on educators to train facilitators in the classroom,

due to the practical challenges and responsibilities of educators in meeting the various needs of all their LwSs in one classroom, facilitators are left to instruct and support their LwSs with little supervision. As a result, the value of facilitators is challenged through the facilitators' unintentional creation of dependency and exclusion. Thus, although facilitation has the potential to add significant value for LwSs in an inclusive school, this potential is dependent on finding the right balance between all the members in facilitation in each year and the calibration needed in facilitation.

5.4 CONTRIBUTIONS OF THE MULTICASE STUDY TO LITERATURE

The most prominent strength of this study is the fact that it formed part of an emerging literature in the South African context that examines facilitation while drawing on international studies to explore its beneficial and negative value. Mtsweni's study (2013) specifically examined the decision-making process of employing facilitators, while this study examined the potential value facilitation has in the inclusive school context. This study contributed to filling the existing gap in South African literature and confirms many challenges international literature has found in one-one-one facilitation locally. However, due to the limited scope and requirements, these challenges and successes need to be further researched.¹⁹

5.5 LIMITATIONS OF THE STUDY

A possible limitation in the study is that the findings may not be generalised to the population of facilitators due to the small sample size, the purposefully selected cases (Patton, 2015). Thus, the study may not be representative of all facilitators working in different contexts and with different LwSs. The research was specifically conducted in an urban area with LwSs that have access to a resourced inclusive remedial school and may thus not represent rural areas. Additionally, this study had difficulty obtaining many cases and participants despite their initial interest in the study. One case study participant was removed from the study due to difficulties in contacting participants, the participant's willingness to participate due to illnesses, COVID-19 and the availability of all participants in that case. Secondly, one participant was reluctant to answer some questions due to potential complex relationships she experienced during facilitation. Thus, her results may be limited, but reveal the power relations facilitators face in the school context. Thirdly, both cases examined facilitation between one and two years after the primary facilitation experience occurred. This may have affected some participants'

¹⁹ To date the researcher has not found any study that has explored the value facilitators have in a uniquely South African context and as a result this is one of the first studies to explore the value and effect of facilitation.

accounts, but the availability and access to the academic data sources of both cases were impacted, as both parents had difficulty finding sources for the researcher. Additionally, Case 2's parents were hesitant in allowing the researcher access to medical records and were thus not included in the study. Nevertheless, the researcher ensured the study results accurately reflected each participant's thoughts and feelings in each case. This was ensured by member checking transcriptions. As a result, despite the limited case studies, the findings provide valuable insight into the potential value of facilitation compared to international studies. A limitation in the study was the limited research that exists in South African literature regarding facilitators prior to 2013 (Mtsweni, 2013).

5.6 RECOMMENDATION FOR FUTURE STUDY

To further investigate the value of facilitation, the following recommendations are made:

- An extensive explorative comparison study that investigates the viewpoints of all stakeholders in facilitation regarding its potential successes and challenges in rural and urban areas to elicit a variety of views from a large sample of schools, e.g. educators, parents, facilitators, school therapists and managements. This will reveal similar challenges regarding training, dependency and lack of role clarification in a South African context, thus building on and further the contributions to this study.
- A comparative study examining the various forms facilitation should take with specific learning barriers and neurodevelopmental disorders should be conducted to assist future stakeholders in tailoring facilitation to each LwS and prevent its associated challenges.
- Longitudinal pilot studies implementing a tailored training and facilitation program to assist parents, teachers and facilitators with collaborative structures, policies, training and communication strategies should be studied in various school contexts. This will allow for the challenges in the definitions of facilitation to be studied.
- Evidence in the study revealed the implementation of facilitation in mainstream high schools. Thus, research should be conducted to examine the implications and benefits facilitation has in South African high schools.
- A survey study examining teachers' perceptions of facilitation is necessary to investigate the systematically potential for the perceptual trap and ableism in SA.
- Significantly, due to the limited scope of the study and the significance of the pandemic, it is recommended that studies investigate the effect COVID-19 has had on facilitation.

5.10 CONCLUDING REMARKS

It was a lifeline ... an opportunity for your child to get back to where they need to get to ... the right facilitator ... can be a life-changing experience for your child. (P3, L310)

In the implementation of facilitation in South Africa, teachers and parents agreed that the actual value of facilitation necessitates the balance of ‘finding the right fit’ for LwSs’ learning barriers. Stakeholders need to be cautious and selective in implementing facilitation and should recognise or be aware of the dangers in facilitation. These challenges were evident in the lack of training all participants had in the boundaries, expectations and role definition of facilitation; the potential academic, social and physical dependencies facilitators create; the lack of trained facilitators and their need to perform, as well as the perceptions and perceptual trap teachers have in facilitation. Thus, in combination, stakeholders should be advised in implementing internationally and locally recognised ineffective facilitation practices, as it will not only steal valuable time for LwSs, but it would also have far-reaching life effects for LwSs, as stakeholders fell victim to claims that facilitators may “unlock” the hidden potential of students leading them down a path of false hope” (Knight et al., 2019, p. 12).

REFERENCE LIST

- Adewumi, T. M., Mosito, C., & Agosto, V. (2019). Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort District primary schools. *Cogent Education*, 6(1), 1-20.
<https://doi.org/10.1080/2331186X.2019.1703446>
- Adler, E. S., & Clark, R. (2011). *An invitation to social research how it's done* (4th ed.). Wadsworth.
- Agran, M., Jackson, L., Kurth, J. A., Ryndak, D., Burnette, K., Jameson, M., Zagona, A., Fitzpatrick, H., & Wehmeyer, M. (2020). Why aren't students with severe disabilities being placed in general education classrooms: Examining the relations among classroom placement, learner outcomes, and other factors. *Research and Practice for Persons with Severe Disabilities*, 45(1), 4-13. <https://doi.org/10.1177/1540796919878134>
- Ainsworth, M. S., & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist*, 46(4), 331-34. <https://doi.org/10.1037/0003-066X.46.4.333>
- Allan, A. (2011). *Law and ethics in psychology an international perspective* (2nd ed.). Inter-Ed.
- Allan, A. (2016). *Law and ethics in psychology: An international perspective*. (3rd ed.). Inter-Ed.
- Allen, B. J. (2005). Social Constructionism. In S. May & D. K. Mumby (Eds.), *Engaging Organizational Communication Theory Research* (pp. 35-43). Sage Publications.
- Al-Yagon, M., & Mikulincer, M. (2006). Children's appraisal of teacher as a secure base and their socio-emotional and academic adjustment in middle childhood. *Research in Education*, 75(1), 1-18. <https://doi.org/10.7227/RIE.75.1>
- Andrews, T. (2012). What is Social Constructionism?. *The Grounded Theory Review*, 11(1), 39-46. <https://doi.org/10.4135/9780857020147.n125>
- Angelides, P., Constantinou, C., & Leigh, J. (2009). The role of paraprofessionals in developing inclusive education in Cyprus. *European Journal of Special Needs Education*, 24(1), 75-89. <https://doi.org/10.1080/08856250802596741>
- Armstrong, P. (2009). *Teacher pay in South Africa: How attractive is the teaching profession? Stellenbosch Economic Working Papers*. University of Stellenbosch. <http://ideas.repec.org/p/sza/wpaper/wpapers76.html>. Accessed 26 February 2014.
- Austin, Z., & Sutton, J. (2014). Qualitative research: Getting started. *The Canadian Journal of Hospital Pharmacy*, 67(6), 436-440. <https://doi.org/10.4212/cjhp.v67i6.1406>

- Avramidis, E., & Norwich, B. (2010). Teachers' attitudes towards integration/inclusion: a review of the literature. *European Journal of Special Needs Education, 17*(2), 129-147. <https://doi.org/10.1080/08856250210129056>
- Azad, G. F., Locke, J., Downey, M. M., Xie, M., & Mandell, D. S. (2015). One-to-One assistant engagement in autism support classrooms. *Teacher Education and Special Education, 38*(4), 337–346. <https://doi.org/10.1177/0888406415603208>
- Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family practice, 25*(2), 127–131. <https://doi.org/10.1093/fampra/cmn003>
- Balswick, J. O., & Balswick, J. K. (2014). *The family a Christian perspective on the contemporary home* (4th ed.). Baker Publishing Group.
- Barnett, M. L., Gonzalez, A., Miranda, J., Chavira, D., & Lau, A. S. (2018). Mobilizing community health workers to address mental health disparities for underserved populations: A systematic review. *Administration and Policy in Mental Health, 45*(2), 195–211. <https://doi.org/10.1007/s10488-017-0815-0>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544–559. <http://nsuworks.nova.edu/tqr/vol13/iss4/2/>
- Berger, P. L., & Luckmann, T. (1991). *The social construction of reality*. Penguin Books.
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review, 21*(2), 141–170. <https://doi.org/10.1007/s10648-009-9104-0>
- Bergstedt, J. (2015). Learning facilitators' perspectives of supporting learners with disabilities in mainstream classrooms [Masters degree, University of Stellenbosch]. SUNScholar Research Repository. <https://scholar.sun.ac.za/handle/10019.1/96807>
- Billingsley, B. S. (1993). Teacher retention and attrition in special and general education: A critical review of the literature. *The Journal of Special Education, 27*(2), 137–174. <https://doi.org/10.1177/002246699302700202>
- Billingsley, B. S. (2004). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education, 38*(1), 39–55. <https://doi.org/10.1177/00224669040380010401>
- Billingsley, B. S. (2007). Special education teacher retention and attrition: A critical analysis of the research literature. *The Journal of Special Education, 38*(1), 39-55. <https://doi.org/10.3102/0034654319862495>

- Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research, 89*(5), 697– 744. <https://doi.org/10.3102/0034654319862495>
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation?. *Qualitative Health Research, 26*(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness, 23*(1), 75-91. <https://doi.org/10.22004/ag.econ.59612>
- Blatter, J. K. (2012). Case Study. In L. M. Given. *The SAGE Encyclopaedia of Qualitative Research Methods* (pp. 68-71). Sage Publishers.
- Boardman, A. G., Argüelles, M. E., Vaughn, S., Hughes, M. T., & Klingner, J. (2005). Special education teachers' views of research-based practices. *The Journal of Special Education, 39*(3), 168–180. <https://doi.org/10.1177/00224669050390030401>
- Boe, E. E. (2006). Long-term trends in the national demand, supply, and shortage of special education teachers. *The Journal of Special Education, 40*(3), 138–150. <https://doi.org/10.1177/00224669060400030201>
- Booth, T., & Ainscow, M. (2011). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education.
- Bosmans, G., & Kerns, K. A. (2015). Attachment in middle childhood: Progress and prospects. In G. Bosmans & K. A. Kerns (Eds.), *Attachment in middle childhood: Theoretical advances and new directions in an emerging field. New Directions for Child and Adolescent Development* (pp. 1–14). Jossey-Bass.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77 – 101. <https://doi.org/10.1191/1478088706qp063oa>
- Brinkmann, S. (2008). Interviewing. In L. M. Given (Ed.), *The Sage Encyclopaedia of Qualitative Research Methods* (Vol. 1, pp. 470-472). Sage Publications.
- Brock, M. E., & Carter, E. W. (2013). A systematic review of paraprofessional delivered educational practices to improve outcomes for students with intellectual and developmental disabilities. *Research & Practice for Persons with Severe Disabilities, 38*(4), 211–221. <https://doi.org/10.1177/154079691303800401>

- Brock, M. E., Huber, H. B., Carter, E. W., Juarez, A. P., & Warren, Z. E. (2014). Statewide assessment of professional development needs related to educating students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 29(2), 67–79. <https://doi.org/10.1177/1088357614522290>
- Broer, S. M., Doyle, M. B., & Giangreco, M. F. (2005). Perspectives of students with intellectual disabilities about their experiences with paraprofessional support. *Exceptional Children*, 71(4), 415–430. <https://eric.ed.gov/?id=EJ1049723>
- Brownell, M. T., Adams, A., Sindelar, P., Waldron, N., & Vanhover, S. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*, 72(2), 169–185. <https://doi.org/10.1177/001440290607200203>
- Boer, A., & Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331–353. <https://doi.org/10.1080/13603110903030089>
- Borders, C. M., Bock, S. J., & Szymanski, C. (2015). Teacher ratings of evidence-based practices from the field of autism. *Journal of Deaf Studies and Deaf Education*, 20(1), 91–100. <https://doi.org/10.1093/deafed/enu033>
- Bothma, M., Gravett, S., & Swart, E. (2000). Primary teachers' attitudes towards inclusive education. *South African Journal of Education*, 20(3), 200–204. https://www.researchgate.net/profile/Estelle_Swart/publication/331565224_Primary_teachers'_attitudes_towards_inclusive_education/links/5c812495299bf1268d412f7e/Primary_teachers'_attitudes_towards_inclusive_education.pdf
- Burr, V. (2015). *Social Constructionism* (3rd ed.). Routledge.
- Camargo-Borges, C., & Rasera, E. F. (2013). Social Constructionism in the context of organization development: Dialogue, Imagination, and co-creation as resources of change. *SAGE Open*, 3(2), 1–7. <https://doi.org/10.1177/2158244013487540>
- Cancio, E. J., Albrecht, S. F., & Johns, B. H. (2013). Defining administrative support and its relationship to the attrition of teachers of students with emotional and behavioural disorders. *Education and Treatment of Children*, 36(4), 71–94. <https://doi.org/10.1353/etc.2013.0035>
- Capizzi, A. M., & Da Fonte, M. A. (2012). Supporting paraeducators through a collaborative classroom support plan. *Focus on Exceptional Children*, 44(6), 1–16. <https://doi.org/10.17161/foec.v44i6.6685>

- Carter, E., O'Rourke, L., Sisco, L. G., & Pelsue, D. (2009). Knowledge, responsibilities, and training needs of paraprofessionals in elementary and secondary schools. *Remedial and Special Education, 30*(6), 344-359. <https://doi.org/10.1177/0741932508324399>
- Causton-Theoharis, J., & Burdick, C. (2008) Paraprofessionals: Gatekeepers of authentic art production. *Studies in Art Education, 49*(3), 167-182. <https://doi.org/10.1080/00393541.2008.11518734>
- Chopra, R. V., Sandoval-Lucero, E., Aragon, L., Bernal, C., Balderas, H. B., & Carroll, D. (2004). The paraprofessional role of connector. *Remedial and Special Education, 25*(4), 219-231. <https://doi.org/10.1177/07419325040250040501>
- Chopra, R. V., Carroll, D., & Manjack, S. K. (2018). Paraeducator issues and strategies for supporting students with disabilities in arts education. In J. B. Crockett & S. M. Malley (Eds.), *Handbook of Arts education and special education* (pp. 105– 128). Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge
- Colombo-Dougovito, A. M. (2017). The role of dynamic systems theory in motor development research: how does theory inform practice and what are the potential implications for autism spectrum disorder? *International Journal on Disability and Human Development, 16*(2), 141-155. <https://doi.org/10.1515/ijdh-2016-0015>
- Conley, S., & You, S. (2017). Key influences on special education teachers' intentions to leave: The effects of administrative support and teacher team efficacy in a mediational model. *Educational Management Administration & Leadership, 45*(3), 521–540. <https://doi.org/10.1177/1741143215608859>
- Conroy, P. W. (2008). Paraprofessionals and students with visual impairments: potential pitfalls and solutions. RE:view *Rehabilitation Education for Blindness and Visual Impairment, 39*(2), 43-55. <https://link.gale.com/apps/doc/A180218001/AONE?u=anon~d27337f3&sid=googleScholar&xid=6e72effe>
- Corkum, P., Bryson, S. E., Smith, I. M., Giffin, C., & Hume, K. (2014). Professional development needs for educators working with children with autism spectrum disorders in inclusive school environments. *Exceptionality Education International, 24*(1), 33-47. <https://doi.org/10.5206/eei.v24i1.7709>
- Corti, L. (2008). Data Management. In L. M. Given (Ed.), *The Sage Encyclopaedia of Qualitative Research Methods* (Vol. 1, pp. 193-195). Sage Publications.

- Creswell, J. W. (2003). *Research design qualitative, quantitative, and mixed methods approach* (3rd ed.). Sage Publications
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Creswell, J. W. (2014). *Research design qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236–264. <https://doi.org/10.1177/0011000006287390>
- Crotty, M. F. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage.
- Crowe, C., Rivers, S., & Bertoli, M. (2017). Mind the gap: Accountability, observation, and special education. *Assessment in Education: Principles, Policy, and Practice*, 24(1), 21–43. <https://doi.org/10.1080/0969594X.2015.1114913>
- Cutts, S. (2010). *Improving working relationships between special education teachers and paraprofessionals: development of a quick-reference guide for beginning special educators* [Masters thesis, California State University]. Digital Commons. https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1434&context=caps_theses
- Dalton, E. M., Mckenzie, J. A., & Kahonde, C. (2012). The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce Universal Design for Learning. *African Journal of Disability*, 1(1), 1-7. <https://doi.org/10.4102/ajod.v1i1.13>
- De Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331–353. <https://doi.org/10.1080/13603110903030089>
- De Castro, R., & Pereira, D. I. F. (2019). Education and attachment: Guidelines to prevent school failure. *Multimodal Technologies and Interaction*, 3(1), 10. <https://doi.org/10.3390/mti3010010>
- Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research* (3rd ed.). Sage Publications.
- Department of Education. (2001). *Education White Paper 6 Special Needs Education Building an inclusive education and training system*. Department of Education. <https://wcedonline.westerncape.gov.za/Specialised-ed/documents/WP6.pdf>

- Department of Basic Education. (2010). *Guidelines for full-service/ inclusive schools*. Government Printer.
- Department of Education. (2014). *Policy on Screening, Identification, Assessment and Support 2014*. Department of Basic Education.
<https://www.education.gov.za/LinkClick.aspx?fileticket=2bB7EaySbcw%3D&tabid=617&portalid=0&mid=2371>
- Donohue, D., & Bornman, J. (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2), 1-4.
<https://doi.org/10.15700/201412071114>
- Douglas, S. N., Chapin, S. E., & Nolan, J. F. (2016). Special education teachers' experiences supporting and supervising paraeducators: Implications for special and general education settings. *Teacher Education and Special Education*, 39(1), 60–74. <https://doi.org/10.1177/0888406415616443>
- Du Plessis, P. (2013). Legislation and policies: Progress towards the right to inclusive education. *De Jure Law Journal*, 46(1), 76-92.
http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S222571602013000100006&lng=en&tlng=en
- Du Toit, M., De Witte, H., Rothmann, S., & Van den Broeck, A. (2018). Contextual factors and the experience of unemployment: A review of qualitative studies. *South African Journal of Economic and Management Sciences*, 21(1), 1-11.
<https://dx.doi.org/10.4102/sajems.v21i1.2083>
- Duke, C., & Berlingo, L. (2020). Fissuring barriers to inclusive education for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities*, 45(1), 14-17. <https://doi.org/10.1177/1540796919895968>
- Ebersöhn, L., & Eloff, I. (2006). Identifying asset-based trends in sustainable programmes which support vulnerable children. *South African Journal of Education*, 26(3), 457–472. <https://doi.org/10.4314/saje.v26i3.25082>
- Elo, S., & Kyngäs, S. H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Eloff, L., & Ebersöhn, L. (2004). *Keys to Educational Psychology*. UCT Press.
- Engelbrecht, P. (2006). The implementation of inclusive education in South Africa after ten years of democracy. *European Journal of Psychology of Education*, 21(3), 253-264.
<https://doi.org/10.1007/BF03173414>

- Ernst-Slavit, G., & Wenger, K. J. (2006). Teaching in the margins: The multifaceted work and struggles of bilingual paraeducators. *Anthropology and Education Quarterly*, 37(1), 62–82. <https://doi.org/10.1525/aeq.2006.37.1.62>
- Etieyibo, E., & Omiegbe, O. (2016). Religion, culture, and discrimination against persons with disabilities in Nigeria. *African Journal of Disability*, 5(1), 192-198. <https://doi.org/10.4102/ajod.v5i1.192>
- Ferguson, D. L. (2008). International trends in inclusive education: The continuing challenge to teach one and everyone. *European Journal of Special Needs Education*, 23(2), 109-120. <https://doi.org/10.1080/08856250801946236>
- Fish, W. W., & Stephens, T. L. (2010). Special education: A career of choice. *Remedial and Special Education*, 31(5), 400–407. <https://doi.org/10.1177/0741932509355961>
- Fisher, M., & Pleasants, S. L. (2012). Roles, responsibilities, and concerns of paraeducators: Findings from a statewide survey. *Remedial and Special Education*, 33(5), 287-297, <https://doi.org/10.1177/0741932510397762>
- FitzPatrick, B. (2019). Validity in qualitative health education research. *Currents in Pharmacy Teaching & Learning*, 11(2), 211–217. <https://doi.org/10.1016/j.cptl.2018.11.014>
- Flaherty, S. C., & Sadler, L. S. (2011). A review of attachment theory in the context of adolescent parenting. *Journal of pediatric health care : official publication of National Association of Pediatric Nurse Associates & Practitioners*, 25(2), 114–121. <https://doi.org/10.1016/j.pedhc.2010.02.005>
- Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers?. *Preventing School Failure*, 61(2), 163–169. <https://doi.org/10.1080/1045988X.2016.1231109>
- Fore, C. III, Martin, C., & Bender, W. N. (2002). Teacher burnout in special education: The causes and the recommended solutions. *The High School Journal*, 86(1), 36–44. <https://doi.org/10.1353/hsj.2002.0017>
- Forman, S. G., Olin, S. S., Hoagwood, K. E., Crowe, M., & Saka, N. (2009). Evidence-based interventions in schools: Developers’ views of implementation barriers and facilitators. *School Mental Health*, 1(1), 26–36. <https://doi.org/10.1007/s12310-008-9002-5>
- Frankel, E. B., Gold, S., & Ajodhia-Andrews, A. (2010). International preschool inclusion: Bridging the gap between vision and practices. *Young Exceptional Children*, 13(5), 2-16. <https://doi.org/10.1177/1096250610379983>

- French, N. K. (2003). *Managing paraeducators in your school: How to hire, train, and supervise noncertified staff*. Corwin Press.
- Genzuk, M. (1997). *Diversifying the teaching force: Preparing paraeducators as teachers*. ERIC Digest. <https://files.eric.ed.gov/fulltext/ED406362.pdf>
- Galbin, A. (2014). An Introduction to Social Constructionism. *Social Research Reports*, 26, 82-92. <https://doi.org/10.5860/choice.33-3018>
- Giangreco, M. F. (2003). Working with paraprofessionals. *Educational Leadership*, 61(2), 50-53.
https://www.researchgate.net/publication/292807642_Working_with_Paraprofessionals
- Giangreco, M. F. (2010). One-to-One paraprofessionals for students with disabilities in inclusive classrooms: Is conventional wisdom wrong?. *Intellectual and Developmental Disabilities*, 48(2), 1-13. <https://doi.org/10.1352/1934-9556-48.1.1>
- Giangreco, M. F., Edelman, S., Luiselli, T. E., & MacFarland, S. Z. C. (1997). Helping or hovering? Effects of instructional assistant proximity on students with disabilities. *Exceptional Children*, 64(1), 7–18. [10.1177/001440299706400101](https://doi.org/10.1177/001440299706400101)
- Giangreco, M. F., Edelman, S. W., Broer, S. M., & Doyle, M. B. (2001a). Paraprofessional support of students with disabilities: Literature from the past decade. *Council for Exceptional Children*, 68(1), 45-63. <https://doi.org/10.1177/001440290106800103>
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2001b). Teacher engagement with students with disabilities: Differences between paraprofessional service delivery models. *Journal of the Association for Persons with Severe Handicaps*, 26(2), 75-86. <https://doi.org/10.2511/rpsd.26.2.75>
- Giangreco, M. F., Broer, S. M., & Edelman, S. W. (2002). “That Was Then, This Is Now!” Paraprofessional supports for students with disabilities in general education classrooms. *Exceptionality*, 10(1), 47–64.
https://doi.org/10.1207/S15327035EX1001_4
- Giangreco, M. F., & Broer, S. M. (2005). Questionable utilization of paraprofessionals in inclusive schools: Are we addressing symptoms or causes?. *Focus On Autism and Other Developmental Disabilities*, 20(1), 10-26.
<https://doi.org/10.1177/10883576050200010201>
- Giangreco, M. F., & Broer, S. M. (2007). School-based screening to determine overreliance on paraprofessionals. *Focus on Autism and Other Developmental Disabilities*, 22(3), 149–158. <https://doi.org/10.1177/10883576070220030201>

- Giangureco, M. F., Suter, J. C., & Doyle, M. B. (2010). Paraprofessionals in Inclusive Schools: A review of recent research. *Journal of Educational and Psychological Consultation, 20*(1), 41-57. <https://doi.org/10.1080/10474410903535356>
- Giangureco, M. F., Broer, S. M., & Suter, J. C. (2011). Guidelines for selecting alternatives to overreliance on paraprofessionals: Field-Testing in inclusion-oriented schools. *Remedial and Special Education, 32*(1), 22-38. <https://doi.org/10.1177/0741932509355951>
- Griffin-Shirley, N., & Matlock, D. (2004). Paraprofessionals speak out: A survey. *RE:View: Rehabilitation Education for Blindness and Visual Impairment, 36*(3), 127-136. <https://eric.ed.gov/?id=EJ711943>
- Goldblatt, H., Karnieli-Miller, O., & Neumann, M. (2011). Sharing qualitative research findings with participants: Study experiences of methodological and ethical dilemmas. *Patient Education and Counseling, 82*(3), 389–395. <https://doi.org/10.1016/j.pec.2010.12.016>
- Gonzalez, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge theorizing practices in households, communities, and classrooms*. Lawrence Erlbaum Associates Publishers
- Granot, D., & Maysel, O. (2001). Attachment security and adjustment to school in middle childhood. *International Journal of Behavioral Development, 25*(6), 530-541. [10.1080/01650250042000366](https://doi.org/10.1080/01650250042000366)
- Gravetter, F. J., & Forzano, L. A. B. (2009). *Research methods for the behavioural sciences* (4th ed.). Cengage Learning.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal, 29*(2), 75-91. <http://www.jstor.org/stable/30219811>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods, 18*(1), 59-82. <https://doi.org/10.1177/1525822X05279903>
- Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Sage Publishers.
- Hay, J. F., Smit, J., & Paulsen, M. (2001). Teacher preparedness for inclusive education. *South African Journal of Education, 21*(4), 213-218. <https://hdl.handle.net/10520/EJC31842>

- Haug, P. (2017). Understanding inclusive education: Ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206–217.
<http://doi.org/10.1080/15017419.2016.1224778>
- Hemmingsson, H., Borell, L., & Gustavsson, A. (2003). Participation in school: School assistants creating opportunities and obstacles for pupils with disabilities. *Occupational Therapy Journal of Research*, 23(3), 88-98.
<https://doi.org/10.1177/153944920302300302>
- Hess, S. A. (2020). *Teachers perceptions regarding the implementation of The Screening, Identification, Assessment and Support (Sias) Policy in mainstream schools*. [Masters Degree, Stellenbosch University]. Stellenbosch University Scholar Sun.
<https://scholar.sun.ac.za/handle/10019.1/107997>
- Holt, K. G., Wagenaar, R. O., & Saltzman, E. (2010). A dynamic systems/constraints approach to rehabilitation. *Revista Brasileira de Fisioterapia*, 14(6), 446-463.
<https://doi.org/10.1590/S1413-35552010000600002>
- Jensen, P. S. (2004). *Making the system work for your child with ADHD*. Guilford Press.
- Jensen, D. (2008). Confirmability. In L. M. Given (Ed.), *The Sage Encyclopaedia of Qualitative Research Methods* (Vol. 1, pp. 208-891). Sage Publications.
- Katz, E., & Lazarsfeld, P. F. (2009). *Personal influence the part played by people in the flow of mass communications*. Transaction Publishers.
- Kauffman, J. M., Travers, J. C., & Badar, J. (2020). Why some students with severe disabilities are not placed in general education. *Research and Practice for Persons with Severe Disabilities*, 45(1), 28-33. <https://doi.org/10.1177/1540796919893053>
- Keller, H. (2018). Universality claim of attachment theory: Children’s socioemotional development across cultures. *Proceedings of the National Academy of Sciences*, 115(45), 11414-11419. <https://doi.org/10.1073/pnas.1720325115>
- Kitzinger, J. (1994). The methodology of focus groups: the importance of interaction between research participants. *Sociology of Health and Illness*, 16(1), 103-121.
<https://doi.org/10.1111/1467-9566.ep11347023>
- Knight, V. F., Huber, H. B., Kuntz, E. M., Carter, E. W., & Juarez, A. P. (2019). Instructional practices, priorities, and preparedness for educating students with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 34(1), 3–14. <https://doi.org/10.1177/108835761875569>

- Koegel, R. L., Kim, S. K., & Koegel, L. K. (2014). Training paraprofessionals to improve socialization in students with ASD. *Journal Autism Developmental Disorder*, 44(9), 2197–2208. <https://doi.org/10.1007/s10803-014-2094-x>
- Kvale, S. (2006). Dominance through interviews and dialogues. *Qualitative Inquiry*, 12(3), 480-500. <https://doi.org/10.1177/1077800406286235>
- Lane, K., Fletcher, T., Carter, E., Dejud, C., & Dekirengo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at-risk for reading and behavioural concerns. *Remedial and Special Education*, 28(5), 266–276. <https://doi.org/10.1177/07419325070280050201>
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guildford Press.
- Li, Z., & Qiu, Z. (2018). How does family background affect children’s educational achievement? Evidence from Contemporary China. *The Journal of Chinese Sociology*, 5(13), 1-21. <https://doi.org/10.1186/s40711-018-0083-8>
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Sage Publishers.
- Liston, A. G., Nevin, A., & Malian, I. (2009). What do paraeducators in inclusive classrooms say about their work? Analysis of national survey data and follow-up interviews in California. *Teaching Exceptional Children Plus*, 5(5), 1-17. <https://files.eric.ed.gov/fulltext/EJ967750.pdf>
- Lomofsky, L., & Lazarus, S. (2001). South Africa: First steps in the development of an inclusive education system. *Cambridge Journal of Education*, 31(3), 303-317. <https://doi.org/10.1080/03057640120086585>
- Major, A. E. (2012). Job design for special education teachers. *Current Issues in Education*, 15(2), 1–7. <http://cie.asu.edu/ojs/index.php/cieatasu/article/download/900/333>
- Mann, S., & Whitworth, J. (2018). Responsibilities and training of paraprofessionals in alternative schools: Implications for practice. *The Journal of At-Risk Issues*, 2(20), 25-34. <https://files.eric.ed.gov/fulltext/EJ1175699.pdf>
- Maree, K., Creswell, J. W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N. V., Jansem, J.D., Nieuwenhuis, J., Pieterse, J., & Plano Clark, V. L. (2020). *First steps in research* (3rd ed.). Van Schaik.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79(1), 327–365. <https://doi.org/10.3102/0034654308325583>

- Mason, R. A., Wills, H. P., Irvin, D., Jia, F., & Kamps, D. M. (2020). Ecobehavioral assessment of paraeducator behaviors that support engagement of students with disabilities. *Exceptional Children*, 86(4), 413–429. <https://doi.org/10.1177/0014402919893693>
- Matheny, K. B., & Oslin, Y. (1970). *Utilization of paraprofessionals in education and the helping professions: A review of the literature*. Eric. <https://files.eric.ed.gov/fulltext/ED096600.pdf>
- Maxwell, J. A. (2002). Understanding and Validity in Qualitative Research. In A. M. Huberman & M. B. Miles (Eds.), *The Qualitative Researcher's Companion* (pp. 36-64). Sage Publications. <https://dx.doi.org/10.4135/9781412986274>
- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach* (3rd ed.). SAGE Publications.
- McEwan, C., & Butler, R. (2007). Disability and development: Different models, different places. *Geography Compass*, 1(3), 448-466. <https://doi.org/10.1111/j.1749-8198.2007.00023.x>
- McLaughlin, M. J. (2002). Special issue introduction: Examining special and general education collaborative practices in exemplary schools. *Journal of Educational and Psychological Consultation*, 13(4), 279-283. https://doi.org/10.1207/S1532768XJEPC1304_02
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.
- Merriam, S. B. (2009). *Qualitative Research A Guide to Design and Implementation* (2nd ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publishers.
- Miller, M. D., Brownell, M. T., & Smith, S. W. (1999). Factors that predict teachers staying in, leaving, or transferring from the special education classroom. *Exceptional Children*, 65(2), 201-218. <https://doi.org/10.1177/001440299906500206>
- Morgan, J., & Ashbaker, B. Y. (2001). *A teacher's guide to working with paraeducators and other classroom aides*. Association for Supervision and Curriculum Development.
- Mtsweni, R. M. (2013). *The decision-making process of employing facilitators in inclusive primary schools* [Masters thesis, University of Pretoria]. Repository. https://repository.up.ac.za/bitstream/handle/2263/40437/Mtswemi_Decision_2013.pdf?sequence=1

- Murungi, L. N. (2015). Inclusive basic education in South Africa: Issues in its conceptualisation and implementation, *Potchefstroom Electronic Law Journal*, 18(1), 3160 -3195. <https://doi.org/10.4314/pelj.v18i1.07>
- Navarro-Mateu, D., Franco-Ochoa, J., Valero-Moreno, S., & Prado-Gascó, V. (2019). To be or not to be an inclusive teacher: Are empathy and social dominance relevant factors to positive attitudes towards inclusive education?, *Plos One*, 14(12), 1-19. <https://doi.org/10.1371/journal.pone.0225993>
- Ndlovu, H. L. (2016) African beliefs concerning people with disabilities: Implications for theological education. *Journal of Disability & Religion*, 20(1-2), 29-39. <https://doi.org/10.1080/23312521.2016.1152942>
- Nel, M., Engelbrecht, P., Nel, N., & Tlale, D. (2014). South African teachers' views of collaboration within an inclusive education system. *International Journal of Inclusive Education*, 18(9), 903-917. <https://doi.org/10.1080/13603116.2013.858779>
- Nel, M., & Grosser, M. M. (2016). An appreciation of learning disabilities in the South African context. *Learning Disabilities: A Contemporary Journal*, 14(1), 79-92. <http://marygrosser.co.za/wp-content/uploads/2015/01/2016-Nel-Grosser-An-Appreciation-of-Learning-Difficulties-in-the-South-African-context.pdf>
- Nevin, A., Thousand, J., & Villa, R. (2008). *A guide to co-teaching with paraeducators* (2nd ed.). Corwin Press.
- Nicholls, R. (2017). *Perceptions of the Paraprofessional's Roles* [Masters thesis, Governors State University, United States of America]. OPUS. <https://opus.govst.edu/capstones/321>
- Nieuwenhuis, J. (2020). Introducing qualitative research. In. K. Maree (3rd ed.), *First Steps in Research* (pp. 55-77). Van Schaik.
- Nyangweso, M. (2018). *Disability in Africa: A Cultural/Religious Perspective*. Peace, Human Rights Governance (PHRG). https://www.researchgate.net/publication/325642373_Disability_in_Africa_A_CulturalReligious_Perspective
- Odom, S. L., Buysse, V., & Soukakou, E. (2011). Inclusion for young children with disabilities: A quarter century of research perspectives. *Journal of Early Intervention*, 33(4), 344–356. <https://doi.org/10.1177/1053815111430094>
- OECD (2019). *TALIS 2018 results (Volume 1): Teaching and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>.
- Oswald, M., & Swart, E. (2011). Addressing South African pre-service teachers' sentiments,

- attitudes and concerns regarding inclusive education. *International Journal of Disability, Development and Education*, 58(4). 389-403.
<https://doi.org/10.1080/1034912X.2011.626665>
- Patterson, K. B. (2006). Roles and responsibilities of paraeducators: In their own words. *TEACHING Exceptional Children Plus*, 2(5), 1-13.
<https://files.eric.ed.gov/fulltext/EJ967108.pdf>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Sage Publications
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). Sage Publications.
- Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice* (4th ed.). Sage Publications.
- Pitsoe, V. J. (2013). Teacher attrition in South Africa: Trends, challenges and prospects. *Journal of Social Sciences*, 36(3), 309-318.
<https://doi.org/10.1080/09718923.2013.11893197>
- Pickett, A. L, Vasa, S., & Steckelberg, A. (1993). *Using paraeducators effectively in the classroom*. Phi Delta Kappa Foundation.
- Pickett, A. L., Likins, M., & Wallace, T. (2003). *The employment and preparation of paraeducators: The state-of-the-art-2003*. National Resource Center for Paraeducators. <http://files.eric.ed.gov/fulltext/ED474398.pdf>
- Ratcliff, N. J., Jones, C. R., Vaden, S., Sheen, H., & Hunt, G. (2011). Paraprofessionals in early childhood classrooms: An examination of duties and expectations. *Early Years*, 31(2), 163-179. <https://doi.org/10.1080/09575146.2011.576333>
- Republic of South Africa. (1996). *The Constitution of the Republic of South Africa, 1996*. Pretoria: Government Printers
- Republic of South Africa. (2010). *Educational Information Standards Dictionary of Education Concepts and Terms 2010*. Department of Basic Education.
<https://www.education.gov.za/Portals/0/Documents/Publications/Dictionary%20of%20Education%20final.pdf?ver=2015-01-29-112633-100>
- Rice, C. J., & Goessling, D. P. (2005). Recruiting and retaining male special education teachers. *Remedial and Special Education*, 26(6), 347-356.
<https://doi.org/10.1177/07419325050260060501>

- Riggs, C. G., & Mueller, P. H. (2001). Employment and utilization of paraeducators in inclusive settings. *The Journal of Special Education, 35*(1), 54-62.
<https://doi.org/10.1177/002246690103500106>
- Rispoli, M., Neely, L., Lang, R., & Ganz, J. (2011). Training paraprofessionals to implement interventions for people autism spectrum disorders: A systematic review. *Developmental Neurorehabilitation, 14*(6), 378–388.
<https://doi.10.3109/17518423.2011.620577>
- Rose, J., McGuire-Snieckus, R., Gilbert, L., & McInnes, K. (2019). Attachment aware schools: The impact of a targeted and collaborative intervention, *Pastoral Care in Education, 37*(2), 162-184. <https://doi.org/10.1080/02643944.2019.1625429>
- Rusch, D., Walden, A. L., Gustafson, E., Lakind, D., & Atkins, M. S. (2019). A qualitative study to explore paraprofessionals' role in school-based prevention and early intervention mental health services. *Journal of community psychology, 47*(2), 272–290. <https://doi.org/10.1002/jcop.22120>
- Sable, J., Plotts, C., Mitchell, L., & Chen, C. (2010). *Characteristics of the 100 largest public elementary and secondary school districts in the United States: 2008–09. Statistical Analysis Report*. U.S. Department of Education.
<https://nces.ed.gov/pubs2011/2011301.pdf>
- Saloviita, T. (2019). Teacher attitudes towards the inclusion of students with support needs. *Jorsen, 20*(1), 64-73. <https://doi.org/10.1111/1471-3802.12466>
- Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality & quantity, 52*(4), 1893–1907.
<https://doi.org/10.1007/s11135-017-0574-8>
- Schore, A. N. (2001). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal, 22*(1-2), 201–269. [https://doi.org/10.1002/1097-0355\(200101/04\)22:1<201::AID-IMHJ8>3.0.CO;2-9](https://doi.org/10.1002/1097-0355(200101/04)22:1<201::AID-IMHJ8>3.0.CO;2-9)
- Seale, C. (2000). *The quality of qualitative research*. Sage Publishers.
- Seedat, N. (2018). *A thematic review of Inclusive Education research in South Africa* [Masters thesis, University of Witwatersrand, Johannesburg, South Africa]. ETD Collection. <https://hdl.handle.net/10539/26023>

- Seidler, J. (1974). On using informants: A technique for collecting quantitative data and controlling measurement error in organization analysis. *American Sociological Review*, 39(6), 816–831. <https://doi.org/10.2307/2094155>
- Sheehey, P. H., Wells, J. C., & Ogata, V. F. (2018). Paraeducators' perceptions and experiences working with diverse families. *Rural Special Education Quarterly*, 37(1), 44–51. <https://doi.org/10.1177/8756870517741890>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75. <https://doi.org/10.3233/efi-2004-22201>
- Shyman, E. (2010). Identifying predictors of emotional exhaustion among special education paraeducators: A preliminary investigation. *Psychology in the Schools*, 47(8), 828–841. <https://doi.org/10.1002/pits.20507>
- Simpson, J. A., & Rholes, W. S. (2017). Adult attachment, stress, and romantic relationships. *Current Opinion in Psychology*, 13, 19–24. <https://doi.org/10.1016/j.copsyc.2016.04.006>
- South African Schools Act 84 of 1996*. (2020, January 02). Republic of South Africa. https://www.gov.za/sites/default/files/gcis_document/201409/act84of1996.pdf
- Stake, R. E. (1995). *The Art of Case Study Research*. Sage Publications.
- Staller, K. M. (2012). Qualitative Research. In N. J. Salkind (Ed.). *Encyclopaedia of Research Design*. (pp. 1159-1163). Sage Publishers.
- Stempien, L. R., & Loeb, R. C. (2002). Differences in job satisfaction between general education teachers and special education teachers. *Remedial and Special Education*, 23(5), 258-267. <https://doi.org/10.1177/07419325020230050101>
- Stevenson-Hinde, J. (2007). Attachment theory and John Bowlby: Some reflections. *Attachment & Human Development*, 9(4), 337-342. <https://doi.org/10.1080/14616730701711540>
- Taft, R. J., & Schlein, C. (2017). How are we doing?: Family-school relationships and children with reactive attachment disorder. *The Open Family Studies Journal*, 9(Suppl-1, M7), 146-159. <https://doi.org/10.2174/1874922401709010146>
- Tews, L., Lupart, J. (2008). Students with disabilities' perspectives of the role and impact of paraprofessionals in inclusive education settings. *Journal of Policy and Practice in Intellectual Disabilities*, 5(1), 39-46. <https://doi.org/10.1111/j.1741-1130.2007.00138.x>

- Thomas, E., & Magilvy, J. K. (2011). Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Paediatric Nursing*, 16(2), 151–155. <https://doi.org/10.1111/j.1744-6155.2011.00283.x>
- Tillery, C. Y., Werts, M. G., Roark, R., & Harris, S. (2003). Perceptions of paraeducators on job retention. *Teacher Education and Special Education*, 26(2), 118-127. <https://doi.org/10.1177/088840640302600205>
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.
- Vitteck, J. E. (2015). Promoting special educator teacher retention: A critical review of the literature. *Sage Open*, 5(2), 1-6. <https://doi.org/10.1177/2158244015589994>
- Walker, V. L., & Smith, C. (2015). Training paraprofessionals to support students with disabilities: A literature review. *Exceptionality*, 23(3), 170-191. <https://doi.org/10.1080/09362835.2014.986606>
- Walker, V. L., Douglas, K. H., & Brewer, C. (2020). Teacher-delivered training to promote paraprofessional implementation of systematic instruction. *Teacher Education and Special Education*, 43(3), 257–274. <https://doi.org/10.1177/0888406419869029>
- Wallace, T., Shin, J., Bartholomay, T., & Stahl, B. J. (2001). Knowledge and skills for teachers supervising the work of paraprofessionals. *Exceptional Children*, 67(4), 520–533. <https://doi.org/10.1177/001440290106700406>
- Walton, E. L. (2017). Inclusive education in initial teacher education in South Africa: practical or professional knowledge?. *Journal of Education*, 67, 101-128. https://www.researchgate.net/publication/318455869_Inclusive_education_in_initial_teacher_education_Practical_or_professional_knowledge
- Warren, L. (2018). The relationship between teacher leaders and teacher attrition. *Teacher Education and Curriculum Studies*, 3(4), 34 - 38. <https://doi.10.11648/j.tecs.20180304.11>
- Watermeyer, B., Stuurman, C., McKinney, E., Swift, O., Beere, R., Khumalo, S., Philpott, S., Levin, T., Fish-Hodgson, T., & Japtha, V. (2017). *The right to education for children with disabilities alliance*. CWD Alliance. <https://static.pmg.org.za/170530report.pdf>
- Watts, J. H. (2008). Integrity in Qualitative Research. In L. M. Given (Ed.), *The Sage Encyclopaedia of Qualitative Research Methods* (Vol. 1, pp. 440-441). Sage Publications.

- West, A. L. (2015). Associations among attachment style, burnout, and compassion fatigue in health and human service workers: A systematic review. *Journal of Human Behavior in the Social Environment*, 25(6), 571-590.
<https://doi.org/10.1080/10911359.2014.988321>
- Whiting L. S. (2008). Semi-structured interviews: guidance for novice researchers. *Nursing standard (Royal College of Nursing (Great Britain): 1987)*, 22(23), 35–40.
<https://doi.org/10.7748/ns2008.02.22.23.35.c6420>
- Williams, D. (2016). *Paraeducator perceptions of training needs and job satisfaction in a Northern California school district* [Masters thesis, California State University, Sacramento]. Sacramento State Scholarworks. <http://hdl.handle.net/10211.3/176648>
- Woodside, A. G. (2010). *Case study research: theory, methods, practice*. Emerald Group Publishing Limited.
- World Health Organisation. (2021). *Coronavirus disease (COVID-19) advice for the public*. World Health Organisation. <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>
- Yates, P. A., Chopra, R. V., Sobek, E. E., Douglas, S. N., Morano, S., Walker, V. L., & Schulze, R. (2020). Working with paraeducators: tools and strategies for planning, performance feedback, and evaluation. *Intervention in School and Clinic*, 56(1), 43–50. <https://doi.org/10.1177/1053451220910740>
- Yin, R. K. (2003). *Applications of case study research applied social research methods series* (2nd ed., Vol. 34). Sage Publications.
- Yin, R. K. (2009). *Case study research: design and methods* (4th ed.). Sage Publications.
- Yin, R. K. (2011). *Qualitative research from start to finish*. The Guilford Press.
- Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Sage Publications.
- Yin, R. K. (2018). *Case study research and applications design and methods* (6th ed.). Sage Publications.
- Yorke, J., & Vidovich, L. (2016). *Learning standards and the assessment of quality in higher education: contested policy trajectories*. Springer.
- Yoshikawa, H., Wuermli, A. J., Britto, P. R., Dreyer, B., Leckman, J. F., Lye, S. J., Ponguta, L. A., Richter, L. M., & Stein, A. (2020). Effects of the global Coronavirus disease-2019 pandemic on early childhood development: short- and long-term risks and mitigating program and policy actions. *The Journal of Pediatrics*, 223, 188–193.
<https://doi.org/10.1016/j.jpeds.2020.05.020>
- Zwane, S. L., & Malale, M. M. (2018). Investigating barriers teachers face in the

implementation of inclusive education in high schools in Gege branch,
Swaziland. *African Journal of Disability*, 7(0), 391.
<https://doi.org/10.4102/ajod.v7i0.391>

Appendices

- Appendix A:
 - Information sheet and Permission letter to conduct research at ABC Preparatory
 - School Example of Information sheet sent to Parents
 - Example of Information sheet sent to Teachers
 - Example of Information sheet sent to Facilitators
- Appendix B:
 - Semi-structured Interview Schedule of Teachers
 - Semi-structured Interview Schedule of Facilitators
 - Semi-structured Interview Schedule of Parents
- Appendix C:
 - Theory Diagrams
- Appendix D:
 - Example of Transcript and coding
- Appendix E:
 - Initial Coding of data – Working progress document
- Appendix F:
 - Reflective Journal and Field Notes

APPENDIX A: INFORMATION SHEET AND PERMISSION LETTER TO CONDUCT

EXAMPLE: RESEARCH AT ABC PREPARATORY SCHOOL

The Principal

ABC principle

ABC Location



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Dear ABC Principle

Study title: *The value of facilitators for learners with special needs*

I, [researcher], am currently studying for my Master's degree in Educational Psychology at the University of Pretoria. I request your permission to conduct a research study at [ABC] Remedial Preparatory School. The research will focus on the value of facilitation, as an inclusive education practice, within the inclusive school and specifically on the lives of learners with special needs (LwS).

Research aims:

The researcher aims to achieve this by examining the perspectives of three selected individuals within the LwS programme. The study will include the selected parents who children have special needs, their special education educators, their facilitators. For schools to fully embrace the diversity of the unique South African context, and the various learning barriers presented in schools, facilitation has increasingly become an essential and vital practice to achieve inclusive educational practices for all students within schools, both locally and internationally. Facilitators can be regarded as crucial members of LwS's special education service teams who work effectively as links between educators, parents, learners, and community service providers. However, empirical literature has revealed many potential challenges and successes of facilitators have made internationally in the education of learners with special needs.

Nonetheless, facilitators are increasingly becoming an essential practice for potential academic achievement as well as the emotional and social well-being of learners with special needs. Problematically there has been limited research conducted on facilitation within South Africa. This is especially damaging as high-quality inclusion includes the ability for learners to belong, participate and socially interact but, more importantly, where their diversity is valued, and their learning promotes meaningful outcomes. Thus, this research aims to investigate the experiences facilitation has had within the South African context.

The research methods

This research study will include nine interviews in total, after ethical clearance has been obtained. These interviews will include three interviews with Intermediate Phase special needs educators, three facilitators and three parents who children have special needs. All participants will be asked to participate in a semi-structured interview at a time that is convenient to the individual participant. Each interview will be conducted off campus to ensure confidentiality, not to interfere with any duties, activities, or responsibilities of the participant. Both the facilitator and special educator interview will last for 60 – 90 minutes. Each interview will include the collection of explanations and descriptions of the experiences of each participant. I will be using, but not limited to, a general framework of predetermined questions based on current academia and research questions about facilitation. Furthermore, a participant may be asked to elaborate on their answers to clarify their experiences.

To ensure the quality of the interview process and data collection, within all the interviews, I will be using recording notes in a research journal as well as using an audio-recording device to capture the data. The purpose of this is to ensure the transcription of data is valid and authentic. All documentation and information provided and recorded will be kept strictly confidential, in a locked cupboard, on a password-protected device to ensure the confidentiality of potentially sensitive data. Only my supervisor and I will have access to the information, and all other ethical requirements will be ensured and maintained by myself and my supervisor. Furthermore, a thematic content analysis will be conducted to interpret the data.

For this study, the participants selected will be based on the following criteria:

- All participants must voluntarily provide informed consent and must speak English
- Special needs educators must teach the Intermediate Phase and have at least 2 years experience in teaching learners with special needs who have facilitators.

- Facilitators should be providing one-to-one facilitation currently with a LwS
- Parents/Guardians /Caregivers of the learners with special needs will be interviewed as well.

Before any interview is conducted, I shall meet with all the participants to explain the entire process, responsibilities, and roles the participant will have. During these meetings I shall answer any questions, concerns or problems potential participants may have. Additionally, all participants will receive an informed consent letter which will contain all relevant details of the study as well as all relevant information concerning the research. The information meeting and the informed consent letter will ensure that all participants fully understand the research being conducted before agreeing to participate, as well as to minimise any potential harm to the participants.

Confidentiality and ethics

Personal details of the participants will be kept strictly confidential, and anonymity will be ensured during the entire research process. This will be done by ensuring no personal information can be linked to participants within the mini dissertation by using pseudo names throughout the mini dissertation. The informed consent letter will also explain that the participants personal details will be kept confidential, and anonymity will be guaranteed as the data will not be linked to their personal details. These personal details will only be known to the researcher and his supervisor and will not be included in the mini dissertation. I shall inform them that at any time they are able to withdraw from the study without any prior explanation nor with any implications, and that all data pertaining to the participant will be removed from the study. Each participant can choose to not to answer questions that make them uncomfortable. Furthermore, all participants will not be receiving any form of compensation for their participation within the study.

Risks

The potential risks participants may experience in participating in this research study are the risks that apply to all research studies and were taken into consideration. The categories that were considered include the psychological, economical, physical and legal risks, together with the loss of confidentiality.

The physical risks to the participant may relate to the loss of confidentiality in terms of the participants' personal details; the psychological risks to the participants in terms of connecting

the data findings to their self-worth or self-image; the economic risk that participants may endure when considering research activities may result in potential financial losses; the possible pain, injury or disease as a result of revealing their experiences and the legal risk in that the participants may be in violation of the law.

In consideration of the potential risk categories, the researcher will ensure that the safety of all participants is ensured, and no harm is caused to any participant. The concept of “no more than minimal risk” to the participants will be applied. “No more than minimal risk” can be defined as the probability or size of risk associated with this research has been anticipated, and the risks are no more than those associated with and encountered in the participant’s daily activities. Furthermore, these risks will be closely monitored at every stage of the research process.

Benefits of participation

By agreeing to participate in the study, each participant will be making a valuable contribution to the current limited knowledge and understanding of the field of facilitation. By providing information on their unique successes and challenges, it is the aim of this research to reveal the value facilitation can have within our unique context, in comparison to internationally. The knowledge emerging from this research may be beneficial to other researchers in the same field of study in the improvement of policies and guidelines which may guide facilitation as an inclusive education practice. In doing so, learners with special needs will benefit as this will allow schools to provide deeper meaningful learning opportunities for their development and future success. Furthermore, all participants will receive a copy of the results once the final report is compiled. In addition, I shall provide an opportunity for any member that wishes to meet with me at their convenience to discuss the results of the report.

We request your permission to use the data gathered in this study, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

COVID-19 procedures to be followed:

To prevent the spread of the COVID-19 pandemic the following protocols from the World Health Organisation (2021) will be used:

- 1) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 2) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.
 - A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr *[Researcher]* or on email address.

I would like to take this opportunity to thank you for your consideration of my research project being conducted in your school. I look forward to hearing from you and receiving your decision. Please feel free to contact me if you have any further questions or need clarification on any point. I can be contacted at any time on my cell phone number, _____ or via email:_____. You are also welcomed to contact Dr ____*[supervisor]*_____ on _____*email*____ or on _____*number*_____.

Yours faithfully,
Mr *[Researcher]*

Approved by the Dr _____ (Supervisor)

Signature

[Researcher]

Dr [Supervisor]

Date

Date

Please indicate by signing you understand the above information and that you give voluntary consent for the researcher to conduct this research with the above-mentioned participants.

PERMISSION FOR RESEARCH

I, _____, hereby give permission to [Researcher] to include conduct research at _____ Remedial Preparatory School, where he will conduct interviews with special education educators, facilitators and learners with special needs in his research on *The value of facilitators for learners with special needs*.

Signature: _____ Date: _____

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER - TO PARENTS



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

			:
Date	Month	Year	Time

Dear Parents, Care-givers and Legal Guardians

Dear Mr / Mrs **Date:**

1. INTRODUCTION

I, [Researcher] , a Master’s student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60 – 90 minutes. The initial interview will be a one-on-one meeting between the both or either parent, and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, “In your opinion, how do facilitators affect the academic success of learners?” Concerning learners with special needs, questions such as, “How do you expect your facilitator to help your child during their school day?” will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

<u>Researcher and participant initial:</u>
--

4. RISK AND DISCOMFORTS INVOLVED

This research does not aim to put any parent at risk which may including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, any participant can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

Any parent who participates in the study will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini-dissertation, participants' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report, or other research output.

Researcher and participant initial:

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed medical journal or presented at conferences in such a way that it will not possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols form the World Health Organisation (2021) will be used:

- 3) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 4) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.

Researcher and participant initial:

- A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr _____ on _____ or on _____

12. Consent form for Parent, Caregiver and Legal Guardian

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given all necessary information about this research study titled *The value of facilitators for learners with special needs* and have discussed the research project with *Mr [Researcher]*. I agree to participate in *Mr [Researcher]*'s study, who is conducting this research as part of his study for a Master's degree in Educational Psychology, under the supervision of *Dr [Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had the opportunity to ask *Mr[Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary. I am free to refuse to participate, and free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member of the research project.

If I have any enquiries about the research, I can contact *Mr [Researcher]* on _____ or on _____. If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs _____ at the University of Pretoria on _____ or email _____

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	

Researcher and participant initial:

3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <u>an audio recorder</u> during the interview and this form of data collection have been explained and provided to me.	
8.	The use of data in research, publications, sharing and archiving has been explained to me.	
9.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
10.	I provide consent for the researcher to have access and use <u>medical records, educational psychology reports and other therapist reports to aid in the facilitators understanding of the learner and the facilitation process.</u>	
11.	I provide consent for the researcher to make photocopies of <u>classroom activities and homework</u> from my child's workbooks as a form of data collection. This has been explained and provided to me. I give permission for the researcher to use these photocopies of the work in publications. I have been informed that I will be given the opportunity to see the examples of the activities and consent to allowing the work to be published.	
12.	I consent that I am aware that the researcher will only be able to gain access to academic records of my child by presenting the teacher this signed consent form that I have signed, which allows him to use the activities.	

13.	I, along with the researcher, agree to sign and date this informed consent form.	
14.	I have received a signed copy of this informed consent agreement.	

Parent/ Guardian Signature _____ Date _____

Researcher

Name of Researcher **Signature** **Date**

Supervisor

Name of Supervisor **Signature** **Date**

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER – TO TEACHERS



**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

Date	Month	Year

:
Time

Dear Prospective Participant

Dear Mr / Mrs **Date:**

1. INTRODUCTION

I, _____, a Master’s student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail, before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60-90 minutes. The initial interview will be a one-on-one meeting between you and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, “In your opinion, how do facilitators affect the academic success of learners?” Concerning learners with special needs, questions such as, “How does your facilitator help you during your school day?” will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

<u>Researcher and participant initial:</u>
--

4. RISK AND DISCOMFORTS INVOLVED

This research does not aim to put you at risk including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, you can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

If you participate in the study, you will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini-dissertation, your' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report or other research output.

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed

Researcher and participant initial:

medical journal or presented at conferences in such a way that it will not be possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information, or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols from the World Health Organisation (2021) will be used:

- 5) Participants will be welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 6) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.

A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

Researcher and participant initial:

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level ---, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr Researcher on cell phone or on email .

Researcher and participant initial:

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given all necessary information about this research study titled *The value of facilitators for learners with special needs* and have discussed the research project with *Mr [Researcher]*. I agree to participate in *Mr [Researcher]* study, who is conducting this research as part of his study for a Master's degree in Educational Psychology, under the supervision of *Dr [Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had the opportunity to ask *Mr [Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary. I am free to refuse to participate, and free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member of the research project.

If I have any enquiries about the research, I can contact *Mr [Researcher]* on cell phone or on email .If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs _____ at the University of Pretoria on _____ or email _____.

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	
3.	I voluntarily agree to participate in the project.	

4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g., use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <u>an audio recorder</u> during the interview and this form of data collection have been explained and provided to me.	
8.	I provide consent for the researcher to make photocopies of <u>classroom activities and homework</u> from the learner d's workbooks as a form of data collection. This has been explained and provided to me. I give permission for the researcher to use these photocopies of the work in publications. I have been informed that I will be given the opportunity to see the examples of the activities and consent to allowing the work to be published.	
9.	I consent that I am aware that the researcher will only be able to gain access to academic records by presenting me with the signed document by the parents that states that he is able to use activities.	
10.	The use of data in research, publications, sharing and archiving has been explained to me.	
11.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
12.	I, along with the researcher, agree to sign and date this informed consent form.	
13.	I have received a signed copy of this informed consent agreement.	

Name of Participant

Signature

Date

Researcher

Name of Researcher

Signature

Date

Supervisor

Name of Supervisor

Signature

Date

EXAMPLE OF INFORMATION SHEET AND CONSENT LETTER –FACILITATOR



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

**PARTICIPANT’S INFORMATION & INFORMED CONSENT
DOCUMENT FOR AN INDIVIDUAL IN-DEPTH INTERVIEW AND
OBSERVATIONS FOR RESEARCH STUDY**

Study title: The value of facilitators for learners with special needs

Principle Investigator: [Researcher]

Supervisor: Dr. [Supervisor]

Institution: University of Pretoria

Contact information:

Daytime and After-hours Telephone Number(s):

Daytime number : _____

After-hours number : _____

Email address : _____

Date and Time of First Informed Consent Discussion:

			:
Date	Month	Year	Time

Dear Prospective Participant

Dear Mr / Mrs **Date:**

1. INTRODUCTION

I, [*Researcher*], a Master’s student in the Department of Educational Psychology would like to take this opportunity to thank you and invite you to voluntarily participate in my mini-dissertation research project. This document will provide you with all the necessary information about my study to help you decide if you would like to participate. Please read this information sheet carefully, as it is vital for you to fully understand what the research study will entail before you agree to take part. If you have any questions, which are not fully explained in this document, please do not hesitate to ask my supervisor or myself. I will be happy to organise a meeting at any time, at your convenience to answer any and all questions you may have. If you choose to not take part in the study at any time during the research and for any reason, you may exit the study without any consequences and without any prior explanation.

2. THE NATURE AND PURPOSE OF THE STUDY

This study aims to explore and describe the value of facilitation, as an inclusive education practice, within the inclusive classroom and, specifically, on the lives of learners with special needs. By doing so, I wish to learn more about the challenges and the success of facilitation by interviewing key members within the facilitation process. These members include the special education educator, parents of learners with special needs and the facilitator. Currently, within the South African context, severely limited research has been conducted on facilitation. I aim to bridge the gap and be one of the first studies to reveal our unique South African facilitation story.

3. EXPLANATION OF THE PROCEDURES AND WHAT WILL BE EXPECTED FROM THE PARTICIPANTS

If you agree to participate, you will be asked to participate, at their convenience, in an individual interview which will last about 60-90 minutes. The initial interview will be a one-on-one meeting between you and myself. I will ensure that all ethical requirements are maintained prior, during and after the interview process, under the supervision of my supervisor. During the interview, I will ask several questions about the research topic. This study involves answering questions such as, “In your opinion, how do facilitators affect the academic success of learners?” Concerning learners with special needs, questions such as, “How does your facilitator help you during your school day?” will be asked. The interviews will be semi-structured and open-ended questions will be asked in order to achieve in-depth explanations into the activities, tasks, challenges and, most importantly, success of facilitation. With your permission, the interview will be recorded to maintain a high degree of accuracy and to ensure that no information is missed.

<u>Researcher and participant initial:</u>
--

This research does not aim to put you at risk including physical, emotional, or financial risk. We do not think that taking part in the study will cause any physical, emotional discomfort or risk. However, if you feel that any of the questions which are asked are too personal or make you uncomfortable, you do not have to answer. Furthermore, you can choose to withdraw from the study at any point.

5. POSSIBLE BENEFITS OF THE STUDY

If you participate in the study, you will not benefit directly from this study. However, your participation is crucial for us to better understand how facilitation can influence the social, emotional, and academic wellbeing of learners with special needs. The information received through your participation may help the researchers improve the knowledge and research about facilitation available at present within the South African context. This, in turn, may lead to future studies being conducted and future academics learning from the success of this study.

6. COMPENSATION

You will not be paid to take part in the study. There are no costs involved for you to be part of the study.

7. VOLUNTARY PARTICIPATION

It is vital to state that any member's decision to take part in the study is your choice alone. You do not have to take part if you do not want to. You can also stop at any time during the interview process without giving a reason. If you refuse to take part in the study, this will not affect you in any way. Furthermore, voluntary participation will be asked from all parties, including teachers, facilitators, parents of the learners with special needs.

8. PRIOR APPROVALS

Prior authorisation from the school has been obtained from the principal of the school and ethical permission have been obtained from the University of Pretoria.

9. CONFIDENTIALITY

During the research process and within the final mini dissertation, your' names will not be recorded at all to ensure total confidentiality and anonymity. I shall ensure that no individual will be able to connect any information provided to the answers you give. Your answers will be linked to a fictitious code number or a pseudonym (another name), and we shall refer to you in this way in the data, any publication, report, or other research output.

All records from this study will be regarded as confidential. All records will be kept in a securely locked cupboard on a password protected device that only the researcher and the supervisor will have access to. All hard copy information will be kept in a locked facility at the Department of Educational Psychology at the University of Pretoria, for a minimum of 15 years and only the research team will have access to this information. Any results that will be published will be done in a peer-reviewed

Researcher and participant initial:

medical journal or presented at conferences in such a way that it will not possible for people to know the participants in the study.

The records, data and final report may be reviewed by people responsible for ensuring that the research was done correctly, including members of the Research Ethics Committee. In every situation, your data, information, or identity will be kept confidential by all these professionals. Otherwise, records that identify you will be available only to people working on the study, unless you specifically give permission for other people to see the records.

We would like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis, using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

10. COVID-19 Precautions taken

To prevent the spread of the COVID-19 pandemic the following protocols form the World Health Organisation (2021) will be used:

- 7) Participants will are welcomed to have on virtual-meeting online using password protected software such as: Zoom.
- 8) Should participants decide to participate and have an in-person interview:
 - Social distancing will be maintained in before, during and after the interview.
 - All surfaces (desks, chairs, tape recorder and any other objects present) will be sanitised before and after the interview.
 - Sanitizing of hands will occur when I meet with the participant, during the interview as well as at the end of the interview.
 - Participants and the researcher will ensure that masks are worn at all times during the interview. If participants do not have access to a mask, the researcher will provide a mask that is clean to the participant. Masks will at all times cover the nose and mouth of the participant and researcher. A ben bent elbow will be used to greet any participant as per COVID-19 protocols to ensure the safety of all individuals.
 - In addition, the availability of a bathroom will be ensuring where a participant can wash their hands with soap and water, or an alcohol-based hand rub.
 - A safe distance will be maintained from anyone who is coughing or sneezing. Should a participant feel unwell, have a fever, cough and difficulty breathing the interview will be rescheduling to suit the participant.

Researcher and participant initial:

11. ETHICAL APPROVAL

This study was submitted to the Research Ethics Committee of the Faculty of Health Sciences at the University of Pretoria, Medical Campus, Tswelopele Building, Level -----, telephone numbers ----- and written approval has been given by that committee. If I have any enquiries about the research, I can contact Mr *[Researcher]* on _____ cell _____ or on _____ email _____.

Researcher and participant initial:

12. Consent form for Facilitator

Research Title: *The value of facilitators for learners with special needs*

Name of Participant: _____

Date: _____ **Signed at:** _____

By signing this document, I consent that I have been given information about this research study titled *The value of facilitators for learners with special needs* and discussed the research project with Mr *[Researcher]*. I agree to participate in Mr *[Researcher]*'s study who is conducting this research as part of his Master's in Educational Psychology degree under the supervision of Dr *[Supervisor]* in the Department of Educational Psychology at the University of Pretoria.

I have been advised of the potential risks and burdens associated with this research, which included identifying the most significant risks or burdens. I have had an opportunity to ask Mr. *[Researcher]* any questions I may have about the research and my participation.

I understand that my participation in this research is voluntary, that I am free to refuse to participate and I am free to withdraw from the research at any time. My refusal to participate or withdrawal of consent will not affect my treatment in any way or my relationship with any member within the research project.

If I have any enquiries about the research, I can contact Mr *[Researcher]* on _____ or on _____ email _____. If I have any concerns or complaints regarding the way the research is or has been conducted, I can contact the Secretariat of the Ethics committee, Mrs Mari Ferreira at the University of Pretoria on _____ or email _____

I, the undersigned, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research project in the Information Sheet dated _____.	
2.	I have been given the opportunity to ask questions about the project and my participation.	

3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalised for withdrawing nor will I be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	I have been informed of any risks, discomforts, and potential benefits of the study.	
7.	I provide consent for the researcher to use <i>an audio recorder</i> during the interview and this form of data collection have been explained and provided to me.	
8.	The use of data in research, publications, sharing and archiving has been explained to me.	
9.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms I have specified in this form.	
10.	I, along with the researcher, agree to sign and date this informed consent form.	
11.	I have received a signed copy of this informed consent agreement.	

Participant

Name of Participant **Signature** **Date**

Name of Researcher **Signature** **Date**

Name of Supervisor **Signature** **Date**

APPENDIX B: SEMI-STRUCTURED INTERVIEW FOR PARTICIPANTS

SEMI-STRUCTURED INTERVIEW FOR EDUCATORS

Special Educator Interview:

1. Good morning/afternoon. Before we begin, can you please describe yourself as an educator?
 - a. What inspired you to become an educator?
 - b. Where did you train/qualify?
 - c. How many years of experience do you have teaching?
 - d. What grade do you teach?
 - e. How would you define your role as an educator within your school?
 - i. And with LwSs?
2. How do you define inclusive education?
 - a. What is your opinion on Inclusive education?
 - b. What are your views on inclusive education based on?
3. What experience do you have with learners with special needs?
 - a. How many years have you worked with learners with special needs?
 - b. What are the different types of LwSs you work with as an educator?
 - c. Based on your knowledge and experience, how should the education of learners with special needs be structured?
 - i. How will this lead to the optimal development and academic growth of a learner?
 - ii. Based on this knowledge, how do you ensure inclusive education and its practices within your classroom?
 - iii. How do you adapt your teaching methodology to accommodate LwSs?
4. How would you describe the school environment and school culture?
 - a. How does this culture lead to you effectively performing your role as an educator? Are there any challenges?
 - b. How do you define inclusion within the school environment?
 - i. How does the school ensure their inclusion?
 - ii. Do you believe these qualities should be the same or different for facilitators?
 - c. What are the challenges within inclusive education that you experience? Within your current school?

5. Can you give me a description of the LwS you taught in this case?
 - a. What is his/her challenge or learning barrier, in your opinion?

6. Based on this, how would you define facilitation?
7. What is your opinion about facilitation? And as an inclusive education practice?
 - a. How many facilitators have you worked with in relation to this specific case?
8. In your opinion, what criteria do you have to quantify the need for facilitation for that learner with special needs?
 - a. Who were the key members who contributed to this decision?
 - b. What relationship do these individuals have with the LwS?
 - c. How was this intervention recommended to parents?
 - d. What information or justification were provided for facilitation?
 - i. Did you provide guidelines about facilitation and the types of qualities a facilitator should have?
 - ii. How did you develop and communicate the requirements you needed for the facilitator?
9. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - a. Parents
 - b. Teachers
 - c. School
 - d. Are you aware if there is a board governing them as a practice?
10. Do you feel that all parties have similar expectations and roles for facilitation? If not, why?
 - a. Do you believe the facilitator met these expectations and roles in your classroom?
 - b. How and if not ... why?
 - c. Do your expectations differ from the schools' expectations?
11. Have these expectations led to success or challenges within the practice of facilitation?
12. How would you define or describe the role a facilitator has within a typical day?
 - a. With the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?

- ii. Role in tests and accommodations?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator?
 - e. Outside the classroom?
 - f. Before and after school?
 - g. Do they fill any other roles?
13. How does facilitation allow children to be included?
- a. Within the school?
 - b. Within the classroom?
14. Do you think the roles facilitators do are vital for the education of LwS?
- a. Can you describe how and give examples?
15. Do you believe that the facilitator's approach to facilitation is consistent with your understanding of inclusive education?
- a. Can you give me examples?
16. What criteria did you look for when picking a facilitator?
17. Can you give me a description of how(facilitator).....worked with you?
- a. How would you describe(facilitator)..... approach to theirLwS....?
- *****
18. In your experience, what training do facilitators have?
- a. Are you aware of the training they receive?
 - b. Who provided the training?
 - c. In what form was the training provided?
 - i. E.g. workshops, informal training from teachers or experience?
 - d. What did their training include?
 - e. In your opinion, do you think this training is adequate to prepare them to work with LwS?
 - f. Has the training affected the way you work with the facilitator?
 - g. In your experience- have you trained the facilitator? Do you supervise them?
 - h. Are you able to during the school day?
 - i. What challenges did you experience in the training of facilitators?
 - i. If so, in what areas and how?
- *****
19. How does the relationship between the school, facilitator, and parent to LWS work?

20. How would you describe the relationship(facilitator)..... has with theirLwS....? (Attached, secure, emotionally distant, detached, authoritative)
21. In your opinion – how important is the relationship between the facilitator and LwS?
- In academics?
 - In the school environment?
 - With his/her educator?
 - In their academic work?
22. Can you describe what strategies you put in place to ensure the effectiveness of their approach to facilitation?
- Scaffolding? Prompting?
 - Were these communicated to the facilitator?
23. Did the facilitator relationship to the LwS allow the LwS to explore their environment? How?
24. How was he/she able to return to the facilitator during times of stress? And were they able to sensitively respond?
25. What aspects of the relationship contributed successfully to the development of the LwS?
- Do you believe they meet the needs of the LwS in their developmental age?
 - Did they understand their role in the LwS development? And in their role as a facilitator?
 - Did the facilitator role hinder these needs? or did they not realise the needs due to an extended period of work with the LwS? (Fixated?)
 - Were there specific traits you believe facilitators that have that lead to this?
26. What elements of the relationship hindered the development or academic/emotional/ social success of the LwS?
27. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
- How do you believe the intervention allows the LwS to feel like they belong in the school?
 - Do you think it aids in them recognising themselves as different?
- *****
28. How would you describe the relationship you had with the LwS?
- What aspects of your relationship was most successful?

- i. Why and how?
- b. How much time are you able to dedicate to the LwS in comparison to the facilitator?
- c. How much time/teaching was given to the facilitator?
- d. How did you adapt your teaching methodology to accommodate facilitators?
- e. How did you include facilitators in your lesson plans?

29. In your opinion, how are facilitation valued within the school?
 - a. In your opinion, how does their position within the school culture allow facilitation to add value to the LwS?
 - i. If not, why?
30. Do they form part of the support team?
 - a. Are they involved in decision making? Meetings? If not, why?
 - b. How are facilitators involved in the implementation of the IEPs of the LwS?
 - c. Are they trained in teaching methodologies used within the classroom?
 - d. Do facilitators have a voice in how LwS education should occur?
 - e. If not, why?
31. Do you think the facilitator's own beliefs around LwS or disability affect their approach to facilitation?
32. Based on the above, in your opinion, how does the facilitator promote meaningful outcomes in the LwS?
 - a. Academically?
 - i. Did/ do they promote independent academic achievement?
 - ii. Are there questions around the legitimacy of work?
 - b. How socially?
 - i. Independence in interactions? Socially involved? Autonomy?
 - c. Improved quality of life and happiness?
 - i. Lead them to be included?
 - ii. Loss of personal control? Helplessness?
 - iii. Limit the ability to interact with peers?
 - iv. Limit them in their perceived belief around the LwS abilities?
 - v. Recognise themselves as different?
 - d. How do you believe the intervention allows the LwS to feel like they belong in the school?

33. What are the successes you have experienced with facilitation?
- Did the proximity of the facilitator contribute to the development and success of the LwS? How?
34. How has working with facilitators been advantageous or disadvantageous for you as an educator?
- Do they fill in the gaps?

35. What are the challenges or areas of growth you have experienced about the type of facilitation you have worked on?
36. What recommendations would you provide to other teachers, parents, and facilitators about facilitation?
37. In closing, if you could describe facilitation in a few words, what would it be?

SEMI-STRUCTURED INTERVIEW SCHEDULE OF FACILITATORS

Facilitator Interview:

1. Good morning/afternoon. Before we begin, can you please describe yourself as a facilitator?
 - a. What inspired you to become a facilitator?
2. What experience do you have with learners with special needs?
 - a. How many years of experience do you have facilitating and working with LwS?
 - b. What are the different types of LwS you work with as a facilitator?
 - c. What grades have you facilitated? What grade do you currently facilitate?
 - i. How has this impacted you as a facilitator?
3. In your opinion,
 - a. How would you define inclusive education?
 - b. What is your opinion on Inclusive education?
 - c. What do you believe inclusive education should include?
 - d. What are your views on inclusive education based on?
 - e. How do you define inclusion within the school environment? And at home?
 - f. How does your school ensure inclusion within the school?
4. How would you describe the school environment and school culture at your current LwS school?
 - a. How do you define inclusion within the classroom?
 - i. What qualities in a classroom should be present for inclusion for LwS?
 - ii. And your work as a facilitator?
 - b. Has this opinion shifted or been different in different schools you have worked in or facilitated in? If so, how and why?
 - c. What is your expectation of teachers to ensure this inclusion?
 - d. What are the challenges within inclusive education that you experience? Within your current school?
5. Can you give me a description of the LwS you facilitate?
 - a. What is his/her challenge or learning barrier, in your opinion?
 - b. How do you approach your work as a facilitator with your current/historic LwS?

6. Based on this, how would you define facilitation?
7. What is your opinion about facilitation? And as an inclusive education practice?
8. How would you define the role facilitators have in inclusive education?
 - a. And within your school?
 - b. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - i. Parents
 - ii. Teachers
 - iii. School
 - iv. Are you aware if there is a board governing them as a practice?
9. How would you define or describe your role as a facilitator within a typical day?
 - a. With the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?
 - ii. Role in tests and accommodations?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator
 - e. Outside the classroom?
 - f. At the parent's home?
 - g. Before and after school?
 - h. Do you fill any other roles?
10. Do you think the roles you do are vital for the education of LwS?
 - a. Can you describe how and give examples?
 - b. Are there any roles you are uncomfortable with? Why and how?
 - c. How have you overcome them? Whom have you approached?
11. In your opinion, how has your role as a facilitator changed over your career?
 - a. What has it come to include?
 - b. What has it come to exclude?
 - c. Do you feel that you are able to perform these roles?
12. Do you feel that all parties have similar expectations of facilitation? If not, why?
13. When parents approached you to be a facilitator, what were the parents and schools' expectations and roles you were informed about?
 - a. Do they match your current expectations?

14. Have these expectations led to success or challenges within the practice of facilitation?
 - a. Do you feel you can meet these expectations?
 - i. If not, why?
15. How does facilitation allow children to be included?
 - a. Within the school?
 - b. Within the classroom?
 - c. How should a learner with special needs be included outside the classroom?
 - d. At home?
16. Do you believe that your approach to facilitation is consistent with your understanding of inclusive education?
 - a. And how? If not, why, and how?
 - b. Can you give me examples?
17. What is the process of acquiring a facilitator within the current school environment?
Does this process lead to any challenges?
18. How would you describe your approach to facilitation?

19. What training did you receive?
 - a. Where did you receive this training?
 - b. Who provided the training?
 - c. In what form was the training provided?
 - ii. E. g. workshops, informal training from teachers or experience?
 - d. What did your training include?
 - i. Specific characteristics, strategies taught to work with LwS, content, diagnosis, ways of supporting LwS, did it cover different types of LwS?
 - e. In your opinion, what was the training successful?
 - f. Was this training adequate to meet the current needs and demands of facilitation?
 - i. Did it lead to an increased understanding of how to work as a facilitator?
 - ii. Did it include training on how to include the LwS meaningfully within their different spheres?
 - g. What challenges did you experience in your training?
 - i. If so, in what areas and how?
 - h. How has your training affected the way teachers use you as a facilitator?
 - i. Do you feel they take it into consideration? How so? Examples?

ii. Is it different between facilitators based on your experience?

20. Can you give me a description of how you work with your parents?
21. Can you give me a description of how you work with teachers?
22. How would you describe the relationship you have with the LwS you facilitate?
(Attached, secure, emotionally distant, detached, authoritative)
23. In your opinion – how important is the relationship between the facilitator and LwS?
 - a. In academics?
 - b. In the school environment?
 - c. With his/her educator?
 - d. In the home?
 - e. In their academic work?
24. Did your relationship to the LwS allow the LwS to explore their environment? How?
25. How was he/she able to return to you under times of stress? And were they able to sensitively respond?
26. What aspects of the relationship contributed successfully to the development of the LwS?
 - a. Do you believe you meet the needs of the LwS in their developmental age?
 - b. Were there specific traits you believe you have had that lead to this?
 - c. Have you used these traits with other children, and how has it been effective?
27. What elements of the relationship hindered the development or academic/emotional/social success of the LwS?
 - a. Can you give me examples?
28. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
 - a. How do you believe the intervention allows the LwS to feel like they belong in the school?
 - iii. Do you think it aids in them recognising themselves as different?
 - iv. How do you negotiate this?
 - b. Do you think your LwS values you? How and in what way?

29. How would you describe his approach to academic work?
 - a. When are you near him?
 - a. How do you promote independent academic achievement with the LwS?

- b. What strategies do you use when you approach his academic work? How do you adapt this to ensure his inclusion?
 - a. How do you negotiate your proximity when completing work?
 - b. How were these strategies communicated to you? By the teachers and parents?
 - c. How do you allow the autonomy/independence of the child to occur academically?
 - i. What strategies do you use?
 - d. How do you negotiate this around tests or accommodations?
 - i. Do you feel your relationship affects this?
 - e. Do you feel pressured to show results? From whom and why?
30. How do you approach his behaviour within the classroom?
- a. With his peers?
 - b. How do you promote independent social development?
 - c. Is this particularly challenging? If so, why?
 - d. How are you seen by his peers when you are around him?
 - e. Does it result in limitation/ or his peers limiting their interactions with the LwS?
 - f. Loss of personal control? Helplessness?
- *****
38. How does the school culture lead to you effectively performing your role as a facilitator? Are there any challenges?
39. How would you describe your relationship with the educator?
- a. Do you feel it affects facilitation?
 - b. Are you included? Do you feel valued? How?
40. How do teachers assist or support you in providing facilitation to the LwS?
- a. Do you form part of the support team?
 - b. Are you included in meetings?
 - c. How often and how much time is given?
 - d. Lesson plans? IEPS?
 - e. How do teachers accommodate or include you in the classroom?
 - f. How does the teacher adapt their teaching methodology or support to accommodate your LwS?
 - g. How do you, and in what way do you have a voice in the education or support give to the LwS? With the parents?

31. How has working as a facilitator been advantageous or negative in your opinion for educators?
32. How would you describe the relationship you had with the LwS parents?
 - a. How does your relationship assist you in your position as a Facilitator?
 - b. Do you feel that you are appreciated by your parents? and the learners with special needs? – If no answer – do you think, in general, facilitation is valued?
 - c. What support do parents give you?
33. What support do schools give you?
34. In your opinion, what unique value does facilitation add to the LwS life? Within the school environment? Within the classroom? Within the home environment?

35. What recommendations would you provide to other teachers, parents, and facilitators about facilitation?
36. In closing, if you could describe facilitation in a few words, what would it be

SEMI-STRUCTURED INTERVIEW SCHEDULE OF PARENTS

Parent Interview Schedule:

1. Good morning/afternoon, before we begin can you please give me some background about your child?
2. Based on the medical records your provided, it indicated that you child has Disorder/learning barrier. Can you describe to me your understanding of how this disorder/learning barrier affects your child?
 - a. What do you think the needs of your child is?
 - i. How in your opinion does this affect his/her academics?
 - ii. How does he cope at school? (Without the facilitator)
 - iii. In your opinion what relationship does he have with his teacher? (Without the facilitator)
 - iv. How does he cope with his friends and peers? (Without the facilitator)
 - v. How does he/she cope and interact within the family? (Without the facilitator)
 1. How does he/she interact with you as parents?
 2. With his siblings?
3. In your opinion,
 - a. How would you define inclusive education?
 - b. What is your opinion on Inclusive education?
 - c. What are your views on inclusive education based on?
 - d. What do you believe inclusive education should include?
 - e. How do you define inclusion within the school environment? And at home?
 - f. How do you define inclusion within the classroom?
4. How would you describe the school environment and school culture your child is at?
 - a. What is your expectation of teachers to ensure this inclusion?
 - i. Academically, emotionally, and socially?
 - ii. And facilitators?
 - b. What are the challenges within inclusive education that you experience? Within your current school?

5. Based on this, how would you define facilitation?
6. What is your opinion about facilitation? And as an inclusive education practice?
 - i. And within the school?
7. What were the circumstances that led you as parents to investigate or require a facilitator?
 - a. Who were the key members who contributed to this decision?
 - b. What relationship does these individuals have with your child?
 - c. How were this intervention recommended to you as parents?
 - d. What information or justification were provided for facilitation?
 - e. Were you provided with guidelines about facilitation and the types of qualities a facilitator should have?
 - f. How did you develop and communicate the requirements you needed for the facilitator?
8. In your opinion, who defines the approach, roles, and tasks a facilitator has with their LwS?
 - a. Parents
 - b. Teachers
 - c. School
 - d. Are you aware if there is a board governing them as a practice?
9. Do you feel that all parties have similar expectations and roles of facilitation?
 - a. If not, why?
10. How would you define or describe the role the facilitator has within a typical day?
 - a. What was your expectations of the facilitator with the learner with special needs?
 - b. Within the school environment?
 - c. Within the day-to-day within the classroom?
 - i. Within the academic work of LwS?
 - ii. Role in tests?
 - iii. Within the social interactions of the LwS?
 - d. With the special educator?
 - e. Outside the classroom?
 - f. Before and after school?
 - g. At your home?
 - h. Do they fill any other roles?
11. Do you think the roles facilitators do are vital for the education of LwS?

- a. Can you describe how and give examples?
12. How does facilitation allow children to be included?
- a. Within the school?
 - b. Within the classroom?
 - c. How should a learner with special needs be included outside the classroom?
 - d. At home?
13. Do you believe that the facilitators approach to facilitation is consistent with your understanding of inclusive education?
- a. And how? If not, why, and how?
 - b. Can you give me examples?
14. Have these expectations led to success or challenges within the practice of facilitation?
15. What criteria did you look for when picking a facilitator?
16. Can you give me a description of how(facilitator).....worked with you?
- a. How would you describe(facilitator)..... approach to theirLwS....?
- *****
17. What training did you expect the facilitator to have?
18. Are you aware of the circumstances around the training of the facilitator?
- a. Where did they receive this training?
 - b. Who provided the training?
 - c. In what form was the training provided?
 - d. What did or should their training include?
 - e. In your opinion was the training successfully implemented with your child?
 - i. How did it affect the relationship with the child?
 - f. Was this training adequate to meet the current needs and demands of facilitation?
 - i. Did it lead to an increased understanding of how to work as a facilitator?
 - ii. Did it include training on how to include the LwS meaningfully within their different spheres?
 - g. What challenges did you experience in the training of the facilitator?
 - i. If so in what areas and how?
 - h. Were you aware of how their training affected the way teachers use the facilitator?

19. How does the relationship between the school, facilitator, and parent to LWS work?
20. How would you describe the relationship(facilitator)..... has with theirLwS....? (Attached, secure, emotionally distant, detached, authoritative)
21. In your opinion – how important is the relationship between the facilitator and LwS?
 - a. In academics?
 - b. In the school environment?
 - c. With his/her educator?
 - d. In the home?
 - e. In their academic work?
22. Did the facilitator relationship to the LwS allow the LwS to explore their environment?
How?
23. How was he/she able to return to the facilitator under times of stress? And were they able to sensitively respond?
24. What aspects of the relationship contributed successfully to the development of the LwS?
 - a. Do you believe they met the needs of the LwS in their developmental age?
 - b. Did they understand their role in the LwS development? and in their role as a facilitator?
 - c. Did the facilitator role hinder these needs? or did they not realise the needs due to extended period of work with the LwS? (Fixated)
 - d. Were there specific traits you believe they had that lead to this?
25. What elements of the relationship hindered the development or academic/emotional/ social success of the LwS?
 - a. Can you give me examples?
26. What relationship did you require the facilitator to have with your child?
 - a. Do you think your LwS values the facilitator? How and in what way?
27. What approach did you expect your facilitator to have with your child?
28. How was the proximity of the facilitator used within their relationship?
29. In your opinion, how does facilitation improve the quality of life and happiness of the LwS?
 - c. How you believe the intervention allows the LwS to feel like they belong in the school?
 - d. Do you think it aids in them recognising themselves as different?

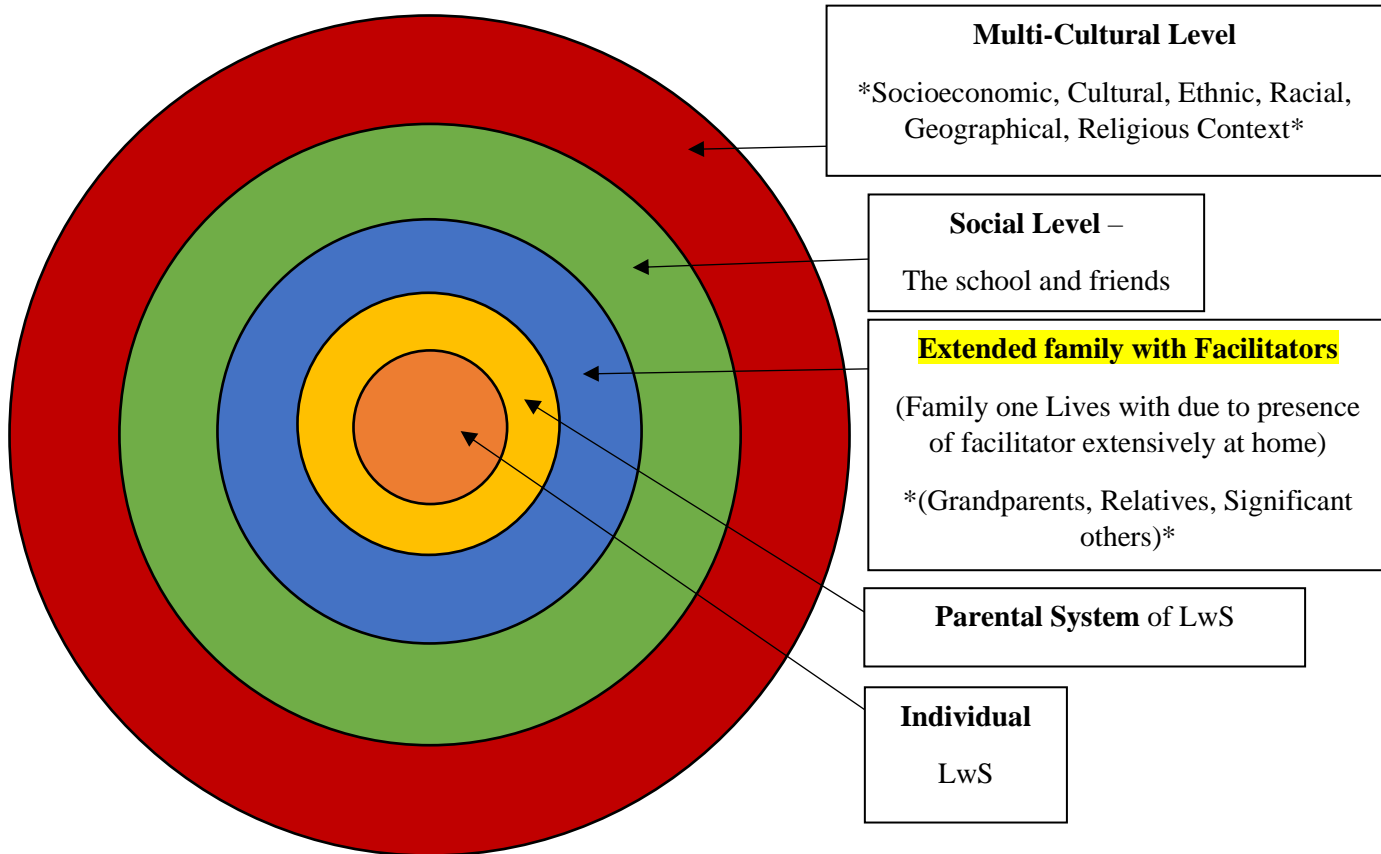
30. How do you expect the facilitator to approach the child's behaviour within the classroom?
- With his peers?
 - How do they promote independent social development?
 - Is this particularly challenging? If so, why?
 - How were facilitators seen by his peers when they are around him?
 - Does it result in limitation/ or his peers limiting their interactions with the LwS?
 - Loss of personal control? Helplessness?
31. How would you describe the facilitators relationship with the educator?
- Were facilitators included? Do you think they feel valued? How?
 - Does having a facilitator affect the relationship the child has with their educator? How?
32. How do teachers assist or support you in facilitation or with the facilitator?
33. In your opinion, what position do facilitators have within the school?
- Support team?
 - IEPs, lesson plans?
 - Is the teaching methodology adapted to accommodate the facilitator?
34. In your opinion, what unique value does facilitation add to you as parents? And within the LwS life?
- Within the school environment?
 - Within the classroom?
 - Within the home environment?
 - Practically – do you think this value was successfully implemented into the LwS life?

35. What recommendations would you provide to other teacher, parents, and facilitators about facilitation?
36. In closing if you could describe facilitation in a few words what would it be

APPENDIX C: THEORY DIAGRAMS

Figure 1

Adapted Family systems theory

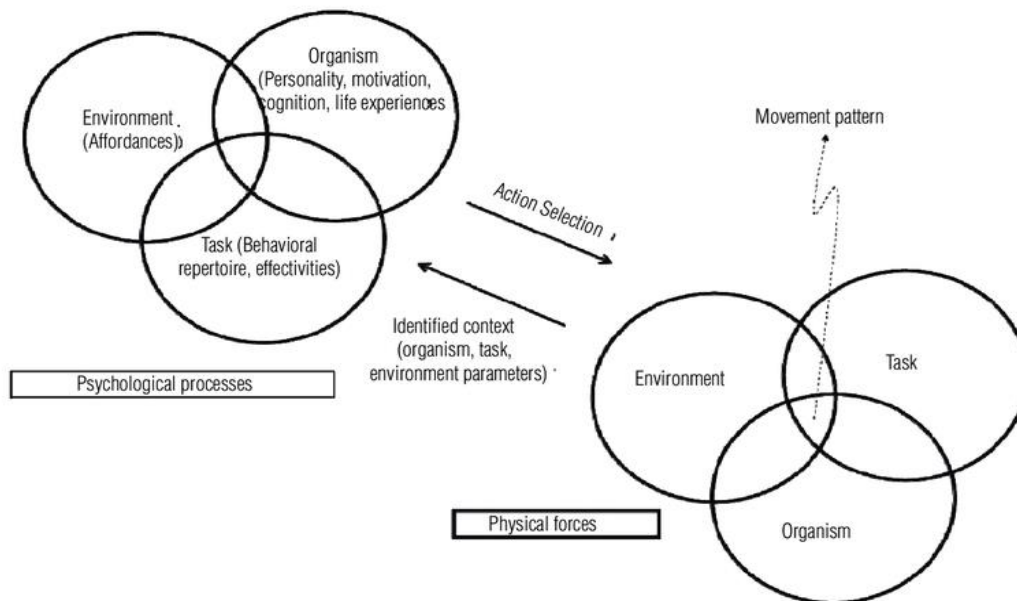


Adapted from - Balswick, J. O., & Balswick, J. K. (2014). *The Family a Christian Perspective on the Contemporary Home* (4th ed.). Baker Publishing Group.

Families are living Systems - Family Systems Theory [Online image]. (2015). The Pentecostal Family. <https://www.thepentecostalfamily.org/family-systems-theory.html>

Figure 2:

Dynamic systems theory physical and psychological Venn diagram

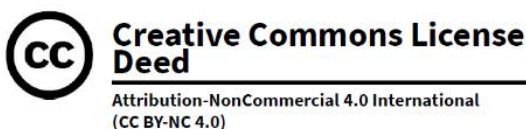


Holt, K. G., Wagenaar, R. O., & Saltzman, E. (2010). A Dynamic Systems/Constraints Approach to Rehabilitation [Online Image]. *Revista Brasileira de Fisioterapia*, 14(6), 446-463. <https://doi.org/10.1590/S1413-35552010000600002>

Please refer to Ethics folder in Memory stick for licence to use the above image:
Below, on page 24 of article, licence of the article by the publisher. Underneath is the terms of the publisher.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.



This is a human-readable summary of (and not a substitute for) the [license](#).

You are free to:

Share – copy and redistribute the material in any medium or format

Adapt – remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution – You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial – You may not use the material for commercial purposes.

Please follow the following link:

<https://creativecommons.org/licenses/by-nc/4.0/>

APPENDIX D: EXAMPLE OF TRANSCRIPT AND CODING

Please refer to excel spread sheet for full description

Key for Coding:

School description

School description-Structure

School description- future collaboration

Parent external sourcing and contract

Facilitator Roles

Distance – Overall

Social Balance – Distance

Inclusive education - educator

Inclusive education - Fill the gaps/provide inclusion/create potential

Inclusive education - **implementation**

Inclusive education - **exclusion**

Inclusive education - *Limits around inclusion and capabilities*

Inclusive education - **Sa**

Inclusive education - *Teachers creating the space for inclusive environment*

Inclusive education - *Teachers creating the space for inclusive environment* - peers

Moments of connection - *Teacher and Facilitator*

Moments of connection - *Teacher and Facilitator* **Supervision**

Moment of connection - *Parent and teacher*

Moments of connection - *Be eyes and ears*

Finding the right fit - *finding the balance*

Finding right fit - *boundaries*

Finding the right fit - *Qualification educator and experience*

Finding the right Fit - **Qualification and training**

Finding the right Fit - **teacher training**

Finding the right Fit - **Characteristics**

Finding the right Fit - *Bond - Facilitator and child*

Finding the right fit - *Expectations*

Finding the right Fit - *approach*

Need to Preform

Heart for child - **Teacher**

Teacher perception - *Perceptual trap*

Teacher perception of facilitation

Dependency

Educator- **Supervision**

Formal assessment - Academic

Strategies

Just a job

fixation

Need to preform

Lack of support structures

Valued - position on school

Work within the classroom setting

Group Facilitation - SA challenge

Group Facilitation - One-to-one/ Dependency -

Sample of Process of coding:

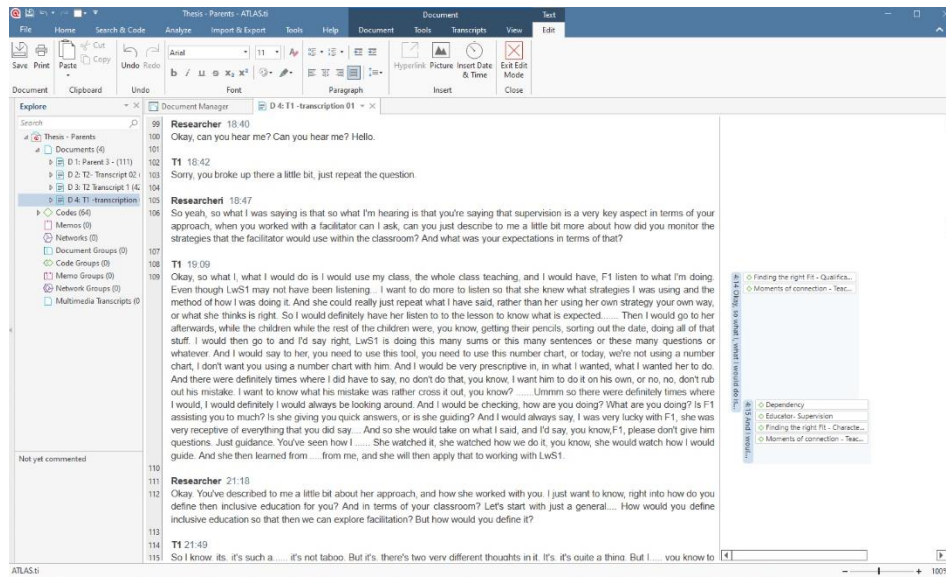


Image 1:

Within Atlas.ti, I went through the process of immersing myself within the data and ensuring I reviewed and listened to the interviews at least 3 times and starting my initial coding process. Once completed I reviewed the interviews and recoded for a second and third time.

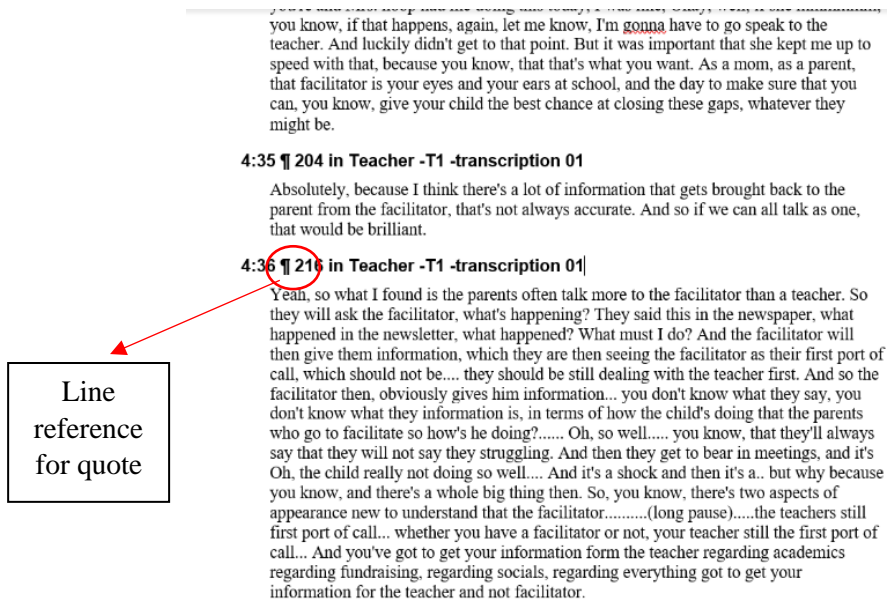


Image 1:

Once developed, a report of all themes was created where all quotes were used to generate and populate the themes.

Line	Transcript – Created using both hand coding and Atlas.ti 9 th version	Code
1 2 3 4	<p>T1 - Case One – EXAMPLE OF CODING NB - (T1, L5) = T1 Line 5</p>	
5	<p>SUMMARY KEYWORDS facilitator, child, teacher, terms, learners, classroom, facilitation, bit, facilitate, inclusive education, class, expectations, training, remedial, included, work, question, academic, trained, F3</p>	
6	<p>SPEAKERS T1, Researcher</p>	
7 8 9 10 11	<p>Researcher 00:00 Okay, recording. Alright. Thank you so much, T1. Just to clarify, we have had a consent session and the information session, we're going to start the interview process. Just before we start with the first question, can you, please describe yourself as an educator to me?</p>	
12 13 14 15 16	<p>T1 00:22 <u>So I've been teaching for.... I've been an educator for nearly 10 years now, I have been in special education or remedial education for four years, five years.... Five. I have worked with a few special needs children as well within the remedial background. My biggest goal in education is to provide these children with skills to equip them to cope in the real world. So yeah, that's for me is one of my biggest goals in education is to just also make them feel loved and nurtured. And also, to just provide them the skills, whether it's ...and we know, they're all the skills are different. Some children will need different skills for work. So yeah, and to look at the individual child.</u></p>	<p>(– whole quote) Finding the right fit - Qualification educator and experience Inclusive education - provide inclusion/create potential Heart for child Teacher</p>
17 18	<p>Researcher 01:20 Yes, and we definitely will get into that a little bit later on in the interview, I just want to ask in terms of qualifications, where did you train?</p>	
19 20 21	<p>T1 01:31 <u>I trained at Wits, I went to and got a BED at that Wits university, Wits education campus. I got my BED then I went on to UNISA. And I got an advanced certificate in education on barriers to learning.</u></p>	<p>Finding the right fit - Qualification educator and experience Inclusive education -</p>
22 23	<p>Researcher 01:50 Okay. And did you find with the training, was there any challenges within the training working now in a remedial school? did it met the learners with special needs? Where there any gaps within the train, per se, with actually with teaching, or...?</p>	<p>Sa</p>
24 25	<p>T1 02:05 <u>Yeah, with this specific BED degree, I mean, they really didn't cater to any other learners other than mainstream, you know, it was very catered towards mainstream. I think when I did the UNISA, one, the advanced certificate, I think, that was very practical. I looked into both I looked into doing the WITS remedial and the UNISA remedial. The Wits one was very theoretical, and I found that I gained more through the practical and so I quite enjoyed the UNISA. One word was saying, here is a case</u></p>	<p>Inclusive education - Sa Finding the right fit - Qualification</p>

<p>26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44</p>	<p><u>study, you know, this is what you need to do rather than just the theory of it all. Because I think we did learn a lot of theory in BEd. Yeah.</u></p> <p>Researcher 03:00 And did you find that that's that practical experience actually gave you a lot of information of how to apply those strategies and teaching methodology? And for example, working with professionals within the classroom?</p> <p>T1 03:12 <u>Absolutely, absolutely. So, you know, it's always experience always trump's you're theory, you know, you've got to experience things. And so, I feel that more equipped getting that degree or that little, the certificate, rather than going through more theory and more theory, and then when you're actually in the class, and you don't know how to apply, whereas when you actually trained to apply, it works a lot better.</u></p> <p>Researcher 03:43 And, like you said, you're working in the remedial school for four to five years. That practical experience, do you find that that has been very key in terms of how you're adapting again, like what you said, your theory and methodology?</p> <p>T1 03:58 <u>Well, absolutely. I mean, when I did that course, it was, you know, create your own IEP, I could get your own case study, you know, do the things that you would do in a remedial school. Yes, there's a bit of theory behind it, but most part is.... doing it...you know, actually doing it creating what you need to create for these for these remedial children. So I definitely think that is very beneficial, and has been very beneficial.</u></p> <p>Researcher 04:29 And do you think in terms of your day to day expectations, as a teacher, when, like you said, You having that IEP, developing that IEP, and having the needs and the complexities that learners with special needs have? How do you find the day to day expectations and like you said, having that practical understanding of how to apply, how is that training assisted you there?</p> <p>T1 04:52 <u>So I think..... that's a tough one. I think you get you get to today-to-today and you sort of not forget, but you sort of, you don't always think of what you've tried, you know, especially five years on, you sort of, kind of just go with it. This whereas I think, you know, the first year you're like, Oh, yeah, I'm going to refer back to my, my manual, I'm going to refer back to what I did. Okay cool I am going to do this. When you're, you know, five years on, you're sort of, I think the training is always there in the back of your mind, and, and subconsciously there. But you don't always refer back to it every single day, you know. So I think it also then looks at that experience of, Okay, I know how to do this, and I'm looking at this child, I'm looking at the needs, I'm looking at what they need to do, okay, I need to make goals, or I need to make an IEP for this child. And because I've done it before, because I've practiced it, and it's been put in, you know, put into us and then I've done it practically, rather than just theoretically, it does become a lot easier to do and it becomes, I feel like the training becomes more subconscious in you and your day to day sort of does take over. But even though you're not thinking of your training, it is the way that makes sense.</u></p>	<p>educator and experience</p> <p>Finding the right fit - Qualification educator and experience</p> <p>Finding the right fit - Qualification educator and experience Inclusive education - provide inclusion/create potential</p> <p>Finding the right fit - Qualification educator and experience Inclusive education - educator</p> <p>Inclusive education - provide inclusion/create potential</p>
---	--	---

45 46	<p>Researcher 06:17 Yes. So, if I might just summarize basically, what you're saying. So, in terms of inclusive education, which we'll go into a little bit now, what you saying that <u>there's a very strong theoretical aspect to it plus, but your practical experience is also very important that and works hand in hand together if I may say?</u></p>	<p>Inclusive education - <u>provide inclusion/create potential</u></p>
47 48 49 50 51 52	<p>T1 06:33 <u>Absolutely. Absolutely. Yes, that's exactly.</u></p> <p>Researcher 06:37 So, within the school that you work. Could you give me a little bit of a background, because we're now working on a specific case... What grades do you teach, and where has your streams divided within the school?</p>	
53 54 55 56 57 58	<p>T1 06:52 <u>So I, I started at the school as a grade three teacher.... taught for two years in grade three, or then in 2020, moved into a learning support position. So I've been in a learning support position now for two years. And I think, possibly maybe more speak towards being in the grade three classroom. Yeah, I think that in terms of streams, are you talking about ability levels?</u></p> <p>Researcher 07:26 I know, we know with the case and within [the school] school as well, you've got the mainstream with remedial kids and then we've also got ASDAN, so I just want to ask if you can just explain a little bit about what is the expectations of ASDAN and what are the expectations, for example of the mainstream? And how do they differ in your opinion?</p>	<p>Finding the right fit - <u>Qualification educator and experience</u></p>
59 60 61	<p>T1 07:47 <i>Okay, so yes, we've got our remedial stream where the children are in class, they get their math support, English support for half hour or an hour a week, and then they go back into class and they classroom is the main place..... their first port of call. They are working at grade level. If they are not working at grade level, they are then on an IEP, which will then bring them down a few grade levels. So that's where the remedial stream goes... then the ASDAN stream is more of a skills-based stream. So, the ASDAN stream doesn't really work on grade level, it uses the D caps. So, we use a lot of the D cap, don't use caps, because it's just not a sufficient for them.....It's too much for them. So we use D caps, we also use ASDAN program called New Horizons that we use and it's a lot of life skills, and we teach them skills. The maths, I do with them, it's very functional maths. So..... you know, we don't worry about 10s and units carrying over we rather do that with a calculate, you know, we don't worry about all those little things..... we're not really going to use in real life. So, they need the skills and they needed cated down. Now, the way they work is they will not receive a matric certificate, they will get a.... they will move into ASDAN so they will get an ASDAN accredited certificate. And it's more of a vocational..... degree or not degree..... certificate type thing, where they will still be able.... they will not be able to go to university, but they will be able to study further in Chef and game ranging and that sort of thing where you don't necessarily require a matric certificate. So those are two different streams.</i></p>	<p>School description – <i>(italics and highlight)</i></p> <p>Inclusive education – implementation (Colour)</p>

62
63
64

Researcher 10:02

Okay. So, in terms of the school dynamic and in terms of the school culture as well as that of school environments, as you said, you've got these two streams now that are accommodating that of learners with specific special needs. I just wanted to ask that how, in your opinion, would you say these two streams are including or is inclusive? For the actual student? How are they including the child within the stream?,

65
66
67

T1 10:38

Yes, so I will say..... *I'll speak first to the remedial side*remedial stream, they, they cater towards each child by putting them in *multi level ability groups*. So they will then *do baselines at the beginning of each year*....beginning of each term. And they will determine *which ability group that specific child is in*. So we get I mean, we get four, but the *blue group* is the top.... blue group if they shouldn't really be in a blue group, because then they should be mainstream. So we get *the green*, the *yellow and the red*. And the red group is specifically for our IEP learners. So learners who are not accessing the curriculum on grade level, they need to be a little bit.... go down a grade level or to even. The *green level* is the ones that are accessing the curriculum and can carry on it can go with the curriculum. The *yellow group* is the one way they've actually seen the curriculum, but they do need a lot of support to access the curriculum. And so majority of our learners in the remedial stream or on the *yellow level*, those learners we watch very carefully because they *may need to be on IEP* if theyif we find they are just *not coping*. So I think all the learners in an *inclusive environment they really are being catered for, in terms of special needs*. We do we have a lot of ASD learners, we have a lot of learners with a specific learning disorder rather than just typically remedial, you know. *And so I think we really do cater towards these children by providing them with facilitators, but also providing them with an IEP as well, to help them help them access some sort of curriculum, help them learn at their level, rather than the level that we think they should learn at*. So, we think the school is very inclusive of all learners.

68
69
70

Researcher 12:55

Can I ask how would you say you're including them? Because I know you mentioned a lot about in terms of academic, we've got the IEP, and we've got an example of how we're going to go and explore how facilitation is working with learners with specific needs. But what would you say is the specific methodology of how you cater for example, academics? What strategies would you say are you using as you as a teacher within your classroom, to provide that support for the learner with special needs, and then we'll move on to facilitator.... but specifically, it's looking at the learner with special needs, what strategies are using academically?

71
72
73

T1 13:30

Okay, so academically, when I had the learner with special needs in my class, he would get a lot less volume of work. So for example, if we were doing 10 sentences, this child would get two or three because that was his level, I was focusing on quality over quantity. And I wanted to see what he could do independently. Now, if that's one sentence, if that's two. And if you could give me a good one, I would be happy, you know. So I really looked at him individually without comparing him to the rest of the class, I would give him a lot of aides, I will give him a lot of visuals,

School description –
(italics and highlight)

Inclusive education –
implementation

Facilitator Roles

Inclusive education –
implementation
Inclusive education –
Fill the gaps/provide
inclusion/create
potential

a lot of pictures. A lot of modeling, a lot, a lot of modeling, we will do a lot of examples first, and I would scaffold the task a lot for him where I wouldn't do for the others as much. So if we're writing a sentence, I would almost draw five lines for him and on each line, he has to put a word in that makes the sentence just to have a more structured for him.

74
75
76
77
78
79
80
81
82
83
84
85

Researcher 14:50
For LwS1 as well?

T1 14:51
Yeah, that's LwS1. Can I use his name?

Researcher
Yes, yes. No, I will take it out, Yeah.

T1 14:58
Okay. So that would be what LwS1 would need. Where's the rest, they would be able to write 10 sentences and wouldn't need each word on a line ...where LwS1 would need me to say... this...this.. this and this, you know. I would give him pictures and I would say, okay, he has a picture, let's make a sentence. Or I would give him words that he needs to unjumble to make the sentence and then write the sentence. So LwS1 would receive a lot more support than the others because that is what he required..... I must....I don't know if this is the question, but I must say that it was a little bit easier when his facilitator was around because I would give the instruction, then the facilitator would work with him according to what I wanted. And then I could then work with the other children as well supporting them. So I would give LwS1... all the tools he would need, you know, and then we would go from there. In terms of whole class teaching, and listening, that was a big challenge for him. And that was a big challenge to me as well, in terms of how do I teach the whole class that also makes sure LwS1 is learning as well. So that was, that was hugely challenging. And what I ended up doing was teaching the whole class and watching him, but teaching the whole class getting them to sorted then going to say, almost doing an individual, little lesson with him.

Inclusive education -
Fill the gaps/provide
inclusion/create
potential
Inclusive education –
implementation

Inclusive education -
Sa

Inclusive education –
implementation

86
87
88

Researcher 16:37
Okay. And then, uh, but we will go into that a little bit later, I just wanted to ask in terms, you said you, you would teach him a little bit less, that particular challenge with having to teach the whole class? Did you find that specifically? Did you have enough time in which to teach the whole class and then actually look at him individually? Or did you, for example, have to rely a lot on the facilitator to accommodate those gaps that you will not be able to do within your class dynamic?

89
90
91

T1 17:06
So yeah, that's a very good question, I think they were..... no depends on the lesson, if I'm introducing a new topic, or a new concept, I would find that I would need to be with the rest of the learners a lot more to make sure that they get that established. And then I would say, to F1, okay, you need to now do this with LwS1, work with him with that, I need to make sure the rest of the children are understanding this, then I wouldn't always get time to get to LwS1, okay, whereas if we're doing a recap lesson, you know, then I would say, right, you guys, you're doing this, okay, I'm going to work with LwS1.

Teacher perception -
Perceptual trap
Teacher perception of
facilitation
Heart for child –
Teacher

<p>92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109</p>	<p><i>So there were definitely times in the day where I would say, right, I'm now working with LwS1... I was very, very aware not to leave him and just let the facilitator do everything. I really, I also needed to work with him as well. And we needed to work together with the facilitator. So there were times where..... Yes, I would say to F1. Okay, this is what he needs to do. You need to work with him on this. And then I would have to work with the others.</i></p> <p>Researcher 18:17 So you definitely would say a very key aspect in terms of facilitation is that supervision that would be required, in terms of how the facilitator then actually use their own strategies? And would you then monitor the strategies that they would have in terms within the academic work? And so how would you monitor that?</p> <p>T1 18:24 You breaking up...</p> <p>Researcher 18:40 Okay, can you hear me? Can you hear me? Hello.</p> <p>T1 18:42 Sorry, you broke up there a little bit, just repeat the question.</p> <p>Researcher 18:47 So yeah, so what I was saying is that so what I'm hearing is that you're saying that supervision is a very key aspect in terms of your approach, when you worked with a facilitator can I ask, can you just describe to me a little bit more about how did you monitor the strategies that the facilitator would use within the classroom? And what was your expectations in terms of that?</p> <p>T1 19:09 Okay, so what I, what I would do is I would use my class, the whole class teaching, and I would have, F1 listen to what I'm doing. Even though LwS1 may not have been listening... I want to do more to listen so that she knew what strategies I was using and the method of how I was doing it. And she could really just repeat what I have said, rather than her using her own strategy your own way, or what she thinks is right. So I would definitely have her listen to to the lesson to know what is expected..... Then I would go to her afterwards, while the children while the rest of the children were, you know, getting their pencils, sorting out the date, doing all of that stuff. I would then go to and I'd say right, LwS1 is doing this many sums or this many sentences or these many questions or whatever. And I would say to her, you need to use this tool, you need to use this number chart, or today, we're not using a number chart, I don't want you using a number chart with him. And I would be very prescriptive in, in what I wanted, what I wanted her to do. And there were times where I did have to say, no don't do that, you know, I want him to do it on his own, or no, no, don't rub out his mistake. I want to know what his mistake was rather cross it out, you know?Ummm so there were definitely times where I would, I would definitely I would always be looking around. And I would be checking, how are you doing? What are you doing? Is F1 assisting you to much? Is she giving you quick answers, or is she guiding? And I would always say, I was very lucky with F1, she was very receptive of everything that you did say.... And so she would take on what I said,</p>	<p>Moments of connection - Teacher and Facilitator - Expectations Finding the right fit - Qualification educator and experience</p> <p>Finding the right Fit - Qualification and training Finding the right Fit - teacher training</p> <p>Moments of connection - Teacher and Facilitator</p> <p>Moments of connection - Teacher and Facilitator Supervision</p> <p>Need to Preform Inclusive education - Fill the gaps/provide inclusion/create potential</p> <p>Dependency</p>
--	---	--

and I'd say, you know, F1, please don't give him questions. Just guidance. You've seen how I She watched it, she watched how we do it, you know, she would watch how I would guide. And she then learned fromfrom me, and she will then apply that to working with LwS1.

- Finding the right Fit – characteristics

110
111
112

Researcher 21:18

Okay. You've described to me a little bit about her approach, and how she worked with you. I just want to know, right into how do you define then inclusive education for you? And in terms of your classroom? Let's start with just a general.... How would you define inclusive education so that then we can explore facilitation? But how would you define it?

113
114
115

T1 21:49

So I know, its, it's such a..... it's not taboo. But it's, there's two very different thoughts in it. It's, it's quite a thing. But I..... you know to be honest, I really believe that if we can teach or we are equipped to teach every child according to the level without.... you know, broadcasting it, then that is that's inclusive, you know, yeah..... and I know, it's difficult, because... you know, in class, you would say, Okay, you guys are doing this and LwS1 you're doing this,.... buuuut you have to do it in a in a specific way to make sure that it's not, because that....then its not inclusive, if you think about it, but not inclusive. If you're saying you're doing this, you're doing that. But I feel that children do need to be told at the level otherwise they not going to learn. And so we have to accommodate for that.....But us teachers are responsible for doing it in the correct way. And I think that's, that's the difficult part. It is.... you know, it really is because you do get some children who are very aware and will say, oh, but you're doing this, you're doing that. So why is that? You know..... and I think teachers have to play it down.

Inclusive education - Sa
Inclusive education - implementation
Inclusive education - Limits around inclusion and capabilities

Inclusive education - Teachers creating the space for inclusive environment

116
117
118

Researcher 23:20

Okay, so that would be then for the academic part, but then may I ask...How would you define inclusion in terms of the social dynamic? So you said, are you doing this.. And you're doing that.. How would you say we would go about including children or learners with special needs, or specifically let's say LwS1s case? How do we go about including him within the school dynamic... socially?

119
120
121

T1 23:46

I mean, yeah, absolutely. And that's tough. It's tough, because some children don't know how to take LwS1. You know, they didn't know how to deal with it. They were children who did... who could deal with LwS1, there were children who would say, I don't understand what it's saying. So I'm not gonna play with LwS1. And you would see that he he gets a he would get down, he will get sad. But I would always no matter what I did in the classroom, even on the playground, or even if we were having downtime in the classroom, LwS1 would be there..... Whether he knew what he was doing or what not, he would be part of us...you know..... And I think it really fostered a relationship or a connection in our classroom where not one of my children were mean to LwS1 or didn't want to interact with him. And I think that again, it's the teachers responsibility to make sure that they don't show a prejudice because then the children are going to show their prejudice... so if I say LwS1, so and so needs help... I don't know, sticking in or coloring. Please go show him how you did it, you know, just to make him feels that he's got something to offer, you know? And then the children would see that as

Inclusive education - Teachers creating the space for inclusive environment – peers

Inclusive education - Teachers creating the space for inclusive environment

well and think, oh, he really is part of us. Yes, he might do different things, but he's part of our class. And I think ja, when we do when we do, you know, we would have reading book time, we just play time. LwS1 would be that you'd be played? And if LwS1 got a bit out of hand, I would, I would treat him exactly as I would treat the others. I would say, Stop. That's not allowed, you know, he wouldn't get special treatment in that way and socially. And on the playground, I think it was a little bit more difficult, because he was a lot less supervised. And so there were days where you would get a bit out of hand and the children wouldn't like, and, and again, that's up to the teacher on break duty to manage that, you know. And so I think that Yeah, including them socially is a lot.... is a difficult. It takes work.

122
123
124
125
126
127

Researcher 26:09

Okay. And that generally now where I want to ask the question is now what is your opinion about facilitation as an inclusive education practice? How would you define that?

T1 26:24

....(deep sigh).... Yeah, because essentially, having a facilitator is not including them, it's actually excluding them, essentially. But it's....(sigh).... it's inclusive in the fact that they can still.... it's helping them to learn. You know, hopefully, if you've got the right, if you've got the right facilitator. I think it helps them become included in the classroom.....(sigh).... Yeah, it's....(sigh)....it's difficult, but I think.... (sigh)....if I told from experience with F1, I had her and she was able to help LwS1 be more included in the classroom, when I'm doing a whole class teaching? She would manage and say, LwS1, listen or, say, LwS1 don't you want to answer or LwS1 it remember this? So, you know, she would help, she would give him prompt to keep him included. Whereas when she wasn't around, he would do its own thing and he would exclude himself when it was academic work. Socially, he would include himself everywhere. So.....ummm....(sigh) I think it is difficult because having someone next to you the whole time is quite like.... you know, there's a lot of attention. And with the rest of the children as well, they are very much like, Oh, F1 is for LwS1....F1 is for LwS1....Okay, you know, F1 LwS1 is doing this, F1 LwS1 is doing that.... And....(sigh)... so it's a huge issue of contention, is it inclusive? is a non inclusive? And I think, I think at the end of the day, is it helping the childlearn? And if it's not, it's either not being inclusive, or it's not the right facilitator.... But if it is..... then it's working, you know?

128
129
130
131
132
133

Researcher 28:25

And specifically because within this specific case, we had two different facilitators with LwS1. So I wanted to know, did you find that there was a significant difference between, for example, when you're with ASDAN, and then in mainstream, what the two facilitators was the significant difference in terms of the work.... How did they work with LwS1 academically?

T1 28:50

Yes, so I think when he was in the classroom, just the remedial classroom with F1, I felt it worked a lot better, because the teacher who gave the work was able to supervise and make sure that the works been done properly, the facilitator was able to see the whole lesson and know the expectations. And because the teacher was always around, LwS1 felt, okay, now it's work time, I'm going to work with my facilitator, because that's what I need to do and my teachers watching. Whereas when

Inclusive education -
exclusion
Facilitator Roles

Teacher perception of
facilitation

Inclusive education -
Fill the gaps/provide
inclusion/create
potential

Finding the right fit -
finding the balance

whole quote

Inclusive education -
exclusion

<p>134 135 136</p>	<p>he went ASDAN it was very difficult, because he would then do the lesson with me, and F3 would be there. Then I would go back to his classroom, and he would have the work that I'd given, but I'm not there and I'm not in the classroom. So why must I do this work? You know, for him, it was quite a thing. And so he would fight a lot. He would fight against doing it and when he was in the classroom ... in ASDAN and when he was in the grade -----classroom, he wouldn't want to do any work. That was... He saw as play time because the teacher in that classroom was not the teacher who told him what to do. And whether the facilitator told them or not. It, it didn't matter. It was, what is the teacher saying?</p>	<p>Moments of connection - Teacher and Facilitator Moments of connection - Teacher and Facilitator <u>Supervision</u></p> <p>-----</p>
<p>137 138 139</p>	<p>Researcher 30:22 And then so you would say that the teacher aspect of like you said earlier, the supervision of the facilitator and how they actually working within the classroom, led to the completion of the task. But then I would ask.... my question, in terms of schedule, did the facilitator promote independent academic achievement of the child? would you would you say, within the class dynamic.... How would you say that? and then like, as you were saying, you were exploring that a little bit outside of the classroom and without the supervision of the teacher, but I just want to ask if you can explore that a little bit more?</p>	<p>-----</p>
<p>140 141 142</p>	<p>T1 30:53 So I think.....in the mind of a facilitator, you want to be show that you're doing your job, and so the child is completing work, he is doing it well, he's writing neatly..... And so with F1 as well, she was very harsh on him writing his words properly, or writing neatly, or rubbing out mistakes and making sure he completed everything. <u>And yes, often it would have been.... it would be...ahhhh just write this or.... No, look at here write that word, you know.. and they would get frustrated, because he's not doing what he's supposed to be doing in their eyes.</u> So, yes, independent work, wasn't done much. And that's why the teacher needs to supervise and say, in this task, you cannot do the work for him. And I was lucky with F1, because she was receptive. There are others who<i>who won't, and who will then you know, do the task for them. And that's also a big reason why we do not let facilitators sit with them during assessments.</i></p>	<p>whole quote ----- Need to Preform Dependency <i>Formal assessment – Academic Educator- Supervision</i> -----</p>
<p>143 144 145</p>	<p>Researcher 32:08 Okay, that's also what I want to go into a little bit later. And just also want to ask, um, in terms, I will come back to this exact question now. But I also wanted to ask, then, again, like you were saying that you didn't want to use very strict on, or she was very strict on how he used to do the work. So do you then question, would you did you have questions when you're working with a facilitator, but the legitimacy of of the work, for example, after school before school? And how did you negotiate that's in terms of nah? You obviously being a teacher know the expectations of the child? And how did you negotiate legitimacy of work?</p>	<p>-----</p>
<p>143 144 145</p>	<p>T1 32:50 So I would write in every one of his workbooks or tasks, I would say, supported by F1. Not independent work....then he did do independent work, I would I would note that independent works. I wish kept that book. But I would also, and yes, in the beginning, I would say F1 this needs to be independently please dont help him, you know, there is always like, sneaky bit of...(whispers)... come on do this.... you know,</p>	<p>Strategies</p>

<p>146 147 148 149 150 151</p>	<p>and so sometimes I would actually say to F1, I would say go get a cup of coffee, or tea or something, like, take a break. I need them to do this independent. And I would try and negotiate it that way. <u>There were times when she wasn't a bit happy, because I think for her this is her job.....Why am I trying to stop her doing her job? You know? So there's a humungous sort of disconnect.</u></p> <p>Researcher 33:52 But that's, that's what I'd like to explore. So in terms of, let's, let's say, let's say, first of all, what was your expectation of a facilitator within the class dynamic? Let's, let's start there.</p> <p>T1 34:04</p>	<p>Moments of connection - Teacher and Facilitator Supervision Need to Perform Dependency Just a job</p>
<p>152 153 154</p>	<p><i>So..... my expectation of a facilitator would be..... exactly that to facilitate the work, to not..... to not do the work, I would, I would expect the facilitator to take on what I have said, and to not come to me.....and tell me how it's done. She had to listen to what, what I want, because I'm the teacher. And so my expectation was her or for the facilitator to do what is needed to help the child learn.... and initially when I first got the facilitator, what I first got LwSI.... I needed behavior, because he was a bit getting used to adjusting whatnot, you know, so she needed to be there for behavior because she was very good with that very firm with that. And.... then when he started to settle, I found that.... if I gave him enough tools or enough scaffolding, he could work more independently. And he actually worked better sometimes. So I feelYeah, my expectation was for her to take on what I've said.... Because and I think some teachers may have the expectation of is a facilitator....a facilitator must do everything. I was still first port of call. I'm still responsible for the child, not the facilitator, you know. And so that was my expectation.</i></p> <p>Researcher 35:43 Okay. you mentioned that others.... So within the school dynamic that you're working in? Would you say that there is a difference in terms of expectation that some teachers had in your school, and then some other teachers had like yourself, where you are the port of call? So you definitely agree with even within the school dynamic, there's a school difference expectation?</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Teacher perception of facilitation Valued - position on school</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential</p>
<p>155 156 157 158 159 160</p>	<p>T1 36:08 <i>Yes, absolutely.</i></p> <p>Researcher 36:10 Would you could you give me examples of, for example, what you said, Did you see that academically, socially and emotional development of the child with a facilitator, the difference, I</p>	<p>Teacher perception of facilitation</p>
<p>161 162 163</p>	<p>T1 36:24 <i>Ummmm I think, I think we see them, you see it in all aspects. Ummm where you've got a child's got a facilitator, and you almost just put the task.... the teacher will put the task out in front of him and look away, and the facilitators lift his own devices as to what to do. So obviously, they're not going to give them.... give them answers or do it, you know, make sure they do it properly. And also, I think a lot of the teachers or some of the teachers don't give the correct guidance to the facilitators. And so then they end up with problems of saying, are the facilitators taking over, or she's telling me how to</i></p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Teacher perception of facilitation- Perceptual trap</p>

<p>164 165 166</p>	<p>do this, or this is happening, or this is happening, but it's because there is no boundaries set. And I think you've got to set boundaries, as soon as you get that facilitator... boundaries have to be put into place. Expectations have to be put into place. And I think, if you don't..... some facilitators being as they are, will then take liberties, you know, I mean, there are some children who do require facilitating also during break time, but if the teacher doesn't keep on telling them or keep monitoring that they will go have their own break, you know, they'll leave, and then there'll be problems and whatnot, you know, so, um, yeah, facilitators need to be managed. Correctly.</p>	<p>Qualification and training</p> <p>Moments of connection - Teacher and Facilitator Supervision</p>
<p>167 168 169</p>	<p>Researcher 37:55 Then question following that is, do you think that the roles that the facilitators are having, and we'll go into the roles a little bit later cuz I know, you've mentioned, you talked about academic, we talked behaviorally that the facilitator was there.... Would you say that the roles then now, we you can begin go into LwS1s case that F1 or F3 took, but also generally, do you think that the roles that are taking are appropriate for their position? Or do you find like what you said that they are, like, taking liberties? And then my question is, is it appropriate? Is it inappropriate as you as a teacher? What is your opinion on that?</p>	
<p>167 168 169</p>	<p>T1 38:40(sigh)..... I think they can very easily overstep....and I think they can very easily take on more of a role than is intended for them. I think it's coming from, you know, when you're a facilitator, you essentially need to work yourself out of a job almost, you know....ummmm so I think they are incredibly scared of losing their job and so they they do too much, you know, they take on or they want to take on too much and then it riles up the teacher the wrong way where now there is this fight or power or this fight who control.... who's actually in control of this child, you know. And so there's definitely is... they do take liberties, and they do their roles are, you know, even though.... it comes down, <i>I think to the contract is not a contract. It's not a set contract. It's a contract between parents and facilitator. And I think that could be a bit of a..... that is!... a huge issue because we don't see the contract. We don't know what the contract is whether the parents even get this contract from... they also don't know the requirements, you know, so... If a school could draw up a contract, that would be a lot more helpful, because then we can, you know, refer back to that all the time, whereas now we're kind of going in blind. So yeah, I think they they don't have a very clear understanding of what their role... is.</i></p>	<p>Facilitator Roles Qualification and training</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential Need to Perform</p> <p>Just a job</p> <p>Parent external sourcing and contract</p>
<p>170 171 172</p>	<p>Researcher 40:18 That would be my next question. Is that in terms of, are you identified three parties? So you'd say that that's definitely the parent, as the employer of, am I correct that they employ a facilitator?</p>	<p>School description- Structure</p>
<p>173 174 175</p>	<p>T1 40:32 <i>The facilitator. Yes.</i></p>	<p>Parent external sourcing and contract</p>
<p>176 177 178</p>	<p>Researcher 40:32 And you mentioned the challenges. That's that is not leading to specific expectations that neither the facilitator has within the class dynamic. And you, you mentioned that this might not be there's a challenge in communication.</p>	

<p>179 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 201 202 203 204 205 206</p>	<p>T1 40:51 Absolutely.</p> <p>Researcher 40:51 And then the different parties, you said, then instead of the teacher itself, within that, and then the school. So as far as you know, do you know, in South Africa, if there is any actual guidelines? Were you given any guidelines as a teacher within the school dynamic of actually how to work with the facilitator?</p> <p>T1 41:18 <i>Not at all. Not at all, and they, and they, so there is a specific staff member that is responsible for the facilitates. And that staff member is responsible for meeting with them, I think, once a month, or whatever, and seeing what, what's happening dealing with any issues that they may have. So there's a there's a person responsible for them. But.....(sigh).....there's not a connection between the teacher and that person even with the facilitators. And I think what makes it the most difficult is that they are not a employed by the school. So we don't have much right or much control there.</i></p> <p>Researcher 42:01 And then would you say in terms of the guys who received any training from that person responsible, did they provide training to you as teachers to say to say, this is how we expect you as teachers and facilitators to work?</p> <p>T1 42:15 <i>No, look, there was training for facilitators in terms of how to act in the class, they did have a few trading sessions within the school was not an outside source, it was an insights source, and but there was never training for teachers.</i></p> <p>Researcher 42:31 And would you suggest that that would be a specific advantage? To have that collaborative communication of this is how I expect as a teacher within the classroom? Yes.</p> <p>T1 42:44 <i>Yes, I think I think it should be a training course together, teachers and, facilitate, not separate. So they're both hearing the same thing. That's how I feel.</i></p> <p>Researcher 42:53 That would you also include the parents in that as well, because you mentioned that there is a the parents are expecting quite a lot of how they will dynamic?</p> <p>T1 43:06 <i>Absolutely, because I think there's a lot of information that gets brought back to the parent from the facilitator, that's not always accurate. And so if we can all talk as one, that would be brilliant.</i></p> <p>Researcher 43:18 And I would just like to touch on that just you mentioned that it's not always accurate. So in terms of the communication or the role that facilitators are playing, you mentioned a connector, but and also now you've mentioned the negative aspects of that connector.</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>School description- Structure</p> <p>School description- Structure Qualification and training</p> <p>Lack of support structures</p> <p>Moments of connection - Teacher and Facilitator Lack of support structures</p> <p>Moments of connection - Teacher and Facilitator Lack of support structures</p>
--	--	---

207 208 209	<p>Could you explore that a little bit more of how you see that connector role with facilitators, both positively and negatively?</p>	
211 212 213	<p>T1 43:42 And with the parents?</p>	
214 215 216	<p>Researcher 43:43 Yeah, with the parents and also with the teachers? What, in terms of connection with systemically...</p>	
217 218 219	<p>T1 43:50 <i>Yeah, so what I found is the parents often talk more to the facilitator than a teacher. So they will ask the facilitator, what's happening? They said this in the newspaper, what happened in the newsletter, what happened? What must I do? And the facilitator will then give them information, which they are then seeing the facilitator as their first port of call, which should not be.... they should be still dealing with the teacher first. And so the facilitator then, obviously gives him information... you don't know what they say, you don't know what they information is, in terms of how the child's doing that the parents who go to facilitate so how's he doing?..... Oh, so well..... you know, that they'll always say that they will not say they struggling. And then they get to bear in meetings, and it's Oh, the child really not doing so well.... And it's a shock and then it's a.. but why because you know, and there's a whole big thing then. So, you know, there's two aspects of new parents need to understand that the facilitator.....(long pause).....the teachers still first port of call... whether you have a facilitator or not, your teacher still the first port of call... And you've got to get your information form the teacher regarding academics regarding fundraising, regarding socials, regarding everything got to get your information for the teacher and not facilitator.</i></p>	<p>Moment of connection - Parent and teacher Moments of connection - Be eyes and ears Moment of connection - Parent and teacher</p>
220 221 222	<p>Researcher 45:12 And then I just wanted to touch on because we were talking about that... the training and then also, for example, then like the expectations, you said that other don't understand the role. Would you say? Are you aware of how to facilitate are actually trained? Or based on your experience working with facilitators? What's training do you know that those facilitators have had?</p>	
223 224 225	<p>T1 45:33 <u>So it's varies, some facilitators are trained by ASA autism South Africa... some facilitators have no training at all... some facilitators come from..... domestic work, you know, some facilitators come.....we actually have a case now we have facilitator, a child facilitator is a family member...(sigh)...a cousin or something. And so they, they vary, and that's a....(high voice).. big issue, because I feel if you're going to be a facilitator, you have to be training, you cannot just be someone who's going to sit there, and you're just going to babysit. And so, yeah, some facilitators have the training, some don't.</u></p>	<p>Finding the right Fit - Qualification and training Finding the right fit - Qualification educator Parent external sourcing and contract</p>
223 224 225	<p>Researcher 46:27 And then would you say, like, you said that, then they would babysit? So then my next question would be, do you think that the facilitators training hinders the ability, for example, to meet the needs of the complex needs, as you said, of the learner with</p>	

<p>226 227 228</p>	<p>specific needs? Which you said, how would that? How does that dynamic played out, for example.</p> <p>T1 46:49 So they wouldn't understand they wouldn't understand the child, you know, because they have no training, they would not know what strategies to put in place, how to talk to the child.... how to interact. And oftentimes I've seen they exacerbate a situation more than calm it down, you know, because then don't know how to react. So the child going crazy, they match it by going crazy, you know, and that's like 101, you don't do that. And so the situation just gets woofff. But then you see a facilitator who been trained, and who knows what to do in situations like that, who then calms it down. And so once you get a child is now exacerbated, and the whole learning for most of the day then is gone. But if you can get him and calm down, you can get him back to where he needs to beback on top. And so it's, it's really important that they are getting trained and had know how to deal with these situations. And also how to deal with academic situations, a lot of them think they must just give the answers, you know, and and that's not that's not the way it's supposed to be. So then yeah, comes the teacher telling them differently, they think, but why I don't understand why, you know..</p>	<p>Finding the right Fit - Qualification and training</p> <p>Facilitator Roles</p>
<p>229 230 231 232 233 234</p>	<p>Researcher 48:06 And then would you say that when, for example, as an impact on the relationship you as an educator has with the a facilitator? And you work with your facilitator within your class dynamic, as you said, your expectations, your boundaries.</p> <p>T1 48:22 (agrees) hmmm....Absolutely. like I said, I was very lucky with F1, because she was receptive to everything that and she was also trained by a lady and so she was she was properly trained. And so I was very.... I was lucky with her, she would take on everything and she would understand. Then you get some who like I said come from, you know, domestic work, or family member, and then they have no training and childcare or children development or nothing. And so when you now tried to tell them something, especially if they've been with the child year before, there's often this.... but I know him better, I know what works for him. Who are you to tell me what I must do? What what's happening, my expectations or my role? So there's definitely the sort of like, I'm better. I'm not going to listen to you.... Because I know that's child. I've been with him longer. So there definitely can be that.</p>	<p>Finding the right Fit - Qualification and training</p> <p>Just a job</p> <p>Moments of connection - Teacher and Facilitator</p>
<p>235 236 237 238 239 240</p>	<p>Researcher 49:20 Did you find that you had to train the facilitators, even year after year when you get a new facilitator? So so if you can add the first part, my question there would be so I would say that it's your relationship with your facilitator, obviously, year by year then would change if you can explore that. And then be it within your training of that facilitator depending on... if I can say the teacher of the year, has shifted the way...can I ask the facilitator my work? Have you ever seen that or witness that as well?</p> <p>T1 49:52 I suppose because it's so inconsistent..... You know, ja, absolutely. I mean..... (sigh) and it sounds bad to say, but we almost have to treat them as if we treat the children in our past as well. And there's got to be consistency. You know, I've got to speak the same language that the next year's teachers going to speak. Because then it becomes a</p>	<p>Valued - position on school</p> <p>School description- Structure</p>

<p>241</p> <p>242</p> <p>243</p> <p>244</p> <p>245</p> <p>246</p> <p>247</p> <p>248</p> <p>249</p> <p>250</p> <p>251</p> <p>252</p> <p>253</p> <p>254</p> <p>255</p> <p>256</p> <p>257</p> <p>258</p> <p>259</p> <p>260</p> <p>261</p> <p>262</p> <p>263</p> <p>264</p> <p>265</p> <p>266</p> <p>267</p> <p>268</p> <p>269</p> <p>270</p> <p>271</p> <p>272</p> <p>273</p> <p>274</p>	<p>lot more formalized and it flows a lot better. <i>Whereas I say, don't help him. But then the other teacher says, No, you must do everything for him. I get it, it does become a bit confusing for them. And we what is their role? What are they actually supposed to do? You know, and so? Yeah, absolutely.</i> I do find that there needs to be consistency. <u>I do..... ja, I think they do require a lot of updating training. So I think they could fall into a bit of a bubble or zone where it's... (sigh) just do it or just give the answer. But then as soon as you almost have a little bit of a meeting or a catch up or, you know, a little session with them.....You'll see the next few months, it flows smoothly again, but then you got to do it again. And you got to do it again. So your expectations, I think, once a year is not enough.</u></p> <p>Researcher 51:14 I just wanted to ask in terms of the school dynamic, you mentioned, obviously that within the school done they have a position.. I want to ask, you mentioned having those meetings, do they form part of the support team itself within the school?</p> <p>T1 51:29 The meetings that that facilitators ?</p> <p>Researcher 51:31 Yes. Do they do they participate in any meeting between the SBST well</p> <p>T1 51:37 Between either teacher facilitator?</p> <p>Researcher 51:37 Or do they? How are they....Let's say how are they having a voice in the way in which this the education of the learner would...</p> <p>T1 51:52 Oh you breaking up</p> <p>Researcher 51:37 Hello, can you hear me? Hello? Okay,</p> <p>T1 51:57 yeah, you're breaking up a bit.</p> <p>Researcher 51:59 Okay.</p> <p>Researcher 51:59 I'm asking do they form part of any meetings with you as a teacher to structure the IP, for example? Hello, can you hear me? Hello?</p> <p>T1 52:14 Yeah. Can you just keep breaking up? So I think what I'm getting is, are they other teach other facilitators included in any meeting?</p> <p>Researcher 52:21</p>	<p>Teacher perception - Perceptual trap</p> <p><i>Teacher perception of facilitation</i></p> <p>Finding the right fit - Qualification educator</p>
---	---	---

<p>275 276 277 278 289 280 281 282 283 284 285 286 287 288 299 290 291 292 293 294 295 296 297</p>	<p>Yes.</p> <p>T1 52:24 <i>Okay, so the only meetings that they are included in is the meeting that they have with the facilitator supervisor, once a month or whatever, that's a very, that's a separate meeting. No one else in there, it is specific for facilitators, and then it's the onus of the teacher to set up meetings with the facilitator. But they are not included in any staff training. They are not included in staff meetings. They're, yeah, they're not part of any of that.</i></p> <p>Researcher 52:57 Okay. And would you based on your experience, have you noticed meetings with teachers and facilitators discuss the development of the learner?</p> <p>T1 53:09 <i>And that's, it's a big thing. And when I've been in support, I've been very vocal about, you know, teacher will then come to me now in support me being in support, and I was like, Oh, this facilitator? You know, she's taking over. So I would say, okay, have you had a meeting? No..... So I definitely think there needs to be sets times where you meet with this facilitates at least maybe even once a week and say, right, we doing this. This is how it's going. I see you doing and any questions, because you don't have time during the day, if it's not set aside as time you won't have time and then you just need to go, and then it becomes a problem. So I definitely think that there a lot of teachers who don't do it, don't think it's important. But for me, it is incredibly important.</i></p> <p>Researcher 54:02 That would be my next question, in terms of the school culture and the position of the facilitator within the school, Do you think that they are valued as a contributing member? Or how would you position them within the school?</p> <p>T1 54:19 A frustration.</p> <p>Researcher 54:22 Could you explain that?</p> <p>T1 54:23 <i>How bad is that to say, hey, so, I think when a teacher knows that they having a facilitator, they get frustrated, and they think.....ahhhh another adult in the classroom, ahhhhhh.....another person, I have to manage, you know, another person I have to train and teach and it's an immediate, like....ahhh frustration when they get to facilitate and it sad because if you look at F1, she was so good. And she added such value to my classroom to LwS1. And I think that, you know, this facilitators in our school, not everyone even knows, you know, they don't get introduced. So they just sort of there and you think, oh, that so and so facilitator, I think.... because I've seen them with them, but I don't know who they are, I don't know where they come from... I know nothing about them. You know, and I think that's, it makes them makes them, the staff see it, as they know, they not important... you know, they're not even, they're not even employed by us. So why must we.... Well, you know, as we make the effort oranything like</i></p>	<p>Moments of connection - Teacher and Facilitator School description- Structure Finding the right fit - Expectations</p> <p>Moments of connection - Teacher and Facilitator Inclusive education - Sa</p> <p>Teacher perception of facilitation</p> <p>Valued - position on school</p> <p>Finding the right Fit - Qualification and training</p>
---	---	---

298
299
300

that, and so... I do feel that they should be more included. But I think as the school, it's difficult to do that, because they're not employed by the school. Its a difficult situation

Researcher 55:49

If you had to compare F3, and F1, was there a significant difference? In terms of the value? I would say? No, it's quite a bit of a difficult one, let's let's break it a little bit more down value? How would you define the value? How would you define that?

301
302
303

T1 56:08

Between F3 and F1?

304
305
306

Researcher 56:08

Well, that the value that a facilitator would have, and then it's gonna go into how?

307
308
309

T1 56:16

Yeah, and I think it goes back to the training as well. And the.... relationship that the facilitator has with the teacher as well. And I think that they.... can add, they really can add so much value, you know, and as a school, we don't.... we don't suggest facilities unless, it's like really, really, really necessary, you know, so... we don't have a bunch running around, you're not really needed. *We have ones who are really needed and so we need to.... make them feel that they are needed, and valued. Give them specific guidelines and specific roles that they need to fulfill because they come they arrive, and then it's just like..... Okay, do this with him, you know, you're expected to your role go, I don't know what you're supposed to do. I don't know what your contract says with the parents, just got, you know. And so, I think that.....(sigh) depending on this, and it's just, it's exactly like a teacher, I suppose, depending on the facilitator, they can add a lot of value. Some teachers don't even add value, you know, so I suppose it also depends on the type of person the facilitator is. And I think that is a huge thing. And when we do approach parents to say, I think your child would benefit from a facilitator.... WE...have to help them and guide them in finding one and finding a good one. Otherwise, they come up and they find the own. And suddenly, there is nothing we can do because they're paying them.*

310
311
312

Researcher 57:50

So you mentioned specific characteristics. Could you maybe break down those characteristics a little bit more? What would you say was the essential characteristics, for example, F1 had that led to the successful implementation of facilitation or F3?

313
314
315

T1 58:10

Yes, so I think with F1, she was so open to criticism, she was open to constructive criticism. So she would take anything that I said.... she had initiative. So she would if I was busy with another child, and I'd hadn't gone into there yet. or LwS1 yet she would know... Okay, oh LwS1, let's start while we waiting for for Mrs. -----, *Let's start you know, so she took it upon herself to realize what's going on. And to actually then do it, you know, she was part of the classroom.... she involved is of as part of the classroom, or the class not just sitting there waiting to be told, and if she's not told she does nothing. So you actually had that initiative sge involved herself in the class and that's I wanted that you know, you do you want that and so.... So, it's things like that where you're open to learning you're wanting to learn you. You're not just sitting back waiting to be told. Yeah.*

ALL 3- themes
Moments of connection - Teacher and Facilitator
Valued - position on school
Finding the right Fit - Qualification and training
Inclusive education - Fill the gaps/provide inclusion/create potential
Finding the right fit - finding the balance
Lack of support structures

Moments of connection - Teacher and Facilitator
Work within the classroom setting

<p>316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333</p>	<p>Researcher 59:19 And in terms of the relationship that F1 had with LwS1, how would you describe in terms of her availability to LwS1, her emotional expression to LwS1 how would you describe that towards LwS1?</p> <p>T1 59:39 It was a very tough love relationship. Um, she believed that you needed tough love and I think there were times when you did need tough love. There wasn't much nurture. But LwS1 responded to her. You know, there was definitely a connection and a love there. He would always tell F1 that he loved her. You know, he wouldwhen he was doing a task, he would refer a lot to F1, F1 help, F1, you know, Whats next? What's next?. So she was, <u>I don't want to say that she became a crutch</u>. But when he did call her, she was always there and available. And she would always then, you know, if she was ever on a phone, which I always told her not to be, but if she ever was, and she LwS1 would call her and put it down and look and say, what wrong what do you need?, you know, And so? And if it was something silly, she would even say, I'm not... I'm not helping you. Mrs. --- said, you got to do it on your own. So no, I'm not help, you know. And she would be her..... her boundaries was set and very clear. And I think that good. I think with F3, as lovely and nurturing as she was.... those clear boundaries were in set and he could then take advantage.</p> <p>Researcher 1:01:09 Okay, and then you so then you would say that that hindered the relationship? Or how did those then boundaries hinder his academic development or social development?</p> <p>T1 1:01:19 Exactly. So then, with F1, where he knew he had to work, otherwise, there were problems, you know, he would then work. Whereas with F3, and I think, you know, it's difficult because it was also an ASDAN thing. But he would, he would avoid all tasks all the time, and you would want to play and he didn't want to, and then he would, you know, want to fight with her...<u>And she would never be firm enough for him. And she would never say, LwS1, sit down now you have to complete this work. You know, because yes, he has a diagnosis, but he also can be naughty, you know, and so you also got to understand that the two... And I don't know if she was always fully aware of the two and I think F1 took his academics more serious, if I could say that.</u></p> <p>Researcher 1:02:16 And then would you say that, then the proximity of the facilitator affect facilitation?... because you mentioned, for example, that even though there were there, we have a difference in academics? So in your opinion, was that attachment that the facilitator had to and how they worked with the child more important than the proximity? What is your opinion with that?</p> <p>T1 1:02:51 Um, yeah, I mean, LwS1 had a relationship with F1 since Grade 0 you know, so. And I think, when F3 came in, it was testing boundaries, it was how much can I get away with? How much can I not? And so I think that because he was very used to F1, and he was very.....he knew, he knew what was expected. That helped a lot more in terms of</p>	<p>Finding the right Fit - Bond - Facilitator and child Finding right fit - boundaries Dependency</p> <p>Finding right fit - boundaries Inclusive education - Fill the gaps/provide inclusion/create potential</p> <p>Finding the right Fit - Bond - Facilitator and child</p>
--	--	--

<p>334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351</p>	<p>getting his work done. Absolutely. Yeah. So I think the relationship between facilitator and learner is hugely important.</p> <p>Researcher 1:03:29 What would you say would be the hinderance in that relationship? What, what hinders the child in the development in terms of the relationship they have with the facilitator?</p> <p>T1 1:03:45 I think when the facilitator puts too much pressure on them, you know, there's pressure, but then there's also that like, Whoa, intense pressure, where, I mean, if you think of us and we're sitting listening to someone, we can glance out the window for a second and then come back, well, we, you know, we can do something come back, whereas if LwS1 had to do that there's someone on him straightaway, like, "Stop can't do that!"....You know, and, and then he wants to fight back because he does need a bit of a break or he does need a bit of a break, you know, stop every now and then... you can't just stare at people the whole lesson. And so, I think there comes a bit of a fight sometimes where the facilitator pushes but then the child pushes back..... and sometimes the facilitator keeps pushing where, you've almost got to not let him get his way but you got to handle it in a different way and not fight back rather..... you know, do the other discipline strategy and so I think that..... that could really hinder where they see the facilitator and they see this like, red light almostof like, "Oh, gosh, she's here, oh my word. I have to do that". You know, and it's just like this scariness for them. This frustration for them where they just can't breath.</p> <p>Researcher 1:05:06 What would your opinion be in terms of like what you're saying now the proximity of the facilitators and the social dynamic - in terms of how his peers looking at now, the facilitator with LwS1, being there, did that limit... did to that hinder... did it improve?</p> <p>T1 1:05:26 I think in terms of LwS1 it helped, I don't think it hindered because he knew that she was around. And if he would misbehave or do something on the playground that was naughty, then she would be the right then. And then he would be like, "Oh, no" you know, and but he knew. It was funny, because the days where she was not there, he would run riot on the playground. You know, the days where she was there was more contained, just very interesting. But she wouldn't be like watching him the whole time. And she would almost be to the side or away from him and let him do his play. But be they be, you know, in the in the vicinity, but not on him all the time. And I think that....</p> <p>Researcher 1:06:16 Would you then say that that then be consistent with the increase of education principles? But as you said, it's what what, again, it's a bit of a juggle? Am I correct?</p> <p>T1 1:06:31 It's a humungous juggle, because, yeah, is it being inclusive, but then you also have to think of the other children in terms of, if we do just let LwS1 run, riot? Because you're gonna hurt somebody, you know, because he has the ability to maybe, you know, be a bit rough. So you've also got to look at the other children, are we being inclusive of them, and in taking their safety into account, you know? So it's so hard. It's a humungous juggle, you know, and I mean, the fact that LwS1 is where he is now, is</p>	<p>Moments of connection - Teacher and Facilitator</p> <p>Distance – Overall</p> <p>Finding the right Fit - Bond - Facilitator and child</p> <p>Distance – Overall</p> <p>Social Balance – Distance</p> <p>Finding the right Fit - Bond - Facilitator and child</p> <p>Social Balance – Distance</p>
---	---	--

<p>352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372</p>	<p>now is a little bit like, oohhhhh (sound), for me, because it's not inclusive, it take, you know, we haven't been inclusive for him. And so that's.... Yeah, it's, it's difficult it really is.</p> <p>Researcher 1:07:17 You haven't been inclusive for him, can you just give me a little bit of background in terms of why?</p> <p>T1 1:07:23 I think ASDAN didn't work for LwS1. And I think that when he was in the classroom, we were able to be a lot more inclusive. Being in ASDAN for LwS1, LwS1 needed a full day unit of ASDAN. LwS1, it was really difficult for him to go to ASDAN for two hours a day, then go back into the classroom, and do what.... and I think it was also the fault of the teacher in that classroom, who kind of was like, He's not my responsibility, because he's in ASDAN. Because when he's in the classroom, he doesn't, he didn't need to do any of the classroom work, really. And he didn't need to do assessment. So the teachers view was well his not my responsibility. So he can just be left to his own devices. And that's not inclusive either. And so I think I feel like we let him down in ASDAN because we couldn't give him that full unit. And if we had a full day unit of ASDAN, LwS1 would still be with us.</p> <p>Researcher 1:08:28 And you just mentioned in terms of facilitation, I remember you said early in the interview that that's he would only have some times he would have a facilitator with this movement with ASDAN, did the facilitator with this academic shift assist with inclusion with LwS1 or?</p> <p>T1 1:08:52 We didn't have a facilitator when he was in ASDAN. So his facilitator will only arrive after the first break where he was then with the rest of the class for the rest of the day. So when he wasn't ASDAN, we would work with him at his level, we would practically, he didn't meet his facilitator. When he went back to class he had her, but it was it was very bad timing or really bad, because..... he should have had to F1. Because it would have been a lot more familiar, he would know his boundaries. He would know what to work with..... now giving him a whole new facilitator who was quite soft, and yes, she nurtured but she wasn't hard enough on him to do his work. And so he wouldn't always do the work that was that was meant for him. <u>You know, like I said earlier, he he couldn't understand why must he do ASDAN work but he's not in ASDAN. Where is my work from the teacher with work for my teacher, you know, and so I think the more we needed the facilitator more for his behavior in class after ASDAN.</u></p> <p>Researcher 1:10:06 In ASDAN?</p> <p>T1 1:10:08 <u>After ASDAN</u></p> <p>Researcher 1:10:010 Okay. And then that sort of links into the question that I had before, in terms of you are saying them understanding the needs, or for example, F3 understanding the needs of</p>	<p><i>Teacher perception of facilitation</i></p> <p>Finding the right Fit : approach</p> <p>Inclusive education - Fill the gaps/provide inclusion/create potential</p>
--	---	--

<p>373 374 375</p> <p>376 377 378</p> <p>379 380 381</p> <p>382 383 384</p> <p>385 386 387</p> <p>388 389 390</p> <p>391 392 393</p>	<p>LwS1. Do you say that with Dummo and Hennah and facilitation? Do you think that as facilitators, they understand the needs of the learner with specific needs?</p> <p>T1 1:10:40 Not fully No, not fully, F1 was ASD trained, she's trained in autism, you know, and so it's very different. F3 had, she has a sibling with a specific learning disorder, but it's Down syndromme. You know, and so it's different again. So no, there isn't that full understanding. And it's not just my case. You know, there's a lot of other cases where there isn't that full understanding? No. And what's sad is I don't think they take initiative to look up information on it.</p> <p>Researcher 1:11:23 And would you say, in the day to day, roles of the facilitator? Would you? Do they get fixed in their understanding of the needs of the child because they seen the child every single day, and they don't move out of those, those expectations? Or that how you said, there's no meeting to say this is how the child's developing so I, have you noticed fixation?</p> <p>T1 1:11:50 <i>Yes. And then, absolutely. And especially when they've been with a child for years, you know, and they come into each new teacher each time and all of a sudden, they get a teacher is telling him to do different things. It puts the hackles up, because now I know what I'm doing. I've been with this child for years, this is how I do it. This is how you respond. This is how it works. You know? And yes, they are definitely fixed in their ways. I mean, I can just not just F1, there's that another facilitator that I'm sure you know, who was incredibly fixed in her ways. And it clearly doesn't work for the child, because there's so many outbursts, so many, you know, there's a lot of unhappiness, but..... its their way. And that's what they'll do. If they are not managed properly.</i></p> <p>Researcher 1:12:43 Okay. I just want to look at my questions to see if I've covered everything. I think we have done quite a lot. Just give me two seconds.</p> <p>T1 1:12:56 I can talk all day.</p> <p>Researcher 1:13:03 Okay, yes, um, do you get then based on what you're saying in terms of their fixation looking at the needs of the of the child? And do you think that their own beliefs on the learners disability affects the way in which they work with that child, and could you explore that?</p> <p>T1 1:13:28 <i>Absolutely, I think their, they have their limited view of.... this is what the child can do. This is how the child reacts and its limited. And so.... if I or somebody maybe tries to push the child, they already are like, No, no, they can't do that, you know? Or they'll be like, yeah, of course, they can do that. That's easy. But they've done half of it anyway. So then to understand that, giving them the answers, you know, like we're seeing the facilitators, we're not seeing the child's work. And I think that's where they are they, there's such a disconnect, because they hope I'm answering your question.</i></p>	<p>Finding the right Fit - Qualification and training</p> <p>Finding the right Fit - approach fixation</p> <p>Inclusive education - educator</p> <p>Qualification and training</p> <p>Qualification and training</p> <p>Dependency</p>
--	--	--

<p>394 395 396 397 398 399 400 401 402 403 404 405 406 407 408</p>	<p><i>But they, they, they view of the child as this is where they're at, and they don't have that view like, well, as teachers, when we look at progression.... there has that..... it's there and that's where it is... you know,and because they're not trained, they don't view that progression.</i></p> <p>Researcher 1:14:45 Do they recognize this... Do you think that the learners themselves recognize themselves as different?</p> <p>T1 1:15:02 <i>Yeah, yeah. And it's horrible,it's, you know, I think they do. I also think that, again, it's also up to the teacher to make it not so, you know, huge..... And I think it's also about where you seat the child that sort of by the practicalities, are you going to see this child at the back of the class with only his facilitator? Or are you going to join him with others? And let the facilitator just sit next to him? At least he's then with others, you know, are you gonna isolate him? Who are you going to isolate the facilitator? You know, when we asked me, when I asked questions in the class.... or doing a whole class, ask patients sometimes ask, F1, you know, and we include, and so I let her talk to the other children? Don't necessarily help them, but let her have a relationship with the others, you know, so that it's not like, Whoa, this is this child sees this, this person is only for them, which essentially it is, but you've also got to, again, it's the owners of the teacher to make it like, not so..... blatant.</i></p> <p>Researcher 1:16:18 In terms of how you, you mentioned that there is individual and group, would you then say that as of as facilitation as an intervention, based on your experience with F1 and F3? Was it more effective one on one or would you say that group facilitation of including other students within their role as a facilitator, lead to better outcomes or meaningful outcomes in the development of the child?</p> <p>T1 1:16:47 <i>Yeah, so I think, I think you have to look at the needs of the specific child. You know, there's a specific there's a children who specifically need that facilitator for them and them only, because they are such high needs, and maybe it's behavioral as well. And a whole bunch of other things but..... first prize, if we if we are going to want or suggest a facilitator, first prizes, shared facilitation, you know, then that one person is not focused on this one child the whole entire time, where they can then divide their attention, which then helps the development of the other child to learn to work with it independently, have a bit more independence, you know, and then obviously develop more. And so for me, shared facilitation is the way to go. What we found that a little bit tricky is that we would have two children in mind of who we want to share. But you have to get both parents buy in and then you have to connect both of them to make the contract that they both have to you know, and so it's a whole big thing. And if one of the parents doesn't want it.... doesn't happen, you know, and so that's where the difficult part is in shared facilitation.</i></p> <p>Researcher 1:18:04 How would you then say shared facilitation acts out... if you could give me an example within the day of the classroom? How would then shared facilitation impact academic development of the learners with special needs then having now that splits attention?</p>	<p><u>fixation</u></p> <p><i>Work within the classroom setting</i></p> <p>Group Facilitation - SA challenge</p>
--	---	---

<p>409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424</p>	<p>T1 1:18:24 Yeah. So do you most started sharing with LwS3 as well, she started to share with LwS1 and LwS3. And for me it was wonderful. Initially for LwS1, it was not wonderful and LwS1 would expect F1 to be with him all the time. And if F1 had to go and help LwS3, or work with him, he would get a bit upset. And you would say, you know, and he would act out. But it's just the managing and the adapting of it. And so LwS3 needed a lot less than then LwS1, he did need a lot more. But what was good was, we would then split our time sometimes and say, Okay, now LwS3 can do all of this on his own. He's in a good calm state. Let him do his work on his own, you don't actually need to be there with him. Let's focus on LwS1, oh LwS3 is acting up F1 go to LwS3 , let's LwS1 do his work on his own, you know, and so, it would give me a better picture of what LwS1 can do individually, and what LwS3 does individually. And so yeah, it's you've got to then obviously place them and seat them together and they've got to sit together and, and whatnot, and the facilitator has to have access to both. So class placement, you probably look at that. But for me, it's just so much better.</p> <p>Researcher 1:19:59 Yeah, Okay. In terms you mentioned about, I just want to go back to what the acquiring of the facilitator in terms of the parents, did the parents come to you guys and ask, what are your expectations of a facilitator when they discussed? Well, there was no discussion or ?</p> <p>T1 1:20:33 <i>So they are, show me some parents will say, "Can my child have a facilitator?" And we would say no, because we don't feel that there is that so there's that part. Then when there is a parent where we say you think there is a facilitator... Some parents do ask, they say, Okay, can you help us source one and we happily then give them some names. Problem is, we don't even have the biggest database. And that also doesn't help. We also then need to then go sourcing good ones. But we don't always do unfortunately. Sometimes we say we don't have any available. Can you try so source your own?</i></p> <p>Researcher 1:21:19 Yeah. Okay. I think I've got like, two or three questions, I just want to, because you've pretty much clarified as we went along. Okay, so I just wanted to clarify, and just with within terms of thing, how do you.... I know, you mentioned in terms of you want to include the child in terms of increase of education, or, and you said that there's a large social aspect, because of now, the facilitator coming in socially, what are the aspects of inclusive education, like, if you had to put a name to it was the characteristics that you would say, is important for inclusive education.</p> <p>T1 1:22:09 I think it's important to look at the individual child, but at the same time include them, I don't know, that's like such a broadoh gosh. If you look at like multi level teaching, you know, that's, that's including every child in the same task. Rather than giving them separate tasks, or, you know, doing completely separate work. We're doing the exact same task, but it's different, you know, volumes or number ages for each child. But that doesn't even need to be broadcast. You know, you can say, as you're, when you're handing it out, there it is, you know.</p>	<p>Group Facilitation - One-to-one/ Dependency - Group Facilitation - SA challenge</p> <p>School description- Structure Parent external sourcing and contract</p> <p>Inclusive education - exclusion</p>
---	---	--

<p>425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444</p>	<p>T1 1:23:05 I feel like, with inclusive education, you've got to look at this one child, and part include him, but you also have to look at the rest of the group as well and make sure that they're also being included and not executed, because you've got one child who has humongous, high needs. You know, you've got to take every child into account. And it's super difficult, and I don't have an answer as to how to do it. By but, yeah, I think, for me, I just I tried to look at every single child, I tried to do what they need, without excluding any anyone and trying to be as low key as possible when we do different things. Yeah.</p> <p>Researcher 1:24:02 No, no, no, I get what you're saying. Then, we did touch on this. You said that if the proximity of the facilitator, then they then LwS1 would act out, so that would then be linked to his personal control? And with facilitation, do you think that can lead to the development of helplessness within the child?</p> <p>T1 1:24:30 <u>Absolutely. But absolutely, and that's another reason why it needs to be managed properly, because that's not something that facilitators even think of, you know, they think I'm here to help this child and to do everything for this child. And I think that's where F1 was really good is that she would make safe ties own shoelaces, she would make sense pack his own books away. She would make it you know, he would get his he would do his own stuff and.... Yes sometimes without her, it would be a bit difficult for him. But you had to give him that opportunity to adapt, you know, and I think that it can very easily be to learn helplessness very, very easily. And I think that's a huge thing that the facilitators do need to be aware of isNOT doing everything. But it definitely can lead to that. Absolutely.</u></p> <p>Researcher 1:25:25 And then you would say, definitely, would it be both academic socially and emotionally, as well?</p> <p>T1 1:25:34 <u>Absolutely. I mean, you can be you can make him do all this stuff on his own socially, but then you sit with him academically and do everything for him. That's a form of learned helplessness, you know, so it's got to be in all aspects. It's, you can't say, okay, no, you do your work on your own. But oh, yeah, let me tie your shoes for you. We'll let you know. It's got to be holistic.</u></p> <p>Researcher 1:25:56 And then just a know, we didn't say we said we were going to come back to just the last one. And to use he said about the tests and accommodations, with the facilitator, how would you say, F1's approach or F3's approach to facilitation, based on your experience, deals with accommodation on the test, or having to do an accommodation of the test with the child?</p> <p>T1 1:26:21 <u>Well we try not to get the facilitator to do it, that will be first prize, we try to get the learning support teachers to do the accommodate or do the test.... the assessment with the child with accommodations. We've often seen when we have let the facilitator to</u></p>	<p>Heart for child - Teacher Inclusive education - implementation</p> <p>Dependency Inclusive education - Fill the gaps/provide inclusion/create potential</p> <p>Dependency</p> <p>Dependency Formal assessment - Academic</p>
--	--	---

do the assessment with the child, the marks are sky high. And then we do the assessment again, with a learning support who administers the accommodations correctly. You see a whole different mark. And so I think, again, you know, we can't just expect them to know how to administer them either, you know, and again, it goes back to, to training them and to saying, if this child has a reading accommodation, this is how you administer it. Because to them, it's Let's read everything. And it's got the answers. And it's, you know, let's do it like we do in class. And so yeah, guys, it goes back to back to their training. And I think that's why we've tried to take away the facilitators during the assessment, because they help too much, because they want their child to do well, you know, and then it goes back to that not I understand.... because they haven't been trained properly.

445
446
447
448
449
450

Researcher 1:27:42

And would you say then, again, in terms of expectations of their roles? Would you say that that's been linked?

T1 1:27:51

Absolutely, you know, that needs to be something that, that we have a whole training course on, you know, an afternoon training was, these are the accommodations, they don't even they don't know what the accommodations are, you know, they don't know what the combinations their child has, necessarily, if the teacher has not gone up to them and told them, they don't know. And so they then get this test, and they been told, okay, read it for them. What does that mean to them? Okay, let's read it. Let's discuss answers, you know, they don't understand and so, absolutely advise that you need to treat you need to communicate with them.

451
452
453
454
455
456

Researcher 1:28:32

And then would you say that the relationship with the learning by facilitating, would also then cause a problem in how that minister, for example, by accommodation?

T1 1:28:48

Absolutely, because the child is so used to this facilitator, helping them and, you know, discussing with them and guiding them so much. Now, all of a sudden, the facilitator is just sitting there next to them. How are they? They look at this, they don't understand, you know, and then they get crossed with a facilitator, why are you not helping me always help me? You know, why now you're not me. And then as it forms a bit of friction, you know, and so if, you know, it would be best to not have this specific facilitator of their child administer the assessment with them, but sometimes it's not always possible with manpower, but that would be we try not to because it does interferes with the facilitating relationship.

457
458
459

Researcher 1:29:35

Okay. And then the one of the last ones that I wanted to ask, is that in terms of now the whole discussion, if you have to, what position do you think facilitation has in inclusive education? How would you define their position?

460
461
462

T1 1:30:00

I think it depends on a lot of factors. And I think if managed correctly, it can be a good value. But the way that it's going now, I mean, I can't speak to other schools... I can speak to our school is that?..... They it's not important, what's not.... So it's not

Finding the right Fit - Qualification and training

Dependency
Formal assessment - Academic

Finding the right Fit - Bond - Facilitator and child

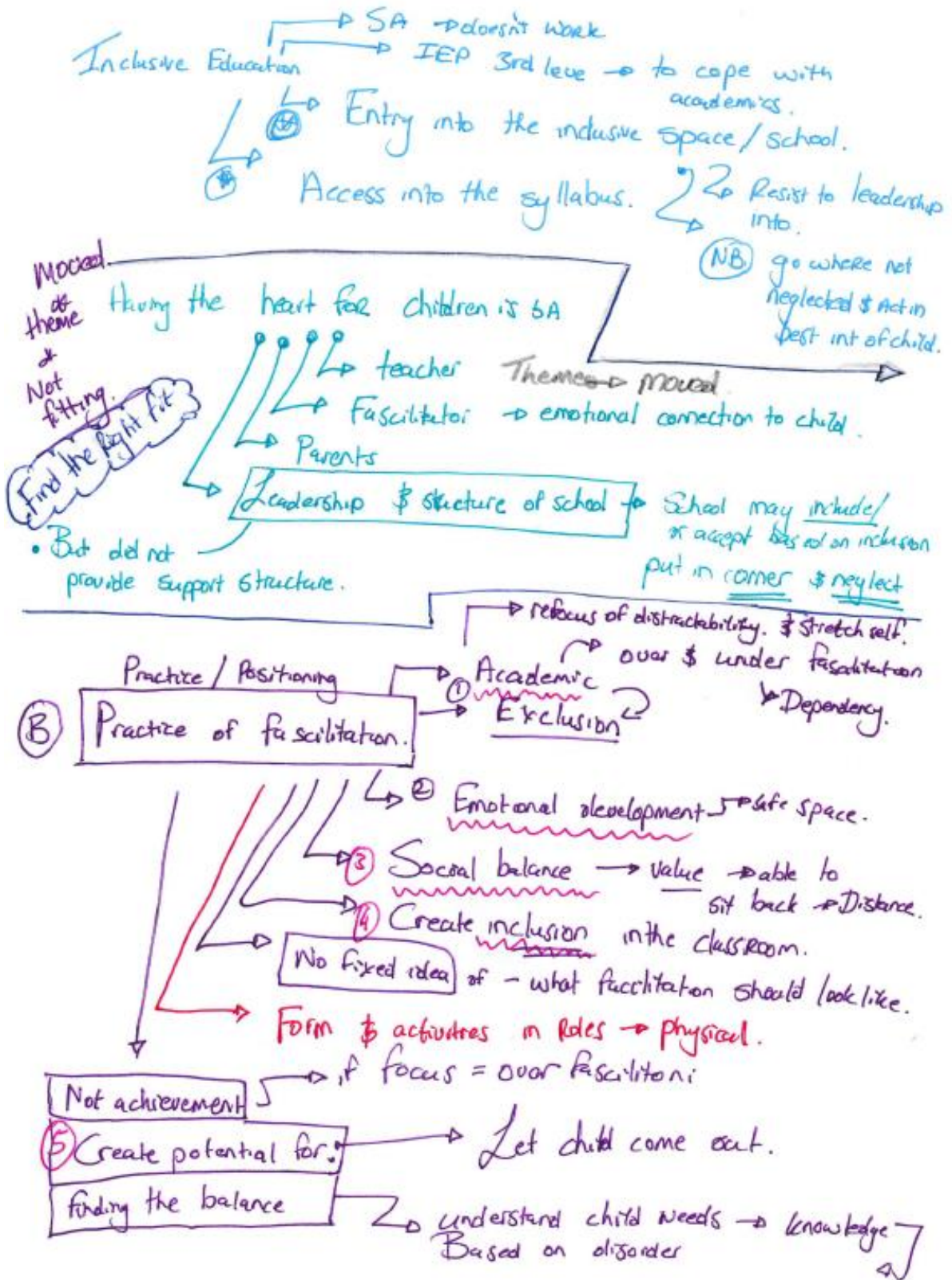
Finding the right fit - finding the balance

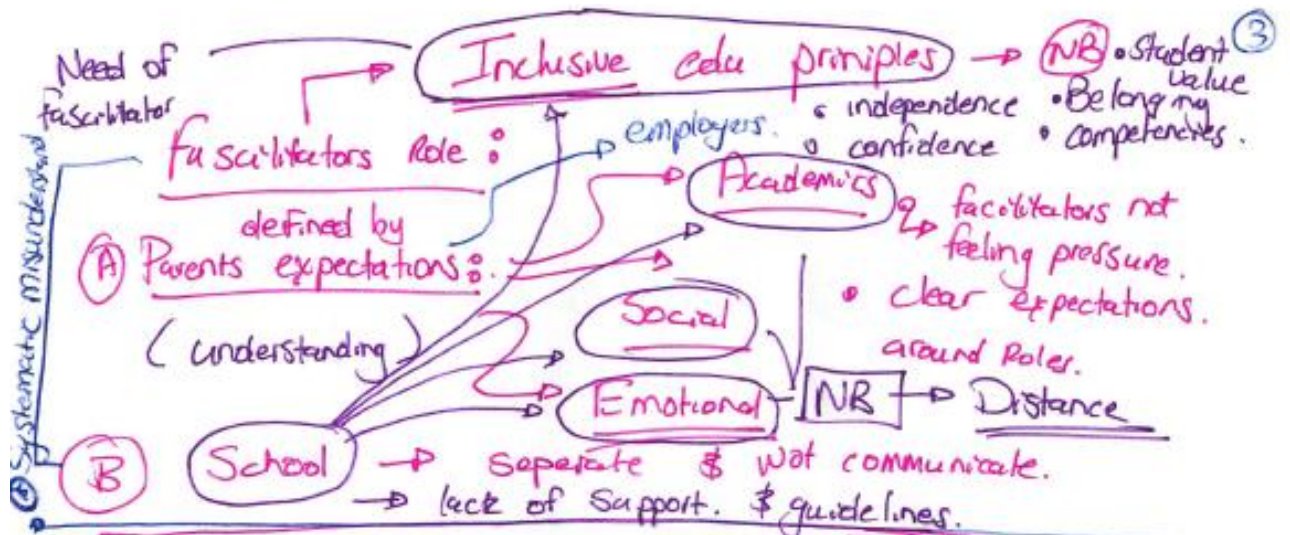
<p>463 464 465</p>	<p>working? To be honest. I think if you had to do a survey, and you would ask teachers, if they want a facilitator or would they feel facilitator is valued? They would all say no, you get 100% saying no..... Because it's not. It's not working. If we can put into place, things that will help them and will help the teachers, then yes, they could definitely be value... I know it's not necessarily inclusive. But is it? Maybe it is, because we need to, we need to help these children as best we can. If a child can walk, yes, wheelchair, yes, you know, couldn't be the same thing. And so we just need to manage it properly.</p>	<p>Valued - position on school</p> <p>Teacher perception of facilitation</p>
<p>466 467 468</p>	<p>Researcher 1:31:26 And if you had to give advice in terms of facilities, as soon as you really sort of gave advice, but you were in sort of closing, what would be your recommendation or your advice? If you had to speak to parents or teachers or even the learner themselves? When coming into facilitation, what would your sort of advice</p>	
<p>469 470 471 472 473 474</p>	<p>T1 1:31:53 To parents, I would say, let me help source... Let me help let me be part of the interviews of the facilitator. And then I would draw up a list of expectations for the parents. So when they are looking for facilitator, they know what to look for. With the child, I think they need, they will need to have a lot of pre-teaching, pre-getting them used to the idea because a lot of the time this poor child comes to school one morning and there's this person sitting next to him and now what, you know, so the child needs to be eased into it as well. And depending on the abilities and the mental the cognitive abilities of child, you can perhaps explain a bit or maybe model you know, so you've got to do that. With teachers, I would say you got to from the beginning, say down your roles and expectations, but you've got to keep at it and you almost daily, you got to supervise.</p>	<p>School description- future collaboration</p> <p>Recommendations</p> <p>Educator- Supervision</p>
<p>469 470 471</p>	<p>Researcher 1:33:03 Okay, yeah, that's definitely something that I think is very important. But I want to say thank you so much for your time. It has been really insightful and this interview. I really appreciate it. And thank you so much.</p>	
<p>472 473 474</p>	<p>T1 1:33:20 Okay, well, I'm glad.</p>	

APPENDIX E: INITIAL CODING OF DATA – WORKING PROGRESS DOCUMENT

Initial ideas of themes (NB)

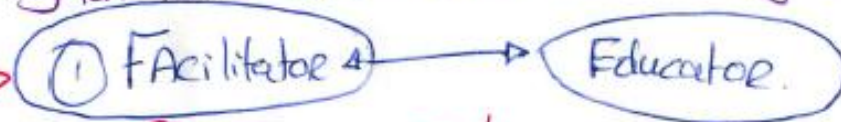
①





NB → Finding the right fit **NB**

(C) Short term intervention → Not long -ve impact.



↳ Qualification & training.

(1) Qualified facilitators → BED trained individuals.

Unqualified facilitators:

Parent not informed

(NB)

* training workshop → Basic
↳ create platform / ↳ Not trained / ↳ Not enough.

(*) Training in parents → tips & tools → therapist provide.

* Training from teachers → guidance & expectations. → Not provided & provided.

* through experience → done despite training. → own experience with kids.

external source of train **NB**

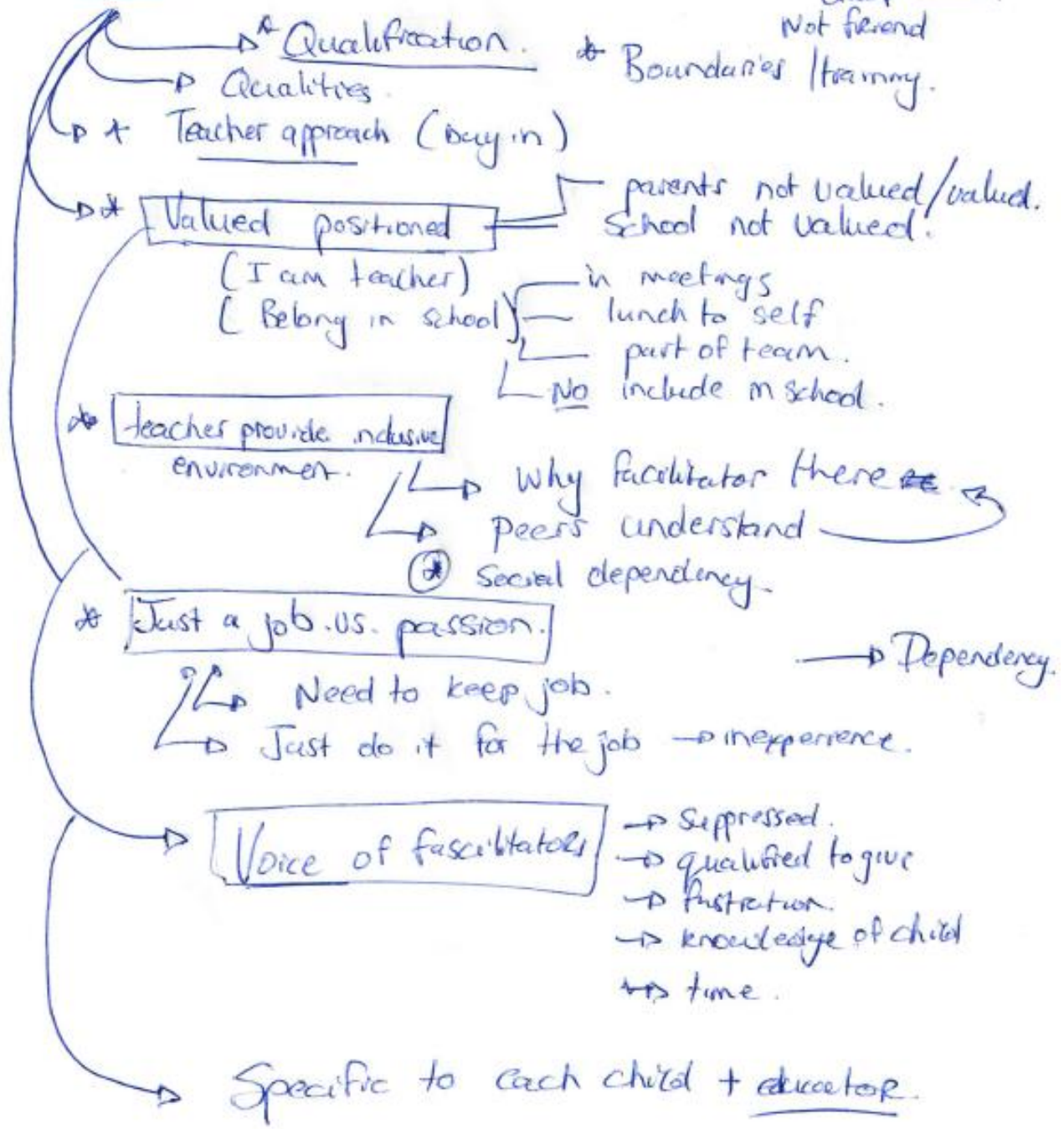
Benefit → teacher to train
↳ Across board
↳ conduct self as facilitator
↳ emotional & needs
↳ Behave to do } Basic

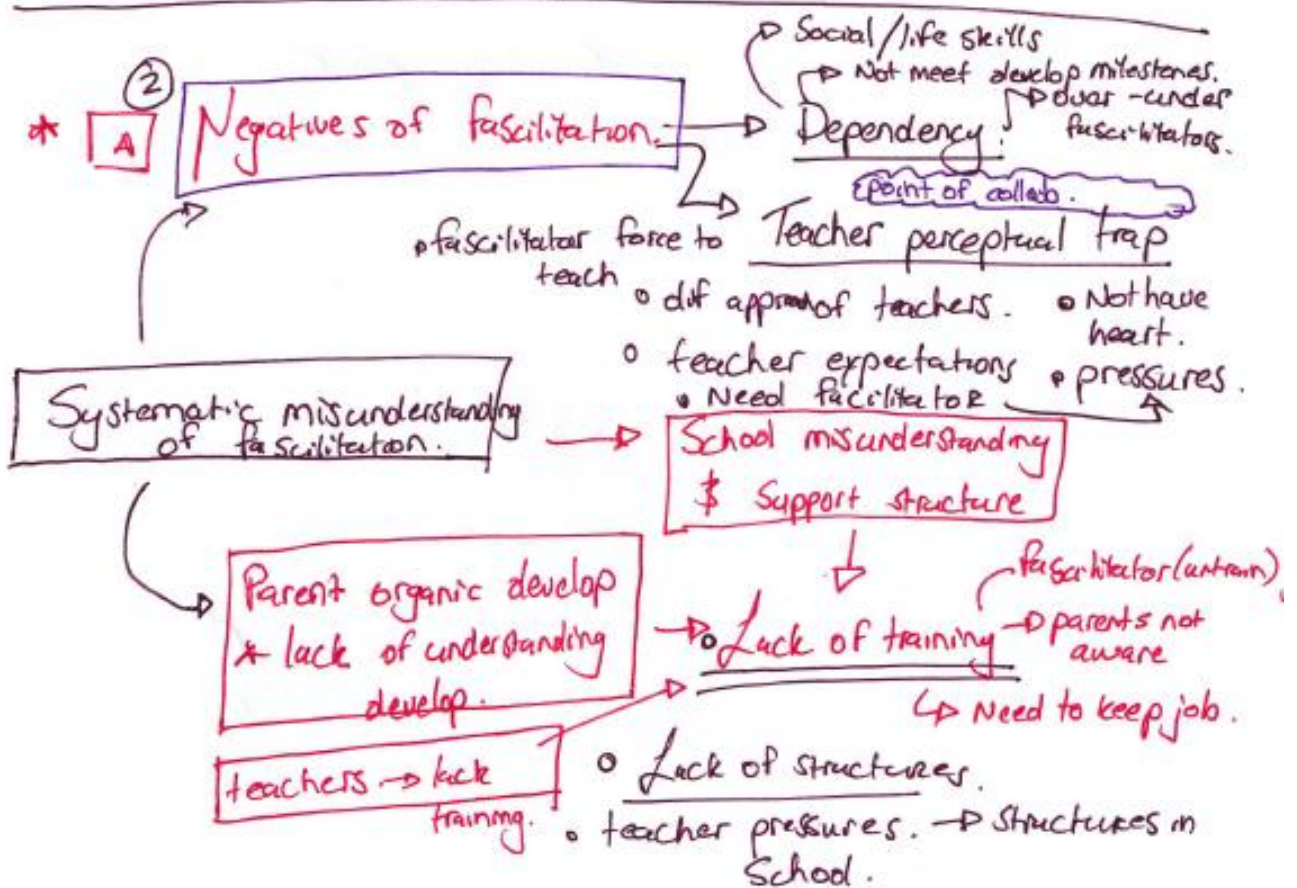
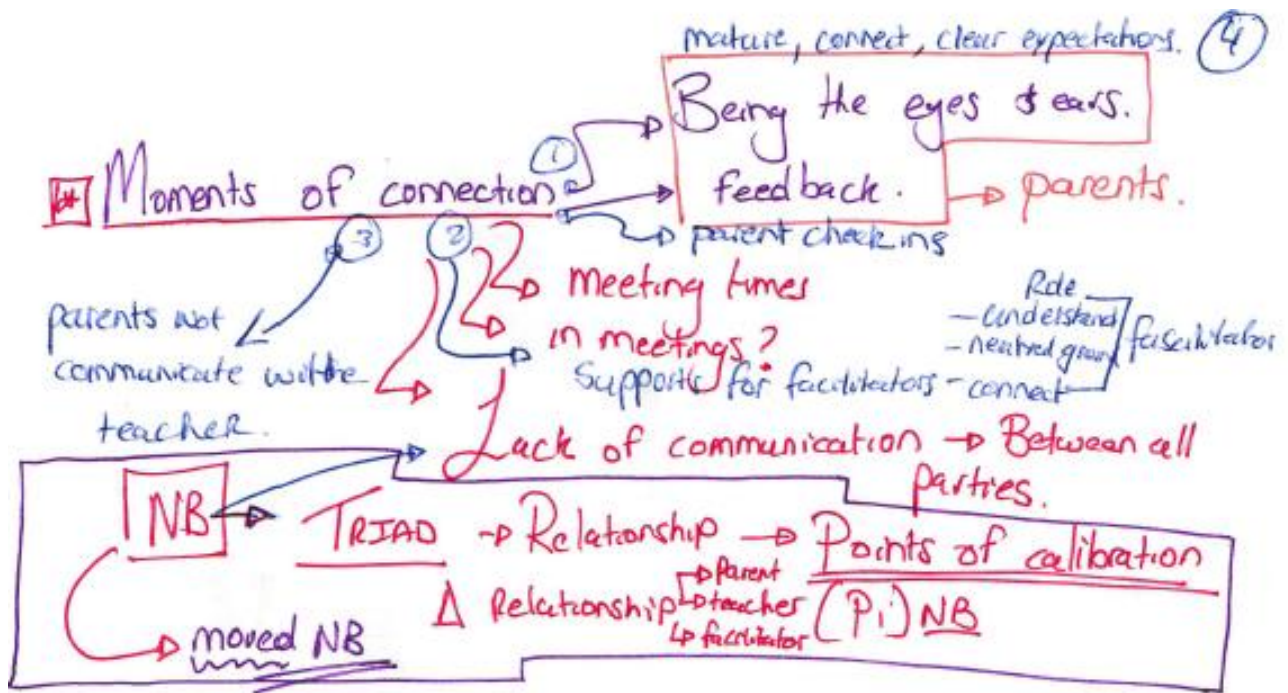
* Having the heart for children. ②

vs teacher -ve approach.

Finding the Right balance

* Bond → friend/parent/ disciplinarian.
Not friend
Boundaries/Training.





APPENDIX F: REFLECTIVE JOURNAL AND FIELD NOTES

31st October 2020

Ethics clearance from the Department of Education was received, ethics application to the Health Science Ethics board was sent.

01st March 2021:

Inclusive education - Fill the gaps/provide inclusion/create potential

After receiving clearance from both the Health Science Ethics Board and from the interdepartmental Educational Psychology Ethics Board, I approached, via email, a carefully selected Inclusive Preparatory School on the 1st of March 2020 to participate in my study. A full description of the study was provided to the school, its requirements, and the topic within this email. The school was chosen because of the extensive usage of facilitation within the school with various learners with different needs. This was to ensure that I had the best chance of having rich cases in my study. Facilitation within this inclusive school formed a vital role in the support intervention programs within the school as experienced as a specialist teacher and described by the principal. I believed that due to the extensive experience many teachers have in the school, the site would provide teachers with extensive knowledge of the insights of facilitation.

03rd – 15th March 2021:

Inclusive education – Sa. Inclusive education - implementation

The principal of the chosen site communicated with me via email that he was extremely interested in me conducting the study at the school. I felt that this was based on my experience and knowledge about facilitation. I then organised a meeting with the principal to ensure that he understood the entirety of the project and the research procedures. The principal was aware and keen for the study to assist him in developing guidelines for the school as he was aware of some of the challenges that facilitation has faced within his school. Specifically, he indicated that there are very little guidelines for facilitation within the school and that they have difficulty in finding facilitators who are trained. After the session, I received consent from the School Management Board to conduct the research at the school, and the principal and I signed the consent forms in a different face to face meeting. After which, a list was developed of potential participants interested in the study and physical copies of the information sheet were handed to participants. Special educators and facilitators from the school expressed a keen interest in providing their insights into facilitation. In total, there were four potential teachers and four facilitators who showed keen interest verbally to participate in the study. As a result of this keen interest, parents were approached to gain their consent before all other participants' consent was granted.

15th March 2021:

Case One, Two and Three parents were contacted telephonically to introduce the study and provide a brief overview. All parents demonstrated a keen interest in the study and indicated that they would be willing to participate. All participants in the three cases allowed me to approach the remaining

participants in the cases. Verbal consent was given. Parents were sent an email about the full details of the study as well as the consent forms. I approached all other participants telephonically and sent them the information sheet.

14-15th March 2021:

Inclusive education - implementation

Case One's Facilitator (F1) signed the informed consent as well as the information sheet. F1 was very interested in sharing her experiences in facilitation as she indicated there is a lot of research and policies that still need to be developed within facilitation as an intervention that provides inclusion to LwS. She indicated that in her experience facilitation has taken many forms throughout her career. Based on this I felt that she would make an ideal participant due to the potential experiences she can draw from within the interview.

15-16th March 2021:

Parent pressures – form of facilitation = Parent expectations - facilitator

Case One parents phoned me and indicated that they had not had a chance to scan the consent form for me but signed the forms. The very prompt response of the participants indicated that they are willing to advance the current knowledge of the intervention of facilitation. But more importantly, I felt it provided them with an opportunity to celebrate the successes of facilitation as their child with special needs had a facilitator for many years. I believed that this keen interest was also due to the mother is an occupational therapist who works with a variety of high needs children in her practice.

17th March 2021:

Case Three parents were contacted again to set an appointment without much luck, and an additional email was sent to the parents.

**Parental awareness
of challenges in
inclusive education
Value**

18th March 2021:

The teachers for Case One contacted me and stated that the signed form was at the reception of the school. Her prompt response indicated to me that she was very interested in participating and did so voluntarily. Case One educator indicated that she would prefer to have the meeting at the end of term due to her responsibilities and workload at the school. The educator was contacted closer to the end of the term to schedule a convenient time during the holidays to have the interview.

25th March 2021:

Teacher pressures

Case Three parents were contacted again to set an appointment without much luck and an additional email was sent to the parents.

29th March 2021:

Case Three parents were contacted via email to organise a meeting.

30th March 2021:

Due to the potential challenge in scheduling participants' meetings, cases were still being investigated, specifically case Three. I emailed the principal for possibilities for other cases. Two other potential cases, Case Four and Five, were approached to participate in the study. Both parents of Case Four and Five were contacted. Although they were keenly interested in the study, the participants in Case Five willingness to dedicate time in their schedules posed a significant challenge for their information session.

31st March 2021:

Due to Covid 19 and the parents request in Case Four, the parents and researcher had an information session where the parents were provided with a complete description of the study. In the information session, parents were provided with the opportunity to ask questions about the study and sign consent forms. Within Case Four, the child's mom was excited and willing to participate in the study. The parent was informed that only after all participants consented to the process individually will the case be taken on to ensure total voluntary participation and safeguarding of the research process. After the meeting with the parent, both the educator and facilitator were approached to participate in the study. Within Case Four, the educator was interested in participating in the study; however, the facilitator was hesitant to participate unless the parents consented. The facilitator was assured that consent was achieved before contacting him. I reflected on the reasons why he may be hesitant. I think his hesitance was because of the sensitive nature of the study significantly looking at his work as a facilitator despite all ethical steps taken to protect him as a participant. However, he showed a willingness to participate in the information session. Case Three and Five parents were contacted again without much luck.

13th April 2021:

Case Five, after contacting the educator to send information to the parents, **the educator warned me that the parents are not interested in their facilitator and are not present in the school and is very hard to get a hold of. She additionally indicated that the parents and the facilitator don't have a good relationship.**

15th April 2021:

Moment of connection - Parent and facilitator

On the 15th of April, we conducted the information session in Case Four, and the facilitator had no questions and seemed to be interested in the study via Zoom. However, scheduling an ideal time was a bit difficult with his schedule. Case Four's facilitator subsequently cancelled the session two days later due to his motor accident and appointments with LwS. However, although the facilitator seemed interested in the study in the consent session, I decided to allow the facilitator to come back to me and can schedule the session as I felt he might not be entirely willing to participate.

April 20th, 2021:

Case Two-parents was contacted, and I was given consent to contact all other participants. All other participants were very willing to participate.

April 23rd, 2021:

Case Five parents were contacted again via email. The parents responded via email on the 24th of April to indicate that they have not had a chance to schedule a meeting but were interested in the study due to their busy schedule. The lack of willingness to schedule an appointment indicated to me that they might not be interested in the study, and due to them moving away from the school, they may have historical dilemmas that may affect their willingness to participate.

29th April 2021:

In case One, the second facilitator was approached telephonically and electronically, and she was willing to participate.

30th April 2021:

Due to the difficulties in cases Three, Four and Five. My supervisor and I decided to go with two cases due to the willingness to participate and time constraints. Covid 19 restrictions was considered as well as a factor as well.

30th April 2021: T1 Interview

On the 30th of April, we conducted the information session and interview in Case One during the school holidays of the educator. Within this interview, the educator was smiling and very willing to share information, and I had to stop the interview as a wealth of information was provided. Within the interview, the educator was comfortable in sharing her opinions. I feel this may be because of my working experience with her as an educator, which allowed for a reflection on the challenges experienced within the intervention to be discussed and reflected critically. Significantly, although there were many ‘sighs’ in the interview, these ‘sighs’ demonstrated the significant challenges teachers face with facilitation. In her interview, it was significant that it was the educator’s responsibility to personally train, work, and be willing to assist facilitators as they are often untrained. But due to this lack of training, educators need to be responsible for the education of LwS and not to allow the facilitator to work with LwS without supervision. It was evident that she felt very passionate about these views and the need to provide LwS with the necessary skills to be independent. In my opinion, her interview was insightful and significant as she seemed very passionate about the topic and willing to share her views well beyond the allocated time frame.

Teacher perception - Perceptual trap/frustration Heart for child – Teacher, Finding the right Fit - Qualification and training

10th May 2021:

An information session was held with P3 for Case Two. All information was provided to P3, as well as the nature of the study telephonically. The information sheet was sent to her, and the interview was agreed to be held on the 21st of May.

Teacher perception - Perceptual trap/frustration Heart for child - Facilitator
Finding the right Fit - Qualification and training, Value, Valued - position in school

10th May 2021: F2 Interview

On the 30th of April, we conducted the information session and interview in Case Two. This interview was significant as this participant was both an educator as well as a previous facilitator. She indicated that within facilitation, her previous experience in education significantly contributed to her ability to facilitate her LwS. But she revealed that as a teacher, her difficulty was that many facilitators she works with are untrained, significantly hindering their potential as facilitators. Significantly, she revealed a major hinderance in facilitation was parents who found individuals who did not have the passion for facilitation as this significantly impacted her work as an educator. During the interview, I felt that her insights were significantly valuable as they felt truthful based on her personal experience as a facilitator and an educator. She was able to provide insights from both perspectives together with her own educated experience and qualification. Her insights not only provided both the explicit and underlying experiences within her case but generally as well. This significant interview was insightful as it seemed to reflect many power dynamics within the South African context and structures that have led to the meaning of facilitation in her context. However, these structures and powers additionally contributed to the potential value as well as limitation of facilitation. Thus, the meaning and perceptions of facilitation were not only influenced by the socially constructed experiences of everyone, but her interview reflected significantly on the cultural meaning facilitation has taken within the school context.

15th May 2021: F1 interview

Confirming methodology and epistemology approach in interviews

On the 15th of May, F1 and the researcher conducted the information session and interview within the classroom of F1. F1's interview revealed for me that many facilitators feel that within their position as facilitators they are undervalued. This was also communicated non-verbally during the interview as she at times had closed arms and her voice become deep at times. She also at one point did not want to answer a question which indicated her frustrations within her position as a facilitator. Despite this, she was very open in expressing her opinion and I do feel that her interview reflected many challenges facilitators face within the field as well as the successes.

Value – parents

Valued - position in school

20th May 2021: F3 Interview

Meeting with F3 occurred, both the interview and consent session was conducted. Within the interview, I got the impression that the facilitator has gone into facilitation out of her passion for her bother having special needs. For her facilitation with her family seemed to be a good experience with common expectations and roles clearly communicated within the school and the family. But she revealed that her studies to be an educator has assisted her in her role as a facilitator, but she relies on her personal experiences within facilitation as well as the educators. But based on her experience she felt valued for not being supervised but at times did require the assistance of educators as they did not explicitly tell her their expectations. She also indicated that there seemed to be a miscommunication between parents

and educators as she was unsure how to facilitate her LwS. Secondly, she had very little experience within the a ‘mainstream’ school setting.

Heart for child – Facilitator, **Moment of connection** - Parent and teacher, **Moment of connection** - Parent and facilitator, **Finding the right Fit** - Qualification and training, **Valued** - position in school

21st May 2021: Interview with P3

It was clear that within this interview, the participant had a wealth of insight within both the successes and challenges within facilitation as an inclusive education practice. During the interview, the participant freely expressed her experiences between three different types of facilitators and where each strength and weaknesses were. I felt that her reflection was significant as she expressed many of how she systemically experienced challenges within her own and other parents’ experiences of facilitation. I additionally to allow the wealth of information to occur it was essential to allow her to provide her valuable personal experiences about facilitation. **A significant theme that I noticed was that she consistently identified throughout the interview was the importance of the relationship between the facilitator and LwS as one of the most essential aspect of facilitation. For her the bond a facilitator and learner created was significant as this affected in her understanding the entire facilitation process, from the creation of dependency to the exclusion of her LwS.** In addition, she revealed the importance of facilitators being trained as one of the most important aspects of facilitation due to her experience of two untrained facilitators she had after F2. **Dependency, Finding the right Fit - Bond - Facilitator and child**

23rd May 2021: P1 and P2 interviews

P1 and P2 interviews were conducted after each other. Upon arrival the parents were delighted and interested to share their unique experience with facilitation to allow for the difficulties to be examined and researched. **Within P1’s interview, a significant theme kept occurring throughout his interview was that he believed that for facilitation to be successful there has a balance between all the individuals who are in facilitation. But this theme was clearly reflected in the struggles he experienced over many years with facilitation as he would use his hands to express his views. But significantly for him, a key factor that contributed to facilitation was the educator and the amount of investment they had in their LwS.** Teachers for him was essential in preventing **dependency and teachers needing facilitators.** Within P2’s interview, she reflected on the challenges as a parent and therapist facilitation has. For her, like P1 she additionally reflected on the challenges **facilitation has in its conceptualisation and implementation.** But within facilitation, she significantly reflected as a therapist and parent within her wealth of experience in private practice – **facilitation is systemically misunderstood as an intervention. This resulted in her training her own facilitators but reflecting on how within South Africa many parents are unable to get an ideal facilitator.** I significantly felt that within this interview, P2’s viewpoints reflected the challenges facilitation faces based on her personal and professional experiences. Although she indicated at times these views may differ, I felt these views often were similar revealing that both personally and professionally facilitation faces significant challenges for parents and professionals despite educators.

These insights are important as facilitators are seen to be **essential connectors** and their impact thus may have far reaching impacts further than just the inclusive school.

Dependency, **Teacher perception - Perceptual trap/frustration**, **Inclusive education – Sa**, **Heart for child – Teacher**, **Finding the right fit - finding the balance**, **training from parents and therapists**, **Moment of connection**

31st May 2021: T2 Interview

On the 25th of May, T2 and the researcher conducted the information session and interview within the classroom of T2. T2 was willing to participate unsure about her memory as the LwS had been out of her class for just over a year. Within the interview, I felt I had to continually refer to the case to get specific examples as T2 would tend to talk more generally about facilitation within the school and based on her years of experience with facilitation. These insights were significant but may have hindered the data gathered as well. **Within her experience, a main theme that immersed is that many teachers feel very frustrated with the presence of facilitation within the classroom due to their lack of training as well as the significant contribution F2 added to her classroom due to her training and qualification in education.** Additionally, T2 revealed the significant challenges teachers have with facilitation in **facilitators not working together with teachers and being loyal to the expectations of their employers, parents.** But because of these expectations and facilitators not being valued within the school, it created tensions within her classroom. Overall, I felt that for her facilitation is an intervention that isn't working optimally within the school context due to her sighs and many examples she referred to in her interview.

Teacher perception - Perceptual trap, **Finding the right Fit - Qualification and training**, **Moment of connection - Parent and teacher**, **Moment of connection - Parent and facilitator**, value – within the school,

01 – 31 July 2021:

The data analysis process was very tedious, and I ensured to re-read and re-listen to the interviews to immerse myself in the data fully. I then started to do my initial coding as I listened and re-read the transcripts. This was a lengthy process as I had to recode and resort to the quotes to populate the codes and re-check the data as well as the names of each participant.

14th July 2021:

I re-worked the themes to ensure the subtle underlying themes, meanings and power relations was revealed within each theme to suit my approach and methodology. After re-examining the themes, I reworked the themes to ensure cohesiveness and thoroughness be maintained within the data. Thus, an additional coding and sorting phase was conducted on the data to ensure saturation was achieved and the meaning each participant intended was correct.

20^h July 2021:

I briefly engaged with my supervisor to confirm whether she believed and agreed with my analysis of the data and how it was presented and organised. After consultation, it was agreed that the participant's views and opinions reflected extensively on facilitation's challenges, values, and successes. The information provided was extensive and detailed within both cases, and the challenges and power dynamics facilitation has taken within the school dynamic and not just to each case. This is significant as it allowed for a broader and specific understanding of facilitation within their experiences in the South African context. All member checking forms with transcripts was additionally sent to all participants, and all participants started confirming their transcripts. All participants were allowed to correct any concerns they had with the transcripts.

11th August 2021:

Chapter 5 was compiled after a longer draft of Chapter 4 was completed to ensure the comprehensive and thoroughness of both chapters. After developing Chapter 5 and Chapter 4, my supervisor believes the themes meaningfully represented the data. Chapter 4 was challenging to write due to the extensive information provided within each case and to write the chapter within the given space to cover the complexity of the topic. I ensured not to impose my own judgements, impressions, and interpretations on each participant's viewpoints but instead focused on their underlying meaning through their social experiences within the school. A phase of cutting down on the irrelevant aspects occurred.

20th August 2021:

Chapter 4 is confirmed and concluded. The chapter's findings are then reworked into the Chapter 5 draft to ensure that the chapter complements both chapter 4 and chapter 2. A deep reflection on the findings of Chapter 4 guided the development of Chapter 5 to ensure that these studies found was compared to international literature to see similarities and was the unique difference. This was an extensive process that required me to re-examine the original articles of my literature review to position my own study in the context of a broader literature on facilitation. As the study was near completion, I started to compile all the necessary documents together.

25th August 2021:

Chapter 5 is concluded. I believe that the analysis could answer the research questions due to the extensive information gathered in the interviews. It was pleasing to see the results come together and was inspiring to see that there is still a lot of work to be done in the field. It is my wish to be able to conduct more research into the topic as there is a great need to improve the intervention for LwS to have the best chance at an education.