



**GRADE 1 TEACHERS' EXPERIENCES OF SUPPORTING LEARNERS WITH
ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)**

by

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ABSTRACT

Attention-deficit/hyperactivity disorder (ADHD) is a growing phenomenon that affects millions of learners worldwide (Fleur, 2018). Perold, Louw and Kleynhans (2010) as well as Schellack and Meyer (2016) report that the number of learners being diagnosed with ADHD in South Africa has increased. Thus, the Department of Basic Education (South Africa. Department of Education, 2001:55) emphasises that Foundation Phase learners (Grades R-3) should be prioritised for early identification of ADHD and support. The policy on Screening, Identification, Assessment and Support (SIAS document) stipulates that it is the teachers' responsibility to support learners with barriers to learning and development, which includes learners displaying ADHD symptoms (South Africa. Department of Basic Education, 2014). However, despite the SIAS document's emphasis on early identification and support, it seems there is a grey area, whereby teachers have observed learners in their mainstream Grade 1 classrooms who daily display ADHD symptoms. These learners, though, have not been formally diagnosed with ADHD but might be in the process of referral for further assessment, as recommended by the SIAS document (DBE, 2014). Hence, it is essential that Foundation Phase teachers, especially Grade 1 teachers, have the necessary knowledge, experience and beliefs to accommodate these learners in their classrooms. An increasing number of young learners display visible ADHD symptoms at a young age; as Grade 1 is the first grade of formal learning, this impacts the child's future development in an extensive manner (Colomer et al., 2017; Pascual, Muñoz & Robres, 2017).

There is concern about the gap in literature focusing on Grade 1 teachers' experiences, knowledge, beliefs and perspectives in implementing support strategies to enhance the learning of Grade 1 learners with ADHD or displaying ADHD symptoms. This research study is guided by the principles of Bronfenbrenner's bioecological model of human development and Feuerstein's model of mediated learning experience. Hence, this study addresses the main research question: **What are Grade 1 teachers' experiences of supporting learners with ADHD?**

In addressing the above-stated main research question, an exploratory, interpretive, interactive, qualitative case study has been employed as the research methodology. The Adapted Interactive Qualitative Analysis method of Northcutt and McCoy (2004) has been utilised to collect rich data from 12 purposefully selected Grade 1 teachers participating in an unstructured open-ended focus group interview. During this interview, an interview framework depicting the themes and descriptive paragraphs was developed. The interview framework guided the further collection of data by interviewing six purposely selected Grade 1 teachers from the original focus group and visiting their classrooms to ensure an authentic

understanding by the researcher of what is transpiring pedagogically. The rich and in-depth data collected was transcribed and analysed utilising Zhang and Wildemuth's (2017) qualitative content analysis technique.

Findings of this study indicate that Grade 1 teachers with diverse backgrounds and from various school contexts in the Western Cape are knowledgeable regarding ADHD symptoms. However, they are in dire need of in-service training and school visits to guide them on how to specifically accommodate and support the Grade 1 learner with ADHD symptoms. It is further found that despite the need for training, Grade 1 teachers are innovative and seek to improvise and create resources that specifically enhance the teaching and learning of Grade 1 learners displaying ADHD symptoms.

Based on the data analysis of the focus group interview, individual interviews and school visit observations, recommendations focusing on various support strategies in assisting and supporting Grade 1 learners with ADHD or displaying ADHD symptoms were made. In conclusion, recommendations are made to Grade 1 role-players for supporting and addressing the needs of learners with ADHD.

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DEDICATION

This study is dedicated to the loving memory of my witty, intelligent and loving father.

You have always inspired me with your hard work and dedication to empower yourself with multiple degrees. I am forever grateful for all that you have done for me, for all the lessons you have taught me and for the unconditional love you have bestowed upon your two daughters.

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TABLE OF CONTENTS

DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF ABBREVIATIONS AND ACRONYMS	xii
CHAPTER 1: INTRODUCTION AND OVERVIEW	1
1.1 Introduction.....	1
1.2 Clarification of basic terms and concepts.....	2
1.3 Statement of the research problem.....	3
1.4 Research question.....	3
1.5 Aims of the research study	3
1.6 Conceptual framework.....	4
1.7 Background of this study and literature review.....	6
1.8 Research design and methodology.....	12
1.8.1 Research approach: qualitative	13
1.8.2 Research paradigm: interpretive, exploratory and interactive.....	14
1.8.3 Mode of enquiry: case study.....	14
1.8.4 Research methods.....	14
1.8.5 Data collection.....	16
1.8.6 Data analysis.....	17
1.8.7 Researcher's role	18
1.8.8 Methodological rigour	19
1.9 Organisation of the study.....	21
CHAPTER 2: CONCEPTUAL FRAMEWORK	23
2.1 Introduction.....	23
2.2 Bronfenbrenner's bioecological model of human development	23
2.3 Feuerstein's model of mediated learning experience	33
2.4 Interconnections between Bronfenbrenner's bioecological model of human development and Feuerstein's mediated learning model and how they link to this research.	44
2.5 Conclusion.....	46
CHAPTER 3: LITERATURE REVIEW	48
3.1 Introduction.....	48
3.2 Background of education in South Africa	48
3.3 Attention-deficit/hyperactivity disorder (ADHD)	50
3.3.1 Characteristics and presentations.....	50
3.3.2 ADHD as a barrier to learning.....	52
3.3.3 Identification and diagnosis in the South African milieu.....	54
3.4 Teachers: a pivotal participant in the ecological system.....	55
3.4.1 Education, training and support services	55
3.4.2 Grade 1 teachers' experiences	60
3.4.3 Support strategies	65
3.4.4 Influence of Grade 1 teachers' experiences on their use of support strategies... ..	76
3.5 Conclusion.....	79

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY	80
4.1 Introduction.....	80
4.2 Research design and methodology.....	80
4.2.1 Research approach: qualitative research.....	82
4.2.2 Research paradigm: interpretive, exploratory and interactive.....	83
4.2.3 Mode of enquiry: a case study	84
4.2.4 Research methods.....	86
4.2.5 Data collection	92
4.2.6 Data analysis	108
4.2.7 Methodological rigour	114
4.3 Conclusion.....	119
CHAPTER 5: DATA ANALYSIS AND FINDINGS	120
5.1 Introduction.....	120
5.2 Presentation of the data analysis outline.....	120
5.3 Data analysis	124
5.3.1 Category 1: Characteristics.....	124
5.3.2 Conclusions: Category 1.....	131
5.3.3 Category 2: Challenges	132
5.3.4 Conclusions: Category 2.....	145
5.3.5 Category 3: Strategies	146
5.3.6 Conclusions: Category 3.....	161
5.4 Interpretations of data findings.....	162
5.4.1 Sub-question one: What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?	163
5.4.2 Sub-question two: What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?	166
5.4.3 Sub-question three: How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?	169
5.4.4 Main research question: What are Grade 1 teachers' experiences of supporting learners with ADHD?	179
5.5 Conclusion.....	182
CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS.....	183
6.1 Introduction.....	183
6.2 Conclusions	183
6.3 Contributions of this study.....	186
6.4 Limitations of the study	187
6.5 Recommendations.....	187
6.5.1 Recommendations to the WCED, DBE, DHET, and teacher training organisation	188
6.5.2 Recommendations for Grade 1 teachers	191
6.5.3 Recommendations for parents	193
6.5.4 Recommendations for further research.....	193
6.6 Final word.....	194
REFERENCES	196

APPENDICES	213
Appendix A: Grade 1 subjects' content areas with their topics and an overview.....	213
Appendix B: CPUT research ethics letter of approval.....	218
Appendix C: WCED application form to conduct research in schools.....	219
Appendix D: WCED approval.....	221
Appendix E: Faculty of Education Ethics informed consent: participants – principals and teachers of the schools.....	222
Appendix F: Informed consent of parents including an information sheet (English and Afrikaans)	225
Appendix G: Posters with the procedures to be followed by the participants of the unstructured open-ended focus group (English and Afrikaans).....	231
Appendix H: Approval of transcriptions of individual interviews (English and Afrikaans).....	233
Appendix I: Transcription of the individual interview: Participant 1	235
Appendix J: Transcription of the individual interview: Participant 3.....	244
Appendix K: Transcription of the individual interview: Participant 5.....	259
Appendix L: Transcription of the individual interview: Participant 7	267
Appendix M: Transcription of the individual interview: Participant 9	278
Appendix N: Transcription of the individual interview: Participant 11.....	289
Appendix O: Transcription of the field note: Participant 1 – School 1	307
Appendix P: Transcription of the field note: Participant 3 – School 2.....	309
Appendix Q: Transcription of the field note: Participant 5 – School 3	311
Appendix R: Transcription of the field note: Participant 7 – School 4	313
Appendix S: Transcription of the field note: Participant 9 – School 6.....	315
Appendix T: Transcription of the field note: Participant 11 – School 8.....	317

LIST OF FIGURES

Figure 2.1: Bronfenbrenner’s ecological systems model (adapted from Gray & MacBlain, 2015:123)	24
Figure 2.2: Mediated learning experience (MLE) model (Tzuriel, 2013).	33
Figure 2.3: Mediational process (adapted according to Feuerstein <i>et al.</i> , 2010:42).....	38
Figure 2.4: Interconnections between the two models guiding this research project	47
Figure 4.1: Research design and methodological flow of this study	81
Figure 4.2: Adapted IQA research design and methodology	88
Figure 4.3: Categories and themes (adapted from Northcutt & McCoy, 2004d:19).....	96
Figure 4.4: Example of the clustered groups of labelled categories, their themes with their headings/title/names, and their segments generated by the unstructured open-ended focus group interview.	97
Figure 4.5: Example of descriptive paragraphs to explain the themes generated by the participants of the unstructured open-ended focus group.....	98
Figure 4.6: Qualitative data analysis flow chart	109
Figure 5.1: Category 1: Characteristics	125
Figure 5.2: Category 2: Challenges.....	132
Figure 5.3: Category 3: Strategies	147

LIST OF TABLES

Table 1.1: Research design	12
Table 1.2: Research methodology	13
Table 2.1: Deficit cognitive functions during each phase of the mental act (Jensen & Feuerstein, 1987).....	36
Table 3.1: Diagnostic criteria for ADHD (APA, 2013)	51
Table 4.1: Sites and participants selected for the first data collection phase.	91
Table 4.2: Participants selected to participate in the data collection phase.	92
Table 4.3: Results of the focus group that served as a framework for field observations and semi-structured open-ended individual interviews	99
Table 4.4: Background information of the participants.....	106
Table 5.1: Data analysis outline	121
Table 5.2: Support strategies implemented	147
Table 5.3: Characteristics, observable actions/behaviour/emotions, support strategies and recommendations on how to implement support strategies.....	171
Table 5.4: Findings of research sub-question one.....	180
Table 5.5: Findings of research sub-question two	180
Table 5.6: Findings of research sub-question three	181

LIST OF ABBREVIATIONS AND ACRONYMS

ADHD	Attention-deficit/hyperactivity disorder
SGB	School Governing Body
PPCT	Process-person-context-time
MLE	Mediated learning experience
UNESCO	United Nations Educational, Scientific and Cultural Organization
APA	American Psychiatric Association
DSM	Diagnostic and Statistical Manual of Mental Disorders
EF	Executive functions
CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
DoE	Department of Education
WCED	Western Cape Education Department
INSET	In-service education and training
DBST	District-based support team
SBST	School-based support team
LSE	Learning support educator
NGO	Non-governmental organisation
SIAS	Screening, Identification, Assessment and Support
ISP	Individualised support plan
SNA	Support needs assessment
DRC	Daily report cards
EF	Executive functioning
CAI	Computer Assisted Instruction
SST	Social skills training
IQA	Interactive qualitative analysis
CPUT	Cape Peninsula University of Technology
CAQDAS	Computer-aided qualitative data analysis software

CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 Introduction

Attention-deficit/hyperactivity disorder (ADHD) is a worldwide phenomenon that affects millions of learners. According to statistics, 5% to 10% of children globally and an estimated 2% to 8% of South African children are affected by ADHD (Van Dyk *et al.*, 2015:1327). Hence, ADHD is recognised as one of the most common neurodevelopmental conditions of childhood (Jaye *et al.*, 2020). Inclusion policies in South Africa that necessitate learners with special educational needs to be educated in mainstream schools, along with the high prevalence rate of ADHD in children, require teachers to accommodate and support learners with ADHD in their classrooms (Braude & Dwarika, 2020).

The symptoms of ADHD – inattention, impulsivity and hyperactivity – cause difficulties in learners' academic, social and behavioural performances (DuPaul & Stoner, 2014:6; Colomer *et al.*, 2017). These influences play an especially important role in Grade 1, since Grade 1 is the first stage of structured, formal learning in which formal writing and reading occur (Colomer *et al.*, 2017). According to the Department of Basic Education (DBE, 2011b:11) reading and writing skills taught in Grade 1 are essential for future development. As a result, the influences of ADHD, as well as the structured demands of the Grade 1 curriculum, make the inclusion of learners with ADHD in the Grade 1 classroom even more challenging.

Given the important and challenging role that Grade 1 teachers play in accommodating learners with ADHD in their classrooms, it is important to consider their knowledge, beliefs and experiences regarding support for these learners in their classrooms. Insight into teachers' knowledge, beliefs and experiences of supporting learners diagnosed with ADHD or displaying ADHD symptoms offers guidance to support the said learners. These insights also provide an understanding of how teachers' knowledge, beliefs and experiences influence their ways of supporting these learners. Braude and Dwarika (2020) contend that it also provides awareness and understanding of the professional development needs of teachers in acquiring more ways to efficiently assist and guide learners with ADHD. Consequently, to address her own and her colleagues' professional needs of gaining knowledge, skills and experience in accommodating and supporting Grade 1 learners with ADHD in the classroom, the researcher explores this topic in this research study.

As this chapter progresses, the researcher stipulates the research problem and the research questions that will be addressed during this study, and specifies the study's aims. Thereafter, she outlines the conceptual framework of the study and provides an overview of the

background and literature review. Then, the research design and methodology that have been employed to address the study's research questions are presented. Lastly, the researcher presents an outline of the chapters of the research study.

1.2 Clarification of basic terms and concepts

The key concepts relevant to this research study are briefly described below in terms of their relevance to this study.

Barriers to learning and development: Barriers are conceptualised as “those factors which lead to the inability of the system to accommodate diversity, which leads to learning breakdown, or which prevent learners from accessing educational provision” (South Africa. Department of Education, 1997:10). Barriers can be situated within the learner, the education system, the centre of learning, as well as in the broader social, economic and political context (South Africa. Department of Education, 1997:11).

Challenge: A difficulty faced in the path of achieving specified objectives (Misra, 2019:139).

Foundation Phase: The Foundation Phase is the first phase of formal schooling in South Africa. It involves teaching young learners from Grade R (5-6 years of age), which is the reception year, to Grade 3 (\pm 9 years of age) (Nkomo & Charamba, 2022:116).

Grade 1: The first year of formal schooling, which includes lessons with formal instructions (Andrews & Sayers, 2015).

Experience: Experience is described as “practical knowledge, skill, or practise derived from direct observation of or participation in events or in a particular activity” (Merriam-Webster dictionary, 2021).

Knowledge: Facts, information and abilities attained through theoretical or practical experience (Yağcı *et al.*, 2020:266).

Belief: The mental agreement or conviction in the truth or certainty of an idea that can be expressed (Schwitzgebel, cited in Connors & Halligan, 2015:1).

Learners with ADHD: This terminology refers to all learners who have been formally diagnosed with ADHD or who may be in the process of being diagnosed with ADHD, displaying ADHD symptoms in line with the criteria of DSM-5 (APA, 2013).

Learner support: Support in the context of this study includes all actions that respond to diverse learning needs and develop the potential learning abilities of learners with ADHD (Yoro, Fourie & Van der Merwe, 2020).

Support strategies: Plans for achieving objectives or anticipated outcomes which are employed to facilitate student achievement (Hastings & Rasmussen, 2017).

1.3 Statement of the research problem

Despite the support of school-based support teams, district-based support teams and non-governmental community organisations, the researcher, as a Grade 1 teacher at a mainstream school in the West Coast Education District, struggles to accommodate the various needs of learners diagnosed with ADHD in her Grade 1 classroom. To support and guide the various needs of learners with ADHD in her Grade 1 classroom successfully, the researcher is of the opinion that she needs to be skilled and trained in strategies that will specifically address these learners' academic, social and emotional needs to help them succeed. Consequently, this study is triggered by an attempt to address the researcher's own limited knowledge, skills and experiences in supporting and guiding the learners diagnosed with ADHD in her classroom, as well as empowering her peer teachers in this regard.

1.4 Research question

To address the research problem, the following research question is formulated: What are Grade 1 teachers' experiences in supporting learners with ADHD?

Sub-questions that will assist in answering the research questions are as follows:

- What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?
- What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?
- How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?

The research aims are subsequently identified to answer these questions.

1.5 Aims of the research study

In relation to the problem statement, the aim of the research is formulated as follows:

- To establish Grade 1 teachers' experiences of supporting learners with ADHD.

The sub-aims are:

- To give Grade 1 teachers a voice regarding their experiences of supporting learners with ADHD.
- To explore and describe Grade 1 teachers' experiences of supporting Grade 1 learners with ADHD in mainstream classrooms in the Western Cape.
- To identify challenges that Grade 1 teachers experience when supporting learners with ADHD in mainstream classrooms in the Western Cape.
- To investigate how the knowledge, beliefs and experiences of Grade 1 teachers impact their implementation of support strategies in augmenting the learning of Grade 1 learners with ADHD.
- To render recommendations highlighting ADHD strategies and support mechanisms that could be used by mainstream Grade 1 teachers.

The following objectives are developed to describe how the aim and sub-aims of the research will be reached:

- By utilising Northcutt and McCoy's (2004) interactive qualitative analysis (IQA), data will be collected to explore the knowledge, beliefs and experiences of Grade 1 teachers regarding strategies to enhance the learning of learners with ADHD in their classes.
- Again, the IQA of Northcutt and McCoy (2004) will be employed to investigate what support Grade 1 teachers are receiving to accommodate and enhance the learning of learners who have symptoms of ADHD in their classrooms.
- To draw conclusions based on findings.
- To contribute to literature by rendering recommendations for effectively implementing support strategies to enhance the learning of Grade 1 learners diagnosed with ADHD in mainstream classrooms.
- To make suggestions, based on the conclusions, to the Department of Education, Provincial Department of Education district offices, teacher training institutes, Grade 1 teachers and parents regarding the use of support strategies to enhance the learning of Grade 1 learners diagnosed with ADHD in mainstream classrooms in the Western Cape.

The next section will offer a brief description of the conceptual framework that was deemed most appropriate to frame the study's foundation relating to the research questions and aims.

1.6 Conceptual framework

Bezuidenhout (2014:55) defines a *conceptual framework* as "a specific collection of thoughts and models that relate to the phenomenon under investigation". To identify a relevant conceptual framework, and with the view of ADHD as a barrier to learning, the researcher was interested in how interactions and interrelationships between the learner and multiple other

environments directly and indirectly influence the way in which learners with ADHD learn (Swart & Pettipher, 2019:11). Therefore, the researcher is of the opinion that Bronfenbrenner's bioecological system model, as well as Feuerstein's model of mediated learning, provide a conceptual framework that relates to understanding the complexity of the disorder (ADHD) as seen in a particular context and environment (in mainstream Grade 1 classrooms in the Western Cape, South Africa). It also provides a framework for understanding the influences of the environment on teacher-learner interactions and ultimately on the performance of learners diagnosed with ADHD. Subsequently, this will guide teachers in effectively supporting learners with ADHD in their Grade 1 classrooms.

Urie Bronfenbrenner was a developmental psychologist who developed an evolutionary model, the ecological systems model, to support researchers in understanding factors within different levels of the environment that directly or indirectly influence a child's development (Bronfenbrenner, 1979; Anderson, Boyle & Deppeler, 2014:5). These environments, conceptualised as 'systems', interconnect and influence the development of the learner (Nel *et al.*, 2016:3). Bronfenbrenner emphasises four core structures that have a direct or indirect influence on a child: the micro-, meso-, exo- and macrosystems (Bronfenbrenner, 1994:39; Krishnan, 2010:7). Later, another system was been added to the bio-ecological model, called the chronosystem (Stockigt, 2016:9). The microsystem and the mesosystem are the two systems of Bronfenbrenner's model that suit the objectives of this conceptual framework. Thus, these are the two systems in which the study is rooted.

After many years of researching and implementing this model in research, researchers identified several weaknesses (Gray & MacBlain, 2015; McLinden *et al.*, 2016; Hertler *et al.*, 2018). Bronfenbrenner recognised these weaknesses and revised, extended and renamed his model to the bioecological systems model of human development (Bronfenbrenner & Morris, 2006; Hertler *et al.*, 2018). The PPCT model is the foundation of the bioecological systems model and includes four interacting concepts, namely *proximal processes*, *person characteristics*, *context/systems* and *time* (Swart & Pettipher, 2019:12). According to Swart and Pettipher (2019:12), these concepts must be considered when researching human development in context. This research study acknowledges the prominence of all four principles and discusses the interconnections amongst them in relation to the study.

Thus, Bronfenbrenner's bioecological systems model (1994) is chosen as a viewpoint through which to conceptualise and investigate the internal and external challenges within the microsystem and the mesosystem that could influence a teacher's experiences of supporting learners with ADHD and consequently impact the learner's development. Understanding how the environment could, directly and indirectly, affect a learner with ADHD, will help a teacher

generate many practical strategies and approaches to accommodating learners with ADHD in the Grade 1 classroom (Swart & Pettipher, 2019:17). Subsequently, in complementing the above-mentioned model, Feuerstein's model of mediated learning, which focuses more on supporting the teachers and their choice of intervention strategies, is also integrated into the conceptual framework.

The Israeli psychologist, Reuven Feuerstein, developed the model of intellectual improvement, known as the model of mediated learning experience (MLE) which is used in educational practice (Todor, 2015). Feuerstein believes that the factors that influence the ecological systems (mentioned in Bronfenbrenner's bioecological model) only affect the child indirectly through factors that have an immediate effect on the child's development – the "proximal" factors" – which is the provision of MLE (Feuerstein, Feuerstein & Falik, 2010:69). MLE, in terms of educational practice, is the interaction of the learner with the world of stimuli via the teacher (Presseisen & Kozulin, 1994:55). Therefore, Feuerstein portrays teachers as a knowledgeable mediator who has the imperative responsibility to provide quality MLE to learners with ADHD in the mainstream classroom (Feuerstein *et al.*, 2010:118). Feuerstein *et al.* (1994:47-48) contends that a teacher can only be a knowledgeable implementer of quality MLE to learners with ADHD after acquiring an understanding of intellect, the fundamentals of learning and the deficit cognitive functions that learners with ADHD experience in Grade 1. Therefore, the researcher explores this model in CHAPTER 2: CONCEPTUAL FRAMEWORK to investigate the effect of MLE on the development of Grade 1 learners with ADHD; the role of Grade 1 teachers in supporting learners with ADHD within the mediated learning experiences; and how the MLE framework support teachers in identifying support strategies that will augment the teaching and learning of Grade 1 learners with ADHD in the mainstream classroom.

Now that the researcher has established a framework for directing the foundation of the study, namely the literature review, the researcher has to identify and refer to the background of the study and current literature relating to the study's research questions.

1.7 Background of this study and literature review

South Africa, after signing the international Salamanca Statement in 1994, adapted to its inclusive education philosophy (Materechera, 2014:167). Inclusive education's fundamental principle is that "all children should learn together, where possible, regardless of any difficulties and differences they may have" (Salamanca Statement, cited in Materechera, 2014:167). The signing of the Salamanca Statement and South Africa's subsequent focus on inclusive education has resulted in developing and implementing Education White Paper 6: Special Education: Building an Inclusive Education and Training System (DoE, 2001). White Paper 6

(DoE, 2001) makes provision for the inclusion of children with ADHD in mainstream schools. According to Amod, Vorster and Lazarus (2013:217), the intention of the White Paper 6 (DoE, 2001) is to move away from a medical-deficit model to a more social-ecological approach, with its focus on “viewing ... disorders as located within the individual” to a more socio-ecological approach where the emphasis of the barrier is shifted to “a broader [inclusive] system”. This shift to a more social-ecological approach endeavours to create a body of knowledge and support with more understanding and involvement by role-players such as teachers, parents and non-governmental community organisations. However, the socio-ecological model does not recognise the important partnership, role and support of the medical field in diagnosing learners with learning barriers such as ADHD.

ADHD is a commonly used acronym for a specific pervasive developmental disorder that is characterised by three symptoms: inattention, hyperactivity and impulsivity (APA, 2013). Ciuluvica, Mitrofan and Grilli (2013), however, explain that ADHD is not only a disorder characterised by these three symptoms, but is also a cognitive disorder that includes a developmental impairment of executive functions. ADHD is regarded as an internal barrier to learning, as several intrinsic factors (i.e., biological and genetic factors) cause these symptoms and developmental impairments in executive functions (Schellack & Meyer, 2016:22). This has a significant influence on the academic, social and behavioural performances of Grade 1 learners (Colomer *et al.*, 2017; Pascual *et al.*, 2019). Hence, early diagnosis of ADHD is imperative (DoE, 2001:55). In South Africa, ADHD can only be diagnosed by registered practitioners using the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) (APA, 2013). However, Kern, Amod, Seabi and Vorster (2015:3043) accentuate the important role that teachers play in identifying learners who may have ADHD-like symptoms and in referring them for further assessment.

Unlike the medical model where only the remedial teachers were experts, the shift to the social ecological approach to learning barriers requires all teachers to play a pivotal role in inclusive education. Therefore, White Paper 6, necessitates teachers to offer additional support to their learners – such as curriculum modification; the early identification of instruction and assessment; the adaption of instruction and assessment; and adopting intervention strategies – to accommodate learners with ADHD in the classroom (DoE, 2001). The DBE (DoE, 2001:55) acknowledges that Foundation Phase learners (Grades R-3) should be prioritised for early identification and support as ADHD-type behaviours originate in the early years. De Milander, Schall, De Bruin and Smuts-Craft (2020) conducted a study on Grade 1 learners with ADHD in Bloemfontein, South Africa, that determined limitations regarding learning-related skills, namely numerical skills, reasoning, gestalt, coordination and memory. These skills are essential for academic performance in Grade 1. Therefore, they reaffirm the pivotal role Grade

1 teachers play in the early recognition and support of deficits in learning-related skills that are associated with ADHD.

Swart and Pettipher (2019:19) agree with Bronfenbrenner's bioecological model of human development and Feuerstein's model of mediated learning experience that convey that despite internal barriers, there are also several external barriers to learning. These external barriers are external factors from the environment, such as teacher-aspects that influence teacher-learner interactions, which ultimately impact learner development. These aspects are articulated by Swart and Pettipher (2019:19) as teachers' experiences, knowledge and beliefs of supporting learners with ADHD by use of various support strategies, and which can cause learning difficulties when insufficient or inappropriate. Subsequently, in this study the researcher examines external factors that influence the ecological system, with the learner with ADHD at the centre. These aspects are teachers' education, training and support services; Grade 1 teachers' experiences (including their knowledge, perceptions, attitudes and beliefs); support strategies; and the influence of Grade 1 teachers' experiences on their use of support strategies.

Pre-service and in-service training and support services define the experiences of teachers in supporting learners with ADHD. Pre-service training consists of inclusive education training that student teachers receive at South African universities or colleges while studying. In-service education and training (INSET), on the other hand, involves formal guidance that teachers receive during training sessions such as workshops or seminars. Support structures that Education White Paper 6 has mapped out as a pivotal aspect of implementing inclusive education in mainstream schools, consist of district-based support teams (DBST) and school-based support teams (SBST) (Nel *et al.*, 2016; Landsberg & Matthews, 2019). These teams' members and their roles are mapped out in the literature. In addition to these support structures, the screening, identification, assessment and support (SIAS) process has been developed as a tool to guide learner support (Nel *et al.*, 2016). According to the DBE (2014), the SIAS document stipulates the process for identifying, assessing and supporting learners with barriers to learning. It appears that even though White Paper 6 and SIAS offer guidelines for successfully implementing inclusive education in mainstream schools, neither gives teachers in mainstream classrooms clear or specific guidelines to follow regarding classroom management and support of learners with ADHD (Loedolff, 2019:45). Therefore, support from different role-players in supporting learners diagnosed with ADHD is essential. Conclusively, the socio-ecological model advocates that inclusive education can be enhanced when the different role players share resources and expertise (Swart & Phasha, 2019). These role players can include families, teachers, school-based support teams, district-based support teams and non-governmental community organisations (Swart & Pettipher, 2019). By sharing

their knowledge and experiences with one another, they can build on their own knowledge and understanding regarding the management and support of learners with ADHD.

Literature proves that adequate pre-service and in-service training and support from different role-players have a positive effect on teachers' knowledge of and attitudes towards identifying and supporting learners with ADHD in the classroom (Martinussen, Tannock & Chaban, 2011; Al-Omari, Al-Motlaq & Al-Modallal, 2015; Liang & Gao, 2016; Campos *et al.*, 2017; Latouche & Gascoigne, 2019; Mosito, Adewumi & Nissen, 2020). In attempting to raise the level of teachers' knowledge of and appropriate attitudes towards addressing barriers to learning, White Paper 6 has envisaged "access for teachers to appropriate pre-service and in-service education and training and professional support services" (DoE, 2001:29). However, it appears that even though progress has occurred toward an inclusive education system in South Africa, teachers still lack appropriate education, training and support in accommodating learners with barriers to learning, such as ADHD, in mainstream classrooms (Dreyer, Engelbrecht & Swart, 2012; Potgieter-Groot, Visser & Lubbe-De Beer, 2012; De Jager, 2013; Sciutto *et al.*, 2015; Landsberg & Matthews, 2019:91; Mosito *et al.*, 2020).

It seems that not having sufficient knowledge and understanding of ADHD is the most substantial challenge of educators in supporting learners with ADHD in the mainstream classroom (Sikotane, 2016:25). The lack of appropriate knowledge by teachers is foregrounded by Kern *et al.* (2015) where the understanding of ADHD by 130 Foundation Phase teachers from mainstream private and public schools in South Africa has been explored. These teachers' understanding of ADHD appeared limited to the behaviours displayed by learners such as an inability to sit still, remain focused, complete work and sustain concentration. De Sousa (2020) concurs, given the findings in her study on 100 primary school teachers in public schools in Johannesburg, South Africa. The results of this study confirm that some teachers have inadequate and insufficient knowledge of ADHD. De Sousa (2020) stresses that teachers in this study seem to be more knowledgeable regarding the symptoms of the condition than the associated treatment of ADHD. Therefore, it is evident that teachers are inadequately informed about strategies for supporting learners with ADHD (Kern *et al.*, 2015; De Sousa, 2020).

Teachers' level of ADHD-related knowledge influences their perceptions of learners with ADHD (Yarde-Leavett, 2018:5). Kern *et al.* (2015:3044) emphasise the importance of studying research on teachers' perceptions of ADHD nationally since culture plays a role in individual perceptions of ADHD. South African studies (Perold *et al.*, 2010; Etchells, 2015; De Sousa, 2020) that demonstrate a lack of knowledge of ADHD in primary school teachers show a high rate of misperceptions. They also display excessively negative perceptions of learners with

ADHD. These learners are typically seen as disorganised and troublesome, as having a negative impact on the classroom environment (Loedolf, 2019; De Sousa, 2020). Sikotane (2017) adds that learners with ADHD are frequently perceived as having difficulty organising their schoolwork and perpetually requiring support and motivation. Only one study noted some participants who displayed a positive perception of learners with ADHD (Nombuso, 2016:60). These perceptions have a major effect on teacher-learner interaction. Hence, teachers must reflect on their perceptions of ADHD to prevent their perceptions from serving as barriers to learning for learners with ADHD (Kern *et al.*, 2015:3047).

National and international studies reveal that higher knowledge of ADHD and learning support for learners with ADHD leads to more positive perceptions of themselves and fewer negative attitudes towards supporting learners with ADHD (Lasisi *et al.*, 2017; Poznanski *et al.*, 2018; Braude & Dwarika, 2020; Yoro, Fourie & Van der Merwe, 2020). Teachers' positive perceptions of themselves, and their positive attitudes and willingness to support learners with ADHD, not only affect the learners' behaviour and uplift academic success, but also the parents' attitudes towards supporting their children (McKnight, 2015:16). It is important that parents display a willingness and positive attitude towards supporting their children with ADHD and collaborating with teachers. Parental involvement plays a pivotal role in rendering support regarding planning, learning and implementation of inclusive activities (DoE, 2001:50; DoE, 2014). White paper 6 further elaborates that parents should not only have positive attitudes but should also be equipped with information, skills and counselling to provide the most efficient and effective support (DoE, 2001:50).

As it is evident that teachers lack knowledge and experience with support strategies to support learners with ADHD in the mainstream classroom, an investigation on support strategies was needed. The researcher has investigated three major types of support strategies – behavioural, academic and social support strategies – as it suits the recommendations of Feuerstein and Feuerstein's (1991:13) MLE model that frames the research study (*cf.* 1.6 Conceptual framework). Gaastra, Groen, Tucha and Tucha (2020) insist on three types of behavioural management strategies for learners with ADHD: antecedent-based strategies, consequent-based strategies and self-management approaches. Antecedent strategies are strategies that relate to the classroom structure, for example the physical structure and the schedule structure (Rief, 2016). Consequent-based strategies involve altering environmental incidences after a specific behaviour to enhance or increase the occurrence of that behaviour (DuPaul, Weyandt & Janusis, 2011:37). Research proves that daily report cards, response costs and behavioural contracts are the most effective behavioural management strategies to support learners with ADHD in the classroom (Curtis *et al.*, 2013; Rief, 2016). According to Reid and Johnson (2012:204,205), self-management strategies include a group of five

strategies, namely self-monitoring, self-management, goal-setting, self-reinforcement and self-instruction, that the teacher can implement in the classroom (DuPaul *et al.*, 2011:37). DuPaul *et al.* (2011:37) explain that this is beneficial to teach learners with ADHD methods to manage, monitor, record or assess their behaviour or academic performances.

There is growing evidence in research that Computer Assisted Instruction (CAI) and peer tutoring are effective support strategies for directly addressing the academic deficits that learners with ADHD experience (Stoner, 2014; Botsas & Grouios, 2017). Botsas and Grouios (2017) define CAI as an instructional situation during which learners are individually taught by means of a computer. DuPaul and Stoner (2014) define *peer tutoring* as a strategy that entails two learners to collaborate during an academic task, while one learner provides support, instruction or response to the other learner, as a teacher.

According to Callesen, Faltinsen and Gluud (2019), while pharmacological treatment can reduce the symptoms of ADHD, it does not solve the difficulties inherent in social interactions. This has led to the design of social skills development strategies that specifically target peer relationships. Social skills training (SST) is a social strategy recommended to enhance the social skill impairments of learners with ADHD. Rief explains that social skills training includes training in small groups to address the difficulties within their interpersonal relationships (Rief, 2016:37). Literature proves the many beneficial effects that these strategies have on the performance of learners with ADHD in the classroom (Corkum, Corbin & Pike, 2010; Jijina & Sinha, 2016; Beets, 2019). These strategies, as well as their benefits, are discussed in this study.

There have been a variety national and international studies undertaken wherein researchers argue the benefits and challenges of different support strategies dealing with learning and learners with attention-deficit/hyperactivity disorder (ADHD) in the Foundation Phase. Yet, there is a scarcity of literature focusing particularly on Grade 1 teachers' voices regarding their knowledge, beliefs and experiences in implementing support strategies to enhance the learning of Grade 1 learners diagnosed with ADHD, particularly in the Western Cape. Moreover, it appears that only minimal training is provided by the Department of Basic Education regarding support strategies to enhance the teaching and learning of learners with ADHD in the Grade 1 classroom. It is for these reasons that the researcher finds it necessary to acquire a knowledge base on recommendations in how to support a learner with ADHD in her Grade 1 classroom. It is envisaged that these recommendations will assist Grade 1 teachers with the implementation of support strategies to enhance the teaching and learning of learners diagnosed with ADHD in their mainstream classrooms in the West Coast district in the Western Cape.

1.8 Research design and methodology

The research design and methodology chosen to address the research problem and to answer the research question are briefly described in this section. The implementation of the research design and methodology will be described in depth in Chapter 4 to ensure qualitative data authentication.

Mukherjee (2020:8) insists that a study's research design should present a complete yet flexible framework that guides all subsequent steps to achieve the research aims and objectives. This research study centres around understanding Grade 1 teachers' experiences of supporting learners diagnosed with ADHD. To voice and share teachers' experiences, knowledge and beliefs regarding supporting learners with ADHD in their Grade 1 classrooms, the researcher is employing an exploratory, interpretive, interactive, qualitative case study. Through this study's research design reflects an exploratory, interpretive, interactive, qualitative case study, the researcher will attempt to address the research problem and adequately answer the research question: What are Grade 1 teachers' experiences of supporting learners with ADHD? See Table 1.1: Research design.

Table 1.1: Research design

Research design	
Research approach	Qualitative
Research paradigm	Exploratory, interactive and interpretive
Mode of interactive enquiry	Case study
Method	Adapted Interactive Qualitative Analysis (IQA) systems method

As the research methodology pervades an entire research study, Mukherjee (2020:20) articulates the importance of selecting a sound research methodology relating to the research design. A research methodology is an approach that encompasses processes, principles, procedures and techniques to seek answers to the research questions and a solution to an identified research problem (Mukherjee, 2020:20). Table 1.2 summarises the research methodology which will be utilised during this study.

Table 1.2: Research methodology

Data collection techniques: Unstructured focus group interview Field notes of class visits Semi-structured individual interviews			
Site and participant selection: purposive convenience sampling	Method of Data Collection	Recording/ Documenting	Number
12 Grade 1 teachers	- Unstructured open-ended focus group interview	- Transcription - Audio tape recording	1
Six Grade 1 teachers	- Field observations of class visits	- Field notes	6
Six Grade 1 teachers	- Semi-structured individual interviews	- Field notes - Audio tape recording	6
Data analysis		<ul style="list-style-type: none"> - Transcription of unstructured open-ended focus group interview - Transcription of individual interviews - Transcription of field notes - Verification of transcripts by participants - Organising and coding themes using ATLAS.ti9 - Zhang and Wildemuth's (2017) qualitative content analysis for identifying patterns amongst themes 	
Data interpretation		<ul style="list-style-type: none"> - Unstructured open-ended focus group interview - Semi-structured individual interviews - Field notes of field observations 	

1.8.1 Research approach: qualitative

This research study is grounded in a qualitative research design with the focus of obtaining rich descriptions from Grade 1 teachers on their knowledge, beliefs and experiences of supporting learners with ADHD in the mainstream classroom (Okeke, 2015:209). This focus coheres to the central endeavour of qualitative research that is, according to Merriam and Tisdell (2015:6), to

[Understand] how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.

Hence, the qualitative research approach is chosen with the specific aim of understanding Grade 1 teachers' experiences, knowledge and beliefs regarding implementing support strategies to support learners with ADHD in the mainstream classroom. By employing qualitative research, the researcher has been able to determine the teachers' experiences of supporting learners diagnosed with ADHD to understand their implementation of support strategies in the mainstream classroom.

1.8.2 Research paradigm: interpretive, exploratory and interactive

The researcher has chosen to work within an interpretive paradigm as it enables her to interpret and describe Grade 1 teachers' knowledge, subjective beliefs and experiences of supporting Grade 1 learners diagnosed with ADHD in the mainstream classroom (Nieuwenhuis, 2016a:60). This therefore allows her to ascertain the challenges that Grade 1 teachers encounter when supporting learners diagnosed with ADHD in mainstream classrooms, and to interpret how Grade 1 teachers' knowledge, beliefs and experiences impact their implementation of support strategies. Moreover, the researcher has explored what meanings Grade 1 teachers give to their actions of supporting learners with ADHD and what issues concern them (Check & Schutt, 2012:11). Hence, the research is exploratory in nature and the exploratory paradigm is implemented. While exploring and interpreting data, the researcher compares five components of a research study: the study's aims, research questions, conceptual framework, research methods and trustworthiness (Schoonenboom & Johnson, 2017:121). Therefore, she is interactively involved during the research process and an interactive paradigm is added (Khaldi, 2017:22).

1.8.3 Mode of enquiry: case study

Yin (2018:45) defines a *case study* as an approach that investigates an existing phenomenon (a 'case') in depth and within its everyday context. Therefore, according to Strydom and Bezuidenhout (2014:179), it provides an in-depth understanding of a particular experience of a participant. Yin (2018) adds that this particular experience occurs in a specific context, and so consequently, the context is also significant. The 12 Grade 1 teachers who participated in this study played a crucial role in ascertaining a case as they all share a similar bounded system as qualified Grade 1 teachers who have experience in supporting learners with ADHD in mainstream classrooms, as well as currently having learners with symptoms of ADHD in their classrooms (Merriam & Tisdell, 2015:39). Hence, the researcher will make use of a case study design to explore and describe Grade 1 teachers' knowledge, beliefs and experiences when they support learners with ADHD in their Grade 1 classrooms. According to Yin (2018), a pivotal strength of a case study is that it utilises multiple sources of data collection for data to be triangulated. Data obtained through multiple data collection instruments are compared and thus, an interactive qualitative analysis method is included as a research method.

1.8.4 Research methods

The researcher has employed an adapted interactive qualitative analysis: a systems method for qualitative research, or IQA (Northcutt & McCoy, 2004:43), for the purpose of this interpretive, exploratory and interactive case study. The interactive qualitative analysis (IQA) method by Northcutt and McCoy (2004) is a method which can be utilised in a qualitative

research approach that is anchored in the social construction of phenomena (Smith, 2005:481).

A typical characteristic of the IQA method is that the data collection and data analysis take place concurrently (Northcutt & McCoy, 2004). By employing an IQA method, the researcher envisages collecting rich and in-depth data from participants in an open-ended focus group interview, whereby they voice their own experiences, knowledge and beliefs in a brainstorming activity (*cf.* 1.8.6 Data collection). Subsequently, data analysis occurs when the participants in the focus group interview sort the brainstorming activity post-its/note cards (segments) into clusters of meaning, called 'affinities', which the researcher prefers to call 'themes' (Northcutt & McCoy, 2004:44). Thereafter, a refining step takes place when the participants give names to the themes (Northcutt & McCoy, 2004d:15). Further data is obtained when the participants provide a description of each theme. In this study, the researcher noticed that several themes display a collective view, and therefore she prompted further clustering of groups by asking the participants whether certain themes could be grouped together. This led to the establishment of categories. The outcome of the data collection emanates into an interview framework which will be used to collect data during the individual interviews. The interview framework will also direct the observations of classroom activities regarding Grade 1 teachers' experiences, knowledge and beliefs.

The researcher has deviated from Northcutt and McCoy's method (2004) by adding four adaptations to the method in an effort to realise the study's aims and objectives. This research study is more focused on understanding, describing and interpreting participants' knowledge, beliefs and experiences. This focus contrasts with Northcutt and McCoy's (2004:197) focus on systems relationships. The first adaptation occurs when the researcher abandons the theoretical coding process during the focus group, which expects participants in the focus group to theoretically code the categories of meaning (or 'affinities') by analysing and "identifying their own perceived relationships of influence amongst these affinities" by stating "propositions" (explained as "statements of cause and effect") (Northcutt & McCoy, 2004:44,47). The second adaptation involves the use of a Scientific Software Program Computer-Aided Qualitative Analysis Software (CAQDAS), called ATLAS.ti9, to organise and manage the data collected during the focus group interview. The researcher adds field observations as another component to Northcutt & McCoy's research components and more specifically, to the data collection methods, which embodies the third adaptation. The researcher adds Zhang and Wildemuth's (2017) qualitative content analysis technique to analyse data as a final adaptation. These adaptations are explained in more detail according to the procedural steps of the IQA, in CHAPTER 4: METHODOLOGY.

The sampling method used for site and participant selection is chosen after considering the research problem, the research aims and the research questions (Northcutt & McCoy, 2004:76). The researcher has made use of a non-probability sampling method, typically associated with qualitative research studies since generalisation of results to a larger population is not an aim of this study (Pascoe, 2014:137). Furthermore, the researcher considers a purposive convenience criterion as the most suitable case sampling. This sampling method is chosen as she selected schools based on convenience due to their geographic location and purposefully selected participants from those schools who are deemed by the researcher to be the best-equipped participants to answer the research question (Check & Schutt, 2012:104).

In agreement with Northcutt and McCoy's (2004:87) requirements for implementing a focus group, as well as in agreement with the categorisation of schools according to the DBE (2019), the researcher has selected 12 Grade 1 teachers from five public schools (each school categorised under a different quintile) and one private school from the West Coast Education District, South Africa, to partake in a focus group interview. Thereafter, she purposefully selected six teachers from the focus group interview of participants to represent a quintile school and an independent school in an individual interview and field observation.

1.8.5 Data collection

In line with the IQA, data collection entails a three-phased data collection process. Data is generated and collected from the participants partaking in an unstructured focus group interview, semi-structured open-ended individual interviews and field observations in endeavouring to obtain answers to the research questions.

The first phase of data collection includes an unstructured focus group interview. According to Northcutt and McCoy (2004:85), the purpose of this focus group is "to capture the perception of a phenomenon by a group of people who all have something in common". Therefore, the purpose of this study's focus group is to share Grade 1 teachers' experiences with respect to ADHD and support strategies to support Grade 1 learners with ADHD. This phase of data collection has commenced with 12 participants in a silent brainstorming activity regarding the knowledge, beliefs and experiences for supporting learners with ADHD in the Grade 1 classroom. The researcher has functioned as the facilitator during the focus group interview and led the subsequent activities. She has encouraged the participants to silently brainstorm and to individually generate as much information as possible (on flashcards) regarding each of the three research statements, which she has posed one by one. This data collection activity required the participants to group and code the data into themes with descriptive paragraphs or definitions as well as into categories where necessary. The themes, with their segments and

descriptive paragraphs, will form an interview framework which will be used to direct the semi-structured open-ended individual interviews and guide the field observations.

The second phase of data collection has focused on the data documented on how learners with ADHD have been supported in six mainstream Grade 1 classrooms during the field observations. The themes in the interview framework have guided the researcher's observations when the researcher took field notes on how learners with ADHD are supported in a Grade 1 classroom from each quintile (quintile 1 to 5), as well as from an independent school. Therefore, the researcher has taken on the role of a non-participant observer during the field observations, as she has collected data entirely by observing and writing field notes but not participating in the scene, as it has occurred in the participants' reality.

The third and final phase of data collection commenced with an individual interview with each participant after the completion of the field observation. The researcher/interviewer has captured data by taking notes during each of the six individual interviews and by making an audio recording of the interview. The interview questions have been formulated based on the themes developed by the focus group members (Northcutt & McCoy, 2004:48). Therefore, the data generated from the focus group has acted as an interview framework.

1.8.6 Data analysis

Data analysis in this research study is implemented in two consecutive stages. Stage one entails the data analysis of the unstructured open-ended focus group. Northcutt and McCoy (2004:98) argue that inductive and deductive coding takes place simultaneously with the data collection process during the focus group. Hence, the analysis of data begins with inductive coding by the participants (Northcutt & McCoy, 2004:47). Inductive coding refers to raw, specific data that is used in an analysis to develop themes without using a preconceived conceptual framework (Bezuidenhout & Cronje, 2014:234). During the focus group interview, the participants not only generate thoughts, ideas, perceptions, feelings and beliefs during a silent brainstorming activity in which they write their produced data on cards (themes). They are also actively involved in inductive coding when they sort these brainstorming cards into groups with similar meanings or shared ideas.

The participants commenced with deductive coding when they were invited to give a theme or title to the groups they had generated, as well as a descriptive paragraph for each theme (Northcutt & McCoy, 2004:98). These themes and descriptive paragraphs formed an interview framework. The interview framework was used during the individual interviews and field observations in the classrooms to focus the data collection of these two data collection methods. Data analysis of the individual interviews was undertaken as the researcher and

participant discussed each theme and its explanatory paragraph. The participant confirmed or altered what the focus group had generated as an interview framework. The data added to the existing interview framework were presented as emergent themes.

Stage two commences with eliminating Northcutt and McCoy's (2004:47) theoretical coding and replacing it with Zhang and Wildemuth's (2017) qualitative content analysis technique to analyse the data gathered from the individual interviews and field observations. Zhang and Wildemuth's (2017) qualitative content analysis technique advises that data analysis should start with the preparation of data. During stage one, the data preparation is finalised when the researcher transcribes the categories and themes with their segments and descriptive paragraphs in a table format. This forms the interview framework for the individual interview and field observations. The preparation of data for stage two entails an adaptation to Northcutt and McCoy's IQA data analysis techniques (2004), whereby the researcher utilises computer-aided qualitative data analysis software (CAQDAS), called ATLAS.ti9. The reason the researcher has incorporated ATLAS.ti9 in stage two is that ATLAS.ti9 provides the researcher with a platform for storing large amounts of qualitative data collected from a variety of data sources, as well as for assigning and searching for codes in a quick and orderly fashion (Friese, 2014:1). Subsequently, the ATLAS.ti9 is incorporated in the second stage of data analysis.

The researcher adapted the eight steps set forth by Zhang and Wildemuth's (2017) qualitative content analysis technique, according to the purpose of the study. These steps and what they entail are thoroughly discussed in CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY.

1.8.7 Researcher's role

The researcher has maintained the role of an administrator as well as a facilitator during the focus group interview and the individual interviews. The researcher's role as an administrator has entailed the planning, organising and management of the administration of the focus group interview. Moreover, it has included the preparation and signing of all consent forms by the participants of the focus group, individual interviews and field observations. Administration has further included the booking of the venue for the focus group interview, the provision of the necessary stationery, and ensuring that audio tapes are available during the focus group and the individual interviews for the audio recordings.

During the IQA process, the researcher's role has changed from an administrator to a facilitator. According to Northcutt and McCoy (2004:44), the main role of the facilitator is "to serve as a process guide, focusing the group on the work of creating and organising the ideas created during the brainstorming session". Therefore, the researcher has acted as a participant-observer. Okeke (2015:209) stresses that participant observation requires "the researcher's continuous involvement with the natural setting of the participants under study".

The researcher's role as a participant-observer during the focus group interview has changed to that of a non-participant observer during the field observations in the classrooms. According to Chitiyo, Taukeni and Chitiyo (2015:285), the researcher "observes the participants with no intention of participating in their setting's activities".

During this study, the researcher has also assumed the role of an analyst. Efron and Ravid (2013:166-167) explain that the researcher analyses data during and after the data is collected in an effort to answer the research questions.

1.8.8 Methodological rigour

According to Merriam and Tisdell (2015:242), *methodological rigour* refers to what the researcher can do to ensure trustworthiness in the study. To limit the influence of the researcher's subjectivity on the research study's findings, she has employed criteria, recognised by Lincoln and Guba (1985) and set forth by Koonin (2014), to ensure trustworthy results. This section addresses the particular aspects of interpretive qualitative research concerning the criteria of trustworthiness, including credibility, dependability, confirmability and transferability (Koonin, 2014), as well as ethical considerations that ensure a rigorous study.

1.8.8.1. Trustworthiness

The credibility of a research study is increased by implementing five strategies: triangulation, member checks, adequate engagement in data collection, reflexivity (or researcher's position) and peer review (or peer examination) (Tisdell, 2015:244-249). Triangulation was implemented by using multiple data collection methods – focus group interview, individual interviews and field observations – as well as multiple data sources such as audio recordings and field notes. The credibility of the study's findings was further guaranteed by giving the participants a copy of the interview framework established by the focus group, as well as of the transcriptions from the audio recordings of the individual interviews. This was done to check whether the findings were accurately captured (Okeke, 2015:219). Ample engagement in data collection was ensured by selecting a suitable number of sites and participants and an adequate amount of time to participate in each stage of data collection. The researcher further enhanced the research study's credibility by addressing and explaining her own dispositions, biases, assumptions, experiences and theoretical orientation regarding the phenomenon under study. Each chapter of the research study was submitted to the researcher's supervisors after completion, and the final research study was submitted to a critical reader to check that the data collected and analysed coincided with the results and therefore was plausible.

The implementation of triangulation has also improved the dependability of results as follow-up interviews were used to check the authenticity of participant insights that emerged during

the focus group, and field observations were used to check the authenticity of participant answers to the individual interview questions. The dependability of data analysis was enhanced by providing an audit trail. The researcher has kept an audit trail of the transcripts of the raw data, of the data analysis, and of the results in the project's database on ATLAS.ti9, for the independent readers to follow and to authenticate the study's findings.

Confirmable results require an absence of bias (Burke & Soffa, 2018:156). The researcher limits bias by utilising the adapted IQA method which entails the use of various data collection methods (triangulation) and an audit trail through ATLAS.ti9, minimising researcher bias. During the focus group, the researcher acts only as a designer and facilitator of the focus group; the participants generate the data. She is interested in the participants' knowledge, beliefs and experiences of the phenomenon, not her own. The adapted IQA method also entails the results of the focus group to act as a framework for the individual interviews which also limits bias.

Transferability of the findings has been strengthened by the researcher by stating the maximum variation of participants and sites selected for the research study, and by providing rich, thick descriptions of the study's findings (Merriam & Tisdell, 2015:256). The nature of this study indicates that the findings are not generalisable across populations, but findings are generalisable across similar contexts with underlying connections (Cohen, Manion & Morrison, 2018:284).

1.8.8.2. Ethical considerations

All ethical considerations and professional standards specified by Cape Peninsula University of Technology (CPUT) were adhered to. The researcher initially obtained ethical clearance from the Education Faculty Ethics Committee (EFEC) at CPUT (*cf.* Appendix B). Thereafter, a completed application form was sent to the Western Cape Education Department requesting permission to conduct research in Grade 1 classrooms in primary schools in the West Coast Education District (*cf.* Appendix C). The WCED has granted permission to conduct this study (*cf.* Appendix D). Once permission was granted, the researcher contacted schools in the West Coast Education District to invite the Grade 1 teachers to participate.

Prior to this study, informed consent was obtained from principals and teachers (*cf.* Appendix E), as well as parents (*cf.* Appendix F) of learners from the selected schools. Informed consent was obtained by providing the participants with descriptive information of the research, including the title of the research study, the procedures, any anticipated risks to the participants, the benefits expected to come from it, and any compensation offered. The informed consent also included how confidentiality would be maintained and the withdrawal of

the study at any time without consequences (Cohen *et al.*, 2018:125). The informed consent form was e-mailed to the prospective participants and signed by those who gave consent to participate in the study.

The privacy and anonymity of the participants and their schools were protected by not revealing their true identities in any form of writing or report related to this research. This was ensured by the use of special identifying codes, called pseudonyms, to protect participants and schools, for example, Participant 1 and School 1. The obtained data are treated as confidential and were only viewed by the researcher and her supervisors. Once the study is concluded, the collected data will be stored on a password-protected computer to minimise the risk of access by unauthorised persons, and the original data (hard copy) will be destroyed.

1.9 Organisation of the study

Chapter 1: Introduction and overview

In this chapter, the researcher provides an introduction and overview of this study by stipulating the research problem, the main research question and sub-questions, the aims and sub-aims, as well as the objectives of this study. The study's conceptual framework is introduced, as well as a discussion of the background of the study and an overview of the study's literature review. The research design and methodology outline the design and methodological choices. The researcher's role is specified. Lastly, trustworthiness and ethical considerations are discussed.

Chapter 2: Conceptual framework

Chapter 2 discusses the two models used to frame this study and direct the research within the literature review. The first section discusses Bronfenbrenner's bioecological model of human development and its relevance to this study. The second section describes Feuerstein's model of mediated learning experience and its significance to this study. The final section stipulates the interconnections between these two models and how these link to this study.

Chapter 3: Literature review

Chapter 3 presents a literature review for this study based on the concepts that the researcher identified by investigating the conceptual framework of this study. Initially, the researcher explores the background of education in South Africa. Then, she researches and stipulates literature on the concept of ADHD as a barrier to learning. Thereafter, previous literature on education, training and support services provided to teachers on supporting learners with ADHD in the mainstream classroom is evaluated and synthesised. Published research on Grade 1 teachers' experiences with supporting learners with ADHD in the mainstream classroom, as well as ADHD support strategies, are also explored. Lastly, the influences of the

teachers' experiences on their choice of support strategies are explored through previous literature to understand their implementation of ADHD support strategies.

Chapter 4: Research design and methodology

Chapter 4 describes the study's research design and methodology, outlining the methodological choices regarding data collection and analysis. In conclusion, it addresses the concerns related to trustworthiness and ethical considerations to ensure the methodological rigour of this study.

Chapter 5: Data analysis and findings

Chapter 5 firstly portrays the outline for the data analysis. Then the data is presented and analysed according to the data analysis outline to elucidate the research findings. Lastly, interpretations are made of the empirical findings in relation to the research questions. As a result, the questions are answered by linking the data analysis, juxtaposed with literature references, to the conceptual framework.

Chapter 6: Conclusions and recommendations

The final chapter draws conclusions from the research findings concerning the research questions and indicates the contributions and limitations of the research study. It also provides recommendations to the Department of Education, Provincial Department of Education district offices, teacher training institutes, Grade 1 teachers and parents, as well as recommendations for future research.

CHAPTER 2

CONCEPTUAL FRAMEWORK

2.1 Introduction

The researcher attempts to answer the study's main research question – What are Grade 1 teachers' experiences of supporting learners with ADHD? – as well as its three sub-questions: What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?; What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?; and How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD? To address the study's main research question and its sub-questions, the researcher refers to current literature relating to these research questions. This lays a foundation on which the study is built. Therefore, this chapter presents the study's conceptual framework, providing an overview of the two models and the interconnections between them that are used to frame this study, directing the research within the literature review. Dakwa (2015:305) insists that a conceptual framework for research is significant as it includes concepts, models, beliefs, assumptions and expectations that inform the study. The integration of both Bronfenbrenner's bioecological model of human development and Feuerstein's model of mediated learning experience in the conceptual framework of this study establish guiding principles and an appropriate perspective through which the topic is examined to answer the research questions (Bezuidenhout, 2014).

2.2 Bronfenbrenner's bioecological model of human development

Urie Bronfenbrenner was a developmental psychologist who sought to understand the ecology (known as environmental science) of human development and education (Bronfenbrenner, 1979; McLinden *et al.*, 2016:185). According to Swart and Pettipher (2019:11), understanding the interactions, influences and interrelationships between the individual learner and multiple other environments that are linked to development and education is a major challenge. Bronfenbrenner (1979) developed an evolutionary model, the ecological systems model, to support researchers with this challenge. The ecological systems model provides researchers with a framework to identify factors in different levels of the environment that directly or indirectly influence a child's development and to investigate the influences of these factors on one another (Anderson *et al.*, 2014:5).

Bronfenbrenner (1979:3) suggests that it is necessary to consider the ecological environment as "a set of nested structures, each inside the next, like a set of Russian dolls" with the smaller dolls placed within the bigger dolls. The ecological systems model referred to these structures as five different ecological systems that influence a child's development, namely the microsystem, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner,

1994:39). Bronfenbrenner (1979) demonstrates these five systems as a “hierarchy of concentric circles” surrounding the developing child, each demonstrating social systems that constantly interact with each other and with the individual (Hertler *et al.*, 2018:325). Swart and Pettipher (2019:11) explain that what happens in one system will affect and be influenced by the other systems within it. Figure 2.1 displays the ecological systems model of Bronfenbrenner (1979) as a hierarchy of concentric circles with the child situated within the five ecological systems.

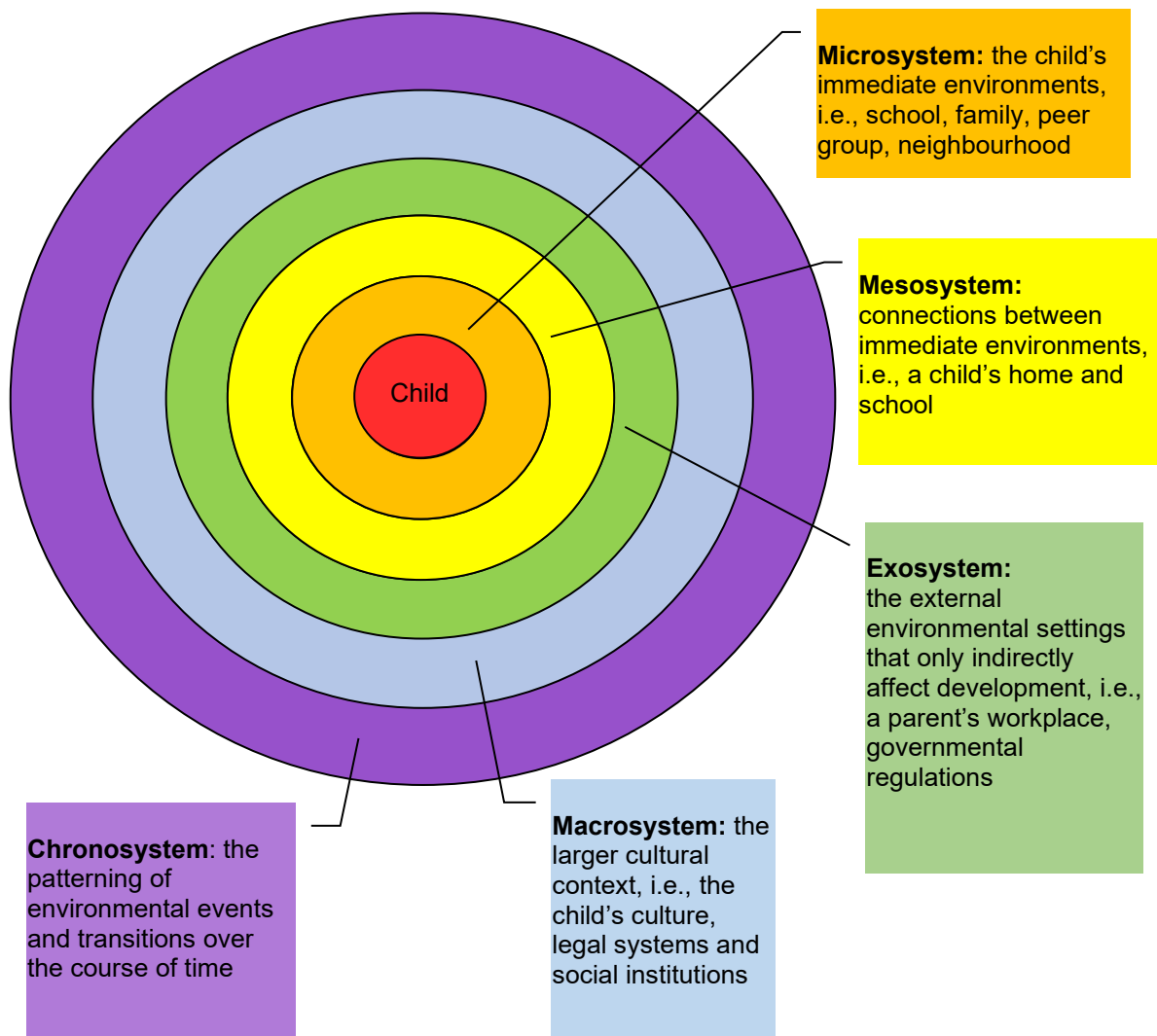


Figure 2.1: Bronfenbrenner's ecological systems model (adapted from Gray & MacBlain, 2015:123)

The microsystem is the innermost layer which includes immediate contexts in which the individual participates (e.g., home and school), as well as the direct interactions with people

within these contexts (Kamenopoulou, 2016:516). A child's development is influenced by experiences in these immediate settings that the child encounters on a daily basis, including interpersonal relationships (defined by interactions) with family, peers and teachers (Helle-Valle, Binder & Stige, 2015; Nel *et al.*, 2016:3). Nand (2017:56) explains that these interactions in a microsystem are bi-directional, meaning that how a child is treated by others influences reactions, and vice versa.

The mesosystem, the second layer in Bronfenbrenner's ecological systems model, comprises the interconnections or interactions among two or more microsystems, influencing the child through bi-directional exchanges, such as communication patterns and relationships (Algood, Harris & Hong, 2013:129; Sheridan & Wheeler, 2017:674). Algood *et al.* (2013:129) explain that experiences involving one microsystem (e.g., parent-child relations) may influence another microsystem (e.g., teachers-child relations). Therefore, communication between parents and the teacher of a child with ADHD is extremely important (Cilliers, 2018).

The exosystem, the third layer, is valued as an external influence (not directly related to the microsystem) that still impacts the child's development (Kamenopoulou, 2016:516; Boulanger, 2019:222). Examples are policy and legislation such as decisions made by the School Governing Body (SGB) and the parents' workplace (Kamenopoulou, 2016:516). A change in parental work hours, for example, may influence the time they are available for their children. This may influence the child on an emotional and social level, thereby influencing the child's development. If the SGB (which consists of parents, teachers and non-teaching staff) sets educational policies, such as policies that restrict learners from being accommodated in special needs classes, this will also influence the learners' development. Nel *et al.* (2016:3) emphasise the importance of teacher support by conveying that if the teacher is not supported by colleagues and other professionals, this also has an impact on their experiences and knowledge of supporting learners with ADHD. This may likewise influence the decisions made by the teachers in supporting learners with ADHD, which can then influence learner development.

The macrosystem is the fourth layer of the model. According to Algood *et al.* (2013:130), Bronfenbrenner apprehended the macrosystem layer as the larger society which influences all the other lower systems, namely the micro, meso and exosystems. It involves political systems and laws, cultural values and beliefs, customs and material resources (Algood *et al.*, 2013:130; Nand, 2017:57). The macrosystems in South Africa include extrinsic barriers to learning (contextual), namely, socio-economic barriers such as poverty and unemployment, nutritional issues, unsafe building environments and schools, negative attitudes towards psychiatric

disorders by the society, and inappropriate and inadequate provision of support services (DoE, 1997; Mazibuko, Flack & Kvalsvig, 2019).

The final layer within Bronfenbrenner's ecological systems model is the chronosystem. According to Nand (2017:57), the chronosystem highlights the significance of the influence of time and space on child development through the other four levels (micro, meso, exo and macro) of the ecological systems model. Parron (2017:201) explains that an individual's chronosystem includes life transitions that occur as either normative or non-normative. Normative transitions appear within culturally expected occasions such as entering school and entering puberty (Parron, 2017:201). Non-normative transitions involve unexpected disturbances affecting an individual's development through time, such as moving, the death of loved ones and changes in income (Parron, 2017:201). Kamenopoulou (2016:516) summarises that the chronosystem comprises "changes in all systems and their members across time".

With regards to the main aim of this research, to establish Grade 1 teachers' experiences of supporting learners with ADHD, the researcher uses Bronfenbrenner's ecological systems model (1979) as a lens through which to conceptualise and examine the different factors within the different 'systems' that influence the teacher's experiences of supporting learners with ADHD. The teacher-learner relationship is also influenced by the learner's development. The microsystem and mesosystems of Bronfenbrenner's model include internal and external factors that directly influence the teacher's interaction with the learner and consequently influence the learner's development. The microsystem and the mesosystem are therefore the two systems that suit the aims and objectives of this conceptual framework. Thus, the research study is embedded in these two systems and that which the researcher examined.

The microsystems, for example family, peers, childcare and school, comprise the innermost structure with daily encounters with the learner and have the most direct and greatest impact on the learner (Nel *et al.*, 2016:3). As the primary aim of this study focuses on Grade 1 teachers' experiences and strategies in supporting learners with ADHD, the teacher is placed at the centre of the conceptual framework and subsequently plays a pivotal role as a microsystem. According to Stockigt (2016:9), teachers, pivotal in learner developmental processes, must be an inspiring role model and strive to develop, organise and coordinate the reinforcers within and outside the classroom. Therefore, it is important that teachers build positive and supportive relationships with their learners. Nel *et al.* (2016:3) contend that when the teacher neglects to support the learner within the innermost structure, the learner will already be at a developmental disadvantage. Cross and Hong (2012:958) suggest that Bronfenbrenner's ecological systems model serves as a useful outline for investigating the

influential role of teachers' immediate and distal environments (that is, the environments in which they are embedded) on their teaching experiences. Amod *et al.* (2013) affirm that many factors such as a teacher's classroom experiences, training, knowledge and instructional practices, may influence the teacher's role as an educator, which is to manage, teach and support learners (with or without barriers to learning such as ADHD). According to Amod *et al.* (2013:218), if these factors negatively affect the teacher's performance in the classroom, the teacher may also be a barrier to learning and a risk to the academic, social and behavioural development of learners. Therefore, by undertaking this study on Grade 1 teachers' experiences of supporting learners with attention-deficit/hyperactivity disorder (ADHD), the researcher acknowledges the important influence that these above-mentioned factors have on the performance of teachers and eventually on the performance of learners with ADHD.

Teachers working with learners with ADHD need to be aware of the many aspects outside the classroom that affect the development and behaviour of the learner, as well as how it exhibits in the classroom (Stockigt, 2016:9). Bronfenbrenner and Morris (2006:796) provide an example of such an aspect as ADHD children's parental interactions with them. Parental interactions with their children with ADHD generate the ability, motivation, knowledge and skill to engage in activities. The undeniable influence of parent-child interactions on the ADHD child's development directed the researcher to recognise the parents of the learners with ADHD as yet another microsystem in this study.

Stockigt (2016:9) defines a *mesosystem* as the interaction of two or more microsystems consisting of relationships between friends, social groups, family and teachers. Swart and Pettipher (2019) expound that activities and interactions in the family (one microsystem) may influence teacher-child interaction (another microsystem) in the classroom. Hence, teachers' experiences of supporting learners with ADHD will inevitably involve these learners' parents and their knowledge of and experiences with supporting their children. Cilliers (2018) acknowledges that the teacher benefits from parental involvement in a child's academic performance by receiving the opportunity to understand the child's world by means of obtaining information on the child's family and receiving extensive information on the child. This informative knowledge will effectively shape a teacher's experiences and strategies in supporting learners with ADHD. Thus, a partnership between teachers and parents of Grade 1 learners with ADHD is a crucial element of the mesosystem. The important role of the parents is further expanded as Bronfenbrenner and Morris (cited in Rosa & Tudge, 2013:252) recommend activities to take place "on a fairly regular basis over extended periods of time" for skills to become internalised. By repeating similar support strategies at school and at home, the skills taught to the learners will be internalised. Ultimately, partnerships between teachers

and parents have enormous value because what happens at school influences what happens at home, and vice versa (Cilliers, 2018).

The researcher's analysis of the ecological system model suggests that it provides a useful framework for investigating the influential role of various factors within the immediate and distant environments in which teachers are embedded (e.g., teachers' opinions of ADHD and pre-service training of teachers by educational institutions on ADHD), and on teachers' experiences of supporting learners with ADHD. McLinden *et al.* (2016) explain that this model has two particular strengths: to focus on the characteristics of an individual and to recognise the complex and bi-directional influences of the different ecological systems on individual development, but it also has limitations. According to Hertler *et al.* (2018:327), Bronfenbrenner's ecological systems model failed to comprehend humans as active participants in shaping the conditions in the environment in which they are embedded. Gray and MacBlain (2015:125) add that Bronfenbrenner's model also neglects to consider the psychological needs of individual learners. Bronfenbrenner recognised these weaknesses by acknowledging that his ecological systems model (1979) provided more knowledge about the characteristics of the developmentally significant environments (immediate and distant) than about the characteristics of developing persons (before and after) (Bronfenbrenner, 2005:107). He subsequently ameliorated these weaknesses by revising and extending his model.

The changes made to the ecological systems model started with renaming it to the bioecological model of human development (Bronfenbrenner & Morris, 2006; Hertler *et al.*, 2018). By doing so, his focus on investigating environmental influences on human development shifted to focus on investigating the developmental processes one experiences over time (Anderson *et al.*, 2014). The bioecological model of human development set forth four interacting components – *proximal processes*, *person characteristics*, *context/systems* and *time (chronosystem)* – which must be considered when researching human development in context (Swart & Pettipher, 2019:12). The model is also called the Process-Person-Context-Time (PPCT) model due to its emphasis on these four components. Bronfenbrenner (2005:xv) gives a brief description of these four principal components as follows:

*The developmental **process**, [involves] the fused and dynamic relation of the individual and the context; the **person**, [includes] his or her individual repertoire of bioecological, cognitive, emotional and behavioural characteristics; the **context** of human development, [conceptualise] the nested levels or systems, of the ecology of human development ... ; and **time**, ... [involves] the multiple dimensions of temporality – for example, ontogenetic time, family time, and historical time – constituting the chronosystem that moderates change across the life course.*

Bronfenbrenner and Morris (2006:795) emphasise that the dynamic interrelating relationship among these components. Since there are interconnections amongst these features, Tudge,

Payir, Merçon-Vargas, Cao, Liang and O'Brien (2016:428) advise that all the principal components of the PPCT model should feature in a valid research study that is guided by the bioecological model of human development. As the focus of this study is to establish Grade 1 teachers' experiences of supporting learners with ADHD, the prominence of all four principles is acknowledged in this study. To further clarify these four components, the researcher will discuss each component and address its interrelationships amongst one another in relation to this study.

The *process component*, central to the model, encompasses twofold interactions between the context component (the layers of environments) and the person component (the individual) in a time dimension (a period of time) (Smit, Preston & Hay, 2020:2). These person-environment interactions are called *proximal processes* (Swart & Pettipher, 2019). The first published definition of proximal processes by Bronfenbrenner and Ceci (cited in Tudge *et al.*, 2016:428) gives a thorough explanation of proximal processes as,

human development [that] takes place through processes of progressively more complex reciprocal interaction between an active evolving biopsychological human organism and the persons, objects, and symbols in its immediate environment.

The above description expresses that proximal processes occur in the individual's immediate environment; therefore, it primarily emerges in the microsystem (Swart & Pettipher, 2019:12). Proximal processes in this study comprise constantly evolving interactions between the teachers and the learners with ADHD in the classroom, during school hours.

Smit *et al.* (2020:2) convey that proximal processes have the potential, indirectly and directly, to influence human development. Effective proximal processes result in the biological, physical, cultural, social or psychological development of the individual within the systems (Smit *et al.*, 2020:2). Nand (2017:58) and Swart and Pettipher (2019:12) further elaborate that effective proximal processes actualise individuals' genetic potentials for effective functioning, such as the potentials for different responses and perceptions, and of acquiring skills and knowledge. To the contrary, weak proximal processes fail to recognise genetically based potentials for effective psychological functioning (Nand, 2017:58). Consequently, weak proximal processes can lead to underdevelopment, stagnation and withering for both the individual and the systems (Smit *et al.*, 2020:2). Researchers advise that for proximal processes to be successful, events and activities should regularly take place over a long period of time (Bronfenbrenner & Morris, 2006; Smit *et al.*, 2020:2). These patterns of proximal processes can be seen in teacher-learner activities (Swart & Pettipher, 2019). According to the viewpoint of the bioecological model of development, proximal processes cannot produce effective human development on their own, because they are guided by the characteristics of

the person, the context and by the time period in which these proximal processes take place (Bronfenbrenner & Morris, 2006:795; Swart & Pettipher, 2019:12).

The *person component* includes individuals such as children, family members, parents, teachers, friends and other microsystems (Swart & Pettipher, 2019:12). The person component in this study includes microsystems which are the Grade 1 teachers, the learners with ADHD and their parents. According to Smit *et al.* (2020:2), the abilities of the proximal processes are determined by the personal inherited characteristics or qualities of these individuals. Swart and Pettipher (2019:13) agree, explaining that as these characteristics influence the power and direction of proximal processes and their outcomes, they consequently have the ability to shape the course of future development. The person characteristics that directly influence the proximal processes and support or disrupt development are demand, resource and force characteristics (Swart & Pettipher, 2019:13; Smit *et al.*, 2020:2).

Demand characteristics are factors that have the ability to initiate or disrupt psychosocial progressions of development (Swart & Pettipher, 2019:13). Tudge (cited in Smit *et al.*, 2020) mentions age, skin colour, gender and physical appearance as examples of these characteristics. These characteristics lead other people to form immediate expectations that may influence initial interactions with the individual. Demand characteristics in relation to this study may, for example, be learners who are already labelled with ADHD in Grade R and as they enter Grade 1, this label may influence the teachers' interactions with the learners.

Resource characteristics influence and determine the capability of an individual to engage successfully in proximal processes (Swart & Pettipher, 2019:13; Smit *et al.*, 2020:2). This can include biopsychological developmental resources such as experience, knowledge, skills, abilities, material and social resources (e.g., housing and educational opportunities), as well as developmental liabilities, such as physical impairment, damage to brain function and genetic deficits (Smit *et al.*, 2020:2). Resource characteristics that can influence proximal processes in the context of this study include the teachers' experience, knowledge, skills and abilities to support learners with ADHD in a Grade 1 mainstream classroom as well as educational opportunities and support to enrich these biopsychological developmental resources. It can also include a lack of resources to support these learners. Resource characteristics of the learners with ADHD, such as their opportunities to receive educational support, can also influence proximal processes.

Force characteristics are explained by Swart and Pettipher (2019:13) as dispositions that can activate and sustain the occurrences of proximal processes, for example, motivation,

determination, temperament, responsiveness and curiosity. Swart and Pettipher (2019) also reveal that the occurrences of proximal processes can equally be hindered, suspended or even prevented by force characteristics such as aggression and violence, distractibility, impulsivity, unresponsiveness, shyness and feelings of insecurity. Jackson *et al.* (cited in Smit *et al.*, 2020:2) append that force characteristics include “the belief systems of the individual in relation to the larger systems”. As the proximal processes that are investigated in this study comprise the interactions between teachers and learners with ADHD, force characteristics of both the teacher and the learner with ADHD can improve or hinder these interactions. In turn, this can improve or hinder the support and development of the learner with ADHD.

Another component of the PPCT model that influences individual development, is the context in which proximal processes occur. The *context component* represents the distal and direct environmental levels (*cf.* Figure 2.1.) that affect individual lives indirectly or directly and support or restrain the proximal processes (Smit *et al.*, 2020:2). Swart and Pettipher (2019:13) clarify that the micro-, meso-, exo- and macrosystems influence human development, as they share common patterns of characteristics, such as similar belief systems and economic and social resources that influence proximal processes. Therefore, the person component (including the three characteristics) is embedded in the context component. As this study focuses on the micro- and mesosystem of the ecological systems model, these contexts (including the study’s person component with the individuals’ characteristics) establish the context of this study.

Smit *et al.* (2020:3) convey that these direct and distal environmental levels function within the chronosystem. The chronosystem encapsulates the *time component* in the PPCT model and the changes and duration of the interactions between these systems and their effect on human development (Geldenhuys & Wevers, 2013:4; Swart & Pettipher, 2019:16). Consequently, proximal processes are central to the time component. According to Swart and Pettipher (2019:16), effective proximal processes, involving progressively complex mutual interactions, have to occur on “a regular basis over an extended period of time”. Swart and Pettipher (2019:16) further explain that environments that are unpredictable and unstable across time and space (for example, an environment in which there is violence, poverty, abuse and homelessness without consistent protective developments and incomes) minimise the effectiveness of proximal processes. Smit *et al.* (2020:3) mention “the changes in the structure of education for learners experiencing barriers to learning” as an example of the time component that influences human development. The time component of this study represents the Grade 1 year of learners diagnosed with ADHD, in which constant and continuous proximal processes and changes occur.

Ongoing occurrences of proximal processes in this Grade 1 year consist of three dimensions of time: microtime, mesotime and macrotime (Bronfenbrenner & Morris, 2006:796; Swart & Pettipher, 2019:16). Microtime refers to continuity and discontinuity in continuing occurrences of proximal processes (Bronfenbrenner & Morris, 2006:796; Swart & Pettipher, 2019:16). Mesotime is the recurring nature of these episodes across broader time periods, such as days and weeks (Bronfenbrenner & Morris, 2006:796; Swart & Pettipher, 2019:16). Macrotime pays attention to the changing events and expectations that occur in the larger society because these events are influenced by and influence the outcomes and processes of human development over the lifecycle (Bronfenbrenner & Morris, 2006:796; Swart & Pettipher, 2019:16). According to Swart and Pettipher (2019:16), these definitions help to understand the role and continuity that proximal processes have in human development and in producing large-scale changes over time. The inclusion of learners with ADHD in the mainstream classroom is an example of such large-scale changes and is dependent on regular, continual and mutual interactions between people, symbols and objects (Swart & Pettipher, 2019:16).

Tudge *et al.* (2016:429) elaborate that the appropriate use of Bronfenbrenner's bioecological model should manifest that those proximal processes are influenced by the context (no less than two relevant contexts) and person characteristics (no less than two levels, for example, high and low levels of distractibility) simultaneously, and the study should be longitudinal. This research study meets the criteria set forth by Tudge *et al.* (2016), as the aim of this study is to establish Grade 1 teachers' experiences of supporting learners with ADHD by means of demonstrating the influences of two or more person characteristics and two or more contexts on the proximal processes (such as teacher-learner interaction) occurring in the Grade 1 school year. The research study, however, deviates from the criteria set forth by Tudge *et al.* (2016) as it is not a longitudinal study.

The researcher has chosen to incorporate the bioecological model of human development in her conceptual framework because it elucidates how aspects within different levels of the environment (such as the micro- and mesosystem) could directly (e.g., the teacher's actions, and social aspects such as the teacher's perceptions, beliefs, knowledge and experience) and indirectly (e.g., the provision of training and support services to the teacher for supporting learners with ADHD) affect the learner with ADHD. Analysing and understanding both the person and physical aspects of the context can help generate practical and supportive approaches and strategies for accommodating learners with ADHD in the Grade 1 classroom (Swart & Pettipher, 2019:17). The bioecological model of human development as a framework for this study can ultimately assist in not only developing an inclusive classroom but also an inclusive society, by way of communicating these generated strategies and approaches to the parents of learners with ADHD. Therefore, it is imperative that teachers implement the correct

classroom strategies according to the characteristics of the learners to support each learner's unique needs.

Subsequently, the model of mediated learning, which focuses more on supporting the teachers and their choice of intervention strategies, should also be integrated into the conceptual framework. For this reason, Feuerstein's model of mediated learning experience model will be discussed in the conceptual framework of the study.

2.3 Feuerstein's model of mediated learning experience

Reuven Feuerstein was an Israeli psychologist who developed the model of cognitive development, known as the model of mediated learning experience (MLE), and operationalised it for educational practice (Todor, 2015). Feuerstein believed that differences in cognitive development cannot be explained only by what he called "distal factors", genetic differences and influences of factors in the different ecological systems (illustrated in Figure 2.1.), in example factors such as cultural differences and socio-economic status of parents (Feuerstein *et al.*, 2010:69; Todor, 2015). According to Feuerstein *et al.* (2010:69), these distal factors might correlate with a child's learning ability, but only affect the child through the factors that actually produce a difference in child development – the "proximal" factors that have an immediate effect, which is the provision of MLE. The model of MLE is analysed with the purpose of determining the effect of MLE on the development of Grade 1 learners with ADHD; the role of Grade 1 teachers in supporting learners with ADHD within the mediated learning experiences; and how the MLE framework helps teachers identify support strategies that will enhance the development of Grade 1 learners with ADHD in the mainstream classroom.

Feuerstein (1991) believes that there are two ways of learning: mediated learning experiences and direct exposure to stimuli (*cf.* Figure 2.2.). Direct exposure to stimuli is regarded as the child's unmediated experiences with stimuli in the environment (Tzuriel, 2013:61). In Figure 2.2, direct exposure is represented by the top and bottom arrows from the S (Stimuli) and the O (Organism, the learner) (Tzuriel, 2013). The learner's (O) exposure to stimuli (S) causes a response (R) (Feuerstein *et al.*, 2010:26). Feuerstein *et al.* (2010:27) proclaim that a mediator who communicates wider, cultural elements of the object and occurrence of direct exposure is an important part of the learning experience which directs learning deficiencies.



Figure 2.2: Mediated learning experience (MLE) model (Tzuriel, 2013)

Feuerstein (Presseisen & Kozulin, 1994:54) states that MLE is mediated by meanings which originate from social relations (factors outside the individual as seen in the different ecological systems, illustrated in Figure 2.1.). He further explains that these meanings are instilled in the human mind through social interactions (Feuerstein *et al.*, 1994:2). Mediated learning experience (MLE) is described as “an interaction of the organism with its environment via a human mediator” (Feuerstein & Feuerstein, 1991:3). In terms of educational practice, the mediated learning experience is the interaction of the learner with the world of stimuli via the teacher. According to Feuerstein (Presseisen & Kozulin, 1994:55), from this relationship, it is apparent that human cognition is linked to social interactions, as human cognition is constructed by “the internalized forms of what originally appeared as social interactions”. MLE does not include all social interactions, but rather those interactions that influence the individual’s tendency to learn, interactions that help the learner to attain more advanced and efficient stages of functioning and adaptation (Feuerstein & Feuerstein, 1991:5; Presseisen & Kozulin, 1994:60). Lebeer (2016:23) further explains that these interactions take place by means of a mediator interposed between the world of stimuli and the learner for the learner to assimilate the stimuli effectively, to improve cognitive functions and ultimately, to be modified. This process is represented by the arrows from S (Stimuli) to H (Human, the mediator), and from H to O (the Learner) in Figure 2.2. According to Tzurriel (2013:61), the teacher (H) modifies the external stimuli in various ways and presents it to the learner (O). The teacher also mediates and demonstrates to the learners how to respond to these stimuli, represented in Figure 2.2. by the arrows from O to H and from H to R (the child’s own response). As illustrated in Figure 2.2, the teacher does not block out stimuli that reach the learner by direct exposure, nor does the teacher control all responses to stimuli (Feuerstein *et al.*, 1994:46). Feuerstein *et al.* (1994:46) convey that in MLE there is a change in the stimuli’s nature, an increase in the alertness and attentiveness of the learner, and also a change in the teacher.

It is evident that Feuerstein’s mediated learning model, as it is operationalised in education, focuses on the two parts of the education system that are highly capable of change – the learner and the teacher (Todor & Gomoescu, 2019:295). According to Todor and Gomoescu (2019:295), modifiability is a phenomenon central to MLE. Feuerstein refers to *modifiability* as a child’s capacity to benefit from learning situations (Feuerstein & Feuerstein, 1991:5). Todor and Gomoescu (2019:298) contend that modifiability is not a normal reaction to external stimuli but a response to internal changes that are the outcome of a series of conscious acts which can be guided by a mediator. Feuerstein maintains that the cognitive functioning of a child with ADHD can be changed irrespective of a disorder’s severity, cause or the person’s age, even if ADHD is regarded as an irremediable disorder (Feuerstein & Lewin-Benham, 2012:30). Lebeer (2016:21) affirms that human beings are modifiable since they are open organisms in

continuous interaction with their environment and have a natural tendency to allow meaningful structural changes to their abilities.

Feuerstein retains an optimistic view of the modifiability of human beings from which he created the structural cognitive modifiability model (SCM) and the mediated learning experience model (MLE). According to Tzuriel and Caspi (2017), the MLE model is embedded in the SCM model. The SCM model is based on the assumption that humans are capable of adapting to the changing demands of society and capable of being modified in a variety of motivational and cognitive functions (Feuerstein & Feuerstein, 1991:96). Tzuriel (2013:60) defines *cognitive modifiability* as children's natural tendency to learn from new learning opportunities and experiences and to change their own cognitive structures. According to Todor and Gomoescu (2019:296), the quality of interaction between the learner and the environment via an intentional individual (the teacher), which is MLE, plays a vital role in the cognitive development of the learner. The more the learner (with or without learning impairments) is exposed to MLE, the more the learner will gain cognitive functions and the larger the benefit from direct exposure to stimuli, increasing competence (Todor & Gomoescu, 2019:296). The MLE model is therefore the basis of the SCM model as the child's cognitive modifiability depends on MLE interactions (Kozulin *et al.*, 2010:552).

Mediated learning experience, occurring within the microsystem of the environment (see Figure 2.1), is the main environmental influence that guides the learner to higher-order cognitive skills, including operational functioning such as formulating a hypothesis, making plans and regulating attention (Lebeer, 2016:22). Feuerstein emphasises that cognition is the "royal road" to child development (Todor, 2015:1693). He apprehends cognition as the "psychological-mental foundations" of learning, thinking and modifiability, describing it as cognitive functions that are divided into three phases of the mental act: 1) the input phase (gathering of information); 2) the elaboration phase (the processing of the gathered information); and 3) the output phase (the communication of the outcomes of the previous two phases) (Feuerstein *et al.*, 2010:71). Feuerstein *et al.* (2010:118) contend that children need to receive mediation for learning and thinking skills (for example, for focusing, precision, behaviour control, comparison and other mental processes) to benefit from learning events in school and develop academic skills; or to benefit from informal learning, pertaining to social relationships or family. According to Feuerstein, the limitation of MLE and the lack thereof results in deficit cognitive functions across these three phases (Feuerstein *et al.*, 1994:2). Feuerstein *et al.* (2010:71) summarise these deficit cognitive functions during each phase of the mental act (*cf.* Table 2.1.) to direct our attempts to improve the functions by using appropriate support strategies. Failure of learners to comprehend instructions and gather information (during the input phase) negatively impacts their ability to process information

(during the elaboration phase), which also leads to the production of incorrect responses (during the output phase) (Seabi, 2012:36).

Table 2.1: Deficit cognitive functions during each phase of the mental act (Jensen & Feuerstein, 1987)

Input phase
<ul style="list-style-type: none"> • Inadequacies in perception and definition of a problem as a result of a lack of need to invest in the perceptual process and to search for and establish relationships between task elements. • Inability to select relevant cues due to an inadequate goal orientation of the cognitive process. • Inadequate investments in the perceptual process resulting in blurred and sweeping perception. • Impulsive and unsystematic exploratory behaviour produced by limited awareness of the need for information required to produce an appropriate answer. • Impaired verbal tools affecting discrimination. • Difficulties with spatial and temporal relationships resulting in an impaired representation of relationships between objects and events. • Impaired conservation of constancies affecting the conservation of identity. • Deficient need for precision and accuracy. • Impaired capacity for the simultaneous consideration of two or more sources of information.
Elaboration phase
<ul style="list-style-type: none"> • Lack of spontaneous comparative behaviour. • Narrowness of the mental field that limits the number of pieces of information that can be coordinated and combined. • Episodic grasp of reality causing objects and events to be perceived as dissociated, unrelated, and fragmented across time and space. • Impaired need for summative behaviour that may affect the grouping and classification of objects and events. • Impaired need for pursuing logical evidence. • Impaired inferential hypothetical thinking. • Impaired planning behaviour and impaired interiorisation are reflected in the limited use of symbols, signs and concepts. • No elaboration of cognitive categories is reflected in the absence of the organisation of gathered data into superordinate categories.
Output phase
<ul style="list-style-type: none"> • Egocentric communication modalities as revealed in inadequate consideration of the listener's need for information to achieve comprehension. • Difficulties in applying recognised relationships to new situations (the projection of virtual relationships). • Tendency to block in response to failure. • Difficulty in relating antecedent behaviours to outcomes (trial-and-error behaviour). • Deficiencies in visual transport (attempts to carry mental images) as a result of the vulnerability of the cognitive support system available for perceived elements.

Feuerstein conceives cognitive functioning and motivational-affective factors as “two parts of the same coin”, emphasising their inseparability (Feuerstein & Feuerstein, 1991:104). Tzurriel (2013:61) insists that MLE not only focuses on children’s cognitive strengths and deficits but also on children’s emotional needs, motivational character and behavioural tendencies. Feuerstein mentions that human beings represent a system of components that are closely interconnected; for example, if a change in the cognitive component occurs then change in the subcomponents – such as motivational, behavioural and emotional components – will occur. Todor (2015:1693) further explains that the learner will be able to attain more emotional insight, motivation and other experiences after receiving appropriate mediation that enhances

cognitive functions, such as comparative functioning, precision, behaviour control, sufficient vocabulary, decent hypothetical thinking and the correct ways to draw conclusions. It is evident that Feuerstein's model of MLE focuses on the holistic development of the learner, and since the researcher is led to investigate support strategies that will not only focus on supporting Grade 1 learners with ADHD cognitively, but that will also support and develop their behaviour and social skills, it is applicable to this study. These possible strategies will be discussed in CHAPTER 3, LITERATURE REVIEW.

According to Todor and Gomoescu (2019:295), another phenomenon fundamental to MLE is diversity. Feuerstein (Presseisen & Kozulin, 1994:60) believes that different learners demonstrate differences in their knowledge base, cognitive structure and operational functioning that can benefit from mediated learning. Feuerstein and Feuerstein (1991:13) claim that MLE not only diversifies children's cognitive abilities but also their emotional and behavioural characteristics. He believes that all learners, regardless of these differences, have the potential to be successful. According to Feuerstein *et al.* (2010:118), children who are perceived as learners experiencing barriers to learning because of academic failure in mainstream schools actually fail from a lack of MLE. They see a learner with ADHD learning difficulty not as inherent to the child but as a lack of appropriate mediation of that specific cognitive function (Feuerstein *et al.*, 2010:117). According to Todor (2015), Feuerstein has developed the model of MLE to avoid the exclusion of learners with barriers to learning and development from the education system and to provide them with fundamental cognitive skills and opportunities for social adaptation in mainstream schools.

Feuerstein *et al.* (2010:118) encapsulate Feuerstein's view of inclusive education as "Don't say learning deficiency, rather say teaching deficiency". This view emphasises the role of the teacher as a knowledgeable mediator to provide quality MLE to learners with ADHD in the mainstream classroom. Feuerstein *et al.* (1994:47-48) insist that a teacher can only be a knowledgeable mediator who provides quality MLE to the learners after receiving training in the characteristics of MLE (i.e., human modifiability and the most efficient ways it can be achieved). Once this occurs, the teacher will understand cognition, the prerequisites of learning and the deficit cognitive functions responsible for learning disabilities of Grade 1 learners with ADHD.

Seabi (2012:36) views the role of the teacher as an observer of the limitations of the learner's cognitive functions to identify the causal factor that hinders the learner's learning. According to Mara (2016), the mediator should tailor various interventions to the cognitive deficits of each learner who experiences barriers to learning, to develop positive changes at the learner's cognitive level and to turn the learner into an efficient and willing learner. It can be concluded

that successful MLE is highly dependent upon a teacher's skills, knowledge and motivation to modify learners with ADHD.

Mediational processes are circular and complex (*cf.* Figure 2.3.) and depend on the teacher's characteristics and the children's cognitive strengths and deficits, emotional needs, motivational orientation, behavioural tendencies, conditions of the situations and characteristics of the stimuli (Tzuriel, 2013:61). The teacher's role during the mediational process will now be discussed.

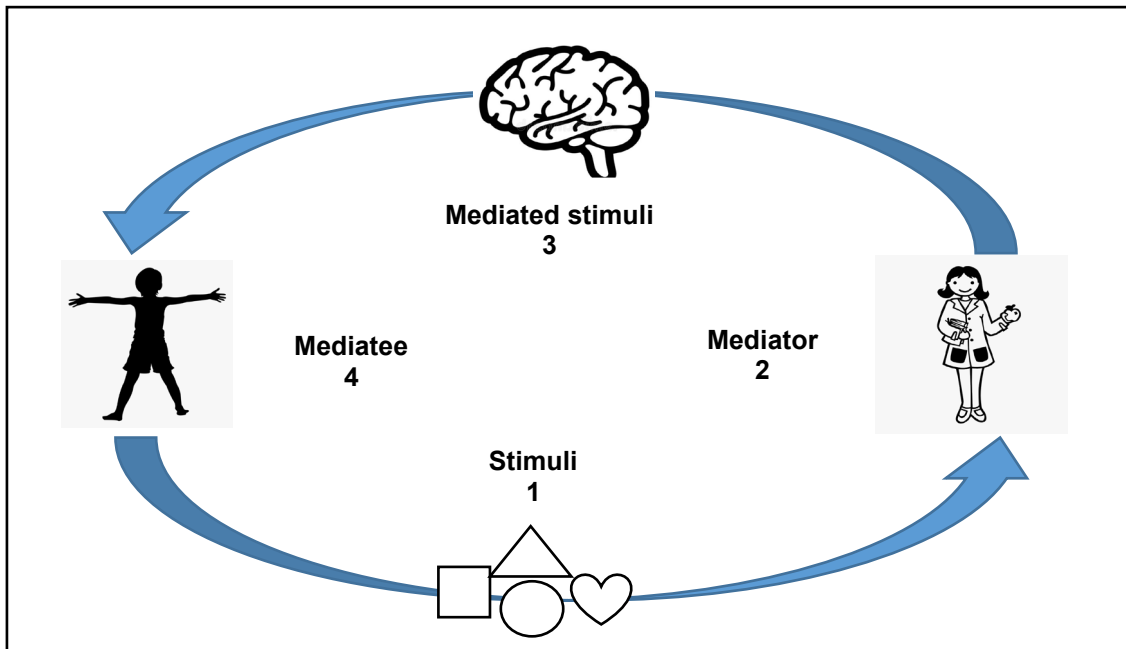


Figure 2.3: Mediational process (adapted from Feuerstein *et al.*, 2010:42)

During the input phase of a mental act (the gathering of information) the teacher (the mediator, in Figure 2.3) should focus, frame and filter incoming stimuli (1 in Figure 2.3) by using different strategies such as changing amount, frequency and order of the stimuli; alerting attention; regulating the timing and order of new information; and linking new information to familiar contexts (Feuerstein *et al.*, 1994:46; Tzuriel & Caspi, 2017:302-303). After these procedures, the stimuli are now known as mediated stimuli (3 in Figure 2.3.). Tzuriel and Caspi (2017:303) advise teachers to also relate to the learner's (mediate [4] in Figure 2.3) motivational aspects when mediating learning experiences, by arousing their attention, attentiveness and curiosity; by focusing on suitable aspects of the situation; and by providing meaning to stimuli. The mediational process can be explained with the application of Figure 2.3: the teacher (the mediator) sorts through the stimuli and chooses a stimulus like a triangle (a metaphor for some aspect) that suits the learner's needs (the mediatee) and the environment's demands (this occurs from number 1 to number 2); then emphasises it by isolating it out of the group, changes its colour and size to exaggerate it and make it meaningful (this occurs from number 2 to number 3); and lastly presents it to the learner to facilitate its response (this occurs from

number 3 to number 4) (Feuerstein et al, 2010:42). Feuerstein *et al.* (1994) mention that the teacher's role during the output phase of a mental act is to attempt to impede impulsivity or help initiate a response. The cycle in Figure 2.3 should be closed for mediation to be successful. Feuerstein *et al.* (2010:42) explain that this cycle is only closed once the message regarding the stimulus is passed on from the teacher to the learner, is assimilated and registered and leads to the conservation of the object, the process of generalisation and eventually abstract thinking. This mediational cycle demonstrates the important role of teachers in applying interventions filled with mediation in the mainstream classroom. It is therefore fundamental to increase the skills and motivation of the teacher, to provide children with meaningful classroom experiences for cognitive development and ultimately emotional, motivational and behavioural development (Todor & Gomoescu, 2019:296).

Feuerstein and Feuerstein (1991:15) emphasise 12 criteria that best describe quality MLE that teachers should know and act in accordance with in an effort to be competent and motivated mediators of learning experiences. Hence, MLE criteria are guidelines for teachers to generate and implement the required support strategies, according to a specific situation or individual's needs. Tzuriel (2018:340) affirms that only the first five strategies were operationalised in studies of young children. The first three criteria – intentionality and reciprocity; the mediation of meaning; and transcendence – are considered necessary for social interactions to be classified as MLE (Tzuriel & Caspi, 2017:303). According to Tzuriel (2013:61), these three criteria are universal and are found in all cultures, races, socioeconomic groups and ethnic groups. Therefore, these three criteria should always be implemented by the teacher in the classroom, regardless of the situation or learners' individual needs. The other nine criteria – mediation of feelings of competence; mediation of regulation and control of behaviour; mediation of sharing behaviour; mediation of individualisation and psychological differentiation; mediation of the search for a challenge, novelty and complexity; mediation of awareness of being a modifiable entity; mediation of optimistic alternatives; and mediation of a sense of belonging – are regarded as situational because they do not occur in every interaction but are task-dependent; they are determined by differences in learners' needs, motivation, type or content of skills mastered and cognitive styles; and they are strongly related to culture (Feuerstein *et al.*, 2010:40; Tzuriel, 2013:61). The teacher should choose which of these nine criteria to implement in the classroom, according to the specific situation or learners' individual needs. Feuerstein *et al.* (2010) explain the three necessary criteria as follows:

- *Intentionality and reciprocity*: Intentionality refers to a mediator's deliberate efforts to change a child's attention, awareness and perception to facilitate an effective gathering of the information (input phase), a sufficient processing of the information (elaboration phase), and accurate response of the outcome (output phase) (Tzuriel & Shomron,

2018:240). This occurs when the teacher intentionally selects, organises and changes stimuli to make it more notable, impressive and powerful for the recipient (the learner) (Feuerstein *et al.*, 2010:41). These intentional changes to stimuli alone are inadequate without learner reciprocity. Reciprocity, confirmed by a good response from the learner, shows that the learner is receptive and involved in the learning process (Todor & Gomoescu, 2019:299). Mediation modifies all three partners in interaction to increase intentionality and reciprocity: the mediator/teacher – whose language, rhythm, voice intonation and gesture can be changed; the mediatee/learner – whose attention, level availability and interest can be changed; and the stimulus – the volume, frequency and mode of exposure of the presentation of material and ideas can be changed. Tzuriel (2013:62) values this criterion as crucial for the development of feelings of competence and self-determination.

- *Mediation of meaning*: Meaning is the emotional, social and cultural principle that requires mediators to ensure that the stimuli presented to children reach them (Lebeer, 2016:23; Todor & Gomoescu, 2019:299). Mediation of meaning occurs when the mediator communicates the significance and worth of an object or event to the learner by identifying it and expressing effect and interest in it (Tzuriel & Shomron, 2018:240). Meaning is mediated and granted to the cognitive and emotional (affective) level by communicating the values and beliefs (at the cognitive level), and the energy and enthusiasm (at the emotional level) (Todor & Gomoescu, 2019:299). According to Feuerstein, Feuerstein and Falik (2010:46), this criterion contributes to the power and quality of interactions by making the message understandable and logical; it provokes the learner's need to seek for a more personal meaning of the message.
- *Mediation of transcendence*: This criterion entails that those interactions should not only address the immediate needs of the child but should go beyond (transcend) the here-and-now (specific context) and reach additional goals (Tzuriel, 2013:62). Teachers should use interactions to mediate the acquisition of strategies, concepts and principles that learners can generalise and apply in similar or new situations (Todor & Gomoescu, 2019:299). According to Todor and Gomoescu (2019:299), for learners to acquire these strategies, concepts and principles mediated by the teacher, interactions should involve several elements: the engagement of reflective thinking to reach a deep understanding of the situation; the connotation of present events with past or future ones; and collateral thinking on problems and experiences. Mediation for transcendence depends on the first two criteria but the combination of all three criteria has an indelible influence on the development of the learner's cognitive modifiability and the individual's need system (Tzuriel & Caspi, 2017:303).

Feuerstein *et al.* (2010) establish the other nine situational criteria as follows:

- *Mediation of feelings of competence:* This occurs when the teacher helps the learner to develop the self-confidence to engage in an activity successfully (Todor & Gomoescu, 2019:299), when the teacher arranges the environment to ensure the learner's success, and by elucidating the environment such that the learner becomes aware of the capability to work independently and successfully (Tzuriel & Caspi, 2017:303). The teacher can also mediate feelings of competence by selecting stimuli at the level of the learner's abilities, rewarding the learner for attempts to cope effectively with problems and master an activity, explaining the reasons for success such as the use of strategies, and focusing the learner's attention on successful parts of the activity even if the learner failed partially in the attempts to mastery (Tzuriel & Caspi, 2017:303; Todor & Gomoescu, 2019:300).
- *Mediation of regulation and control of behaviour:* Lebeer (2016:23) conveys that children with executive dysfunction (a characteristic of children with ADHD) often react impulsively, without self-regulation. The regulation of one's own behaviour is the ability to inflict thinking on action by examining oneself, assessing the situation and deciding when and how to react (Feuerstein *et al.*, 2010:52). During the mediation of regulation and control of behaviour, the teacher regulates the learner's responses according to the learner's behaviour characteristics and task requirements (Tzuriel & Caspi, 2017:303). The teacher either reduces the learner's impulsivity or accelerates ineffective slow behaviour (Tzuriel, 2013:62). This mediation is crucial to the whole process of mental activity in the input, elaboration and output phases of the learner's mental act, because it helps the learner to register information accurately, delay immediate satisfaction, and pace the inner tempo of response to a task (Tzuriel & Caspi, 2017:303). Control of behaviour can be facilitated in various ways such as directing the learner's attention to task characteristics and appropriate responses, analysing the task components, providing metacognitive strategies, dividing complex activities into smaller tasks and demonstrating self-control to the learner (Tzuriel, 2013:62; Todor & Gomoescu, 2019:300).
- *Mediation of sharing behaviour:* This criterion occurs when the teacher and the learner or the learner and peers take part in an activity and collaborate to learn (Todor & Gomoescu, 2019:300). The mediator acts as a model by sharing thoughts, insights, feelings and experiences and encourages the mediatee to do the same (Lebeer, 2016:23). According to Feuerstein *et al.* (2010:53), a person has a cognitive and emotional need to participate, which includes sharing our experiences with others, and to participate in other's experiences by listening to their point of view. Todor and Gomoescu (2019:300) believe

that sharing behaviour is utilised by a trustworthy environment, which is created through mutual self-disclosure; self-image, which is improved when successes are shared; overcoming failures, which occurs with the help of an empathic listener; and sharing ideas (both verbally and in writing) which helps to clarify confused thinking and develop cognitive processes.

- *Mediation of individualisation and psychological differentiation:* According to Feuerstein *et al.* (2010:54), just as a learner needs to connect to those around, the learner also needs to be aware of personality uniqueness. The mediator should emphasise the interpersonal differences of learners due to individual abilities, life experience, different behavioural styles, speeds of learning, learning styles, preferences, motivation, affectivity and other characteristics, and should encourage them to use their own potential (Lebeer, 2016:23; Todor & Gomoescu, 2019:300).
- *Mediation of goal-seeking, goal setting and goal achieving:* The teacher should enlarge the learner's domain of awareness to what is desirable and attainable by presenting a variety of potential goals to the learner (Feuerstein *et al.*, 2010:54). The teacher should also help learners with their abilities to select achievable goals, to prefer certain goals over others, to obtain the meaning of achieving those goals, and to plan steps or ways of behaving that will help them achieve their goal (Feuerstein *et al.*, 2010:54; Lebeer, 2016:23).
- *Mediation of the search for challenge, novelty and complexity:* This involves encouraging the learner's determination to become involved in more complex tasks or newer activities that are unfamiliar (Feuerstein *et al.*, 2010:56). Todor and Gomoescu (2019:301) suggest several ways for the teacher to achieve this goal, namely to model a positive attitude when confronted with new and difficult tasks; to encourage originality, creativity and curiosity when challenged with new tasks; to reward the learner when experiencing success during difficult tasks and to talk about personal feelings of satisfaction; and to encourage the learner to take appropriate and realistic risks in terms of various tasks.
- *Mediation of awareness of being a modifiable entity:* This criterion takes place when the teacher encourages the learner to become aware and recognise the importance of the potential to change (Todor & Gomoescu, 2019:301). Teachers who believe that their learners can change need to be sensitive and aware of signs of possible change realised in their learners (Feuerstein *et al.*, 2010:58). Feuerstein *et al.* (2010:58) advise teachers to make their learners aware of how they have changed for the better because of more appropriate decisions taken and actions executed. By doing so, learners become aware

of their possibilities and the necessity of trying to realise that they have achieved their goals of development. This results in a more dynamic intervention that surpasses learners' existing level of functioning (Feuerstein *et al.*, 2010:58).

- *Mediation of optimistic alternatives:* This includes mediating a search for optimistic alternatives which will arouse a learner's curiosity to these alternatives and encourage the learner to generate the means and forces required to utilise them (Feuerstein *et al.*, 2010:59; Lebeer, 2016:23). Feuerstein *et al.* (2010:59) think that the search for alternatives leads the learner to look for and accept change and increases readiness to address environmental factors that intimidate either mental or physical composure. They further explain that this will enable the development of the learner's cognitive strategies to use as the mental operations of situations encountered and will transcend these mental operations to future problems that the learner will experience (Feuerstein *et al.*, 2010:59).
- *Mediation of a sense of belonging:* This entails mediating to the learners that the classroom consists of people from different backgrounds and different cultures, each with their own rules, who come together to share the room and create unity (Lebeer, 2016:23; Taşkıran, 2019:24). The teachers should foster a sense of belonging in the classroom by providing group tasks to the learners that have to be completed with the participation of all the group members (Taşkıran, 2019:24). Lebeer (2016:23) indicates that mediation of belonging stirs a feeling of identity in a learner in regards to peers, improving the learner's self-confidence.

According to Galindo and Sheldon (2012), home and school are the two most influential contexts in which youngsters' learning and development occur. This is in line with Bronfenbrenner's statement that these contexts are children's microsystems, the contexts that directly influence their development. According to Tzuriel and Caspi (2017), the MLE model concurs that teachers are not the only mediators of MLE who play an important role in children's development; children's families are also important active-modifying mediators in guiding and moulding children's development. Ample research has indicated that when families are actively involved in facilitating and modifying their child's development and education, their development outcomes, including school achievement, self-esteem and motivation to learn, significantly enhance (Kahn, Stemler & Berchin-Weiss, 2009; Jager, 2017). Feuerstein and Feuerstein (1991) claim that these positive outcomes in the child's development are possible on the condition that the parents know to be actively involved in beneficial and productive ways; for example, know how to mediate interactions efficiently by applying appropriate strategies according to the 12 criteria of MLE. Tzuriel and Caspi (2017:303) suggest that parents do not always have the knowledge due to a lack of awareness

of the importance of mediation, a low educational level and traumatic life events. Teachers can assist parents with mediating interactions at home by empowering them with knowledge, strategies and parenting skills (Cilliers, 2018:302).

Moodley and Moodley (2018:106) explain that Feuerstein's model of MLE highlights the importance of "bridging" knowledge to other contexts. Swart and Phasha (2019:274) likewise explain that the teacher's knowledge of MLE strategies must be shared with parents of learners with ADHD to support them in educating their children; this will ultimately improve learners' achievements. Nevertheless, the parents must also share their knowledge of their children's disorder, abilities, interests and preferences with the teacher to help alter these strategies according to their children's needs. Cilliers (2018:305) believes that this parent-teacher partnership is especially important in South Africa's inclusive school system, as the schools have diverse learners with different abilities and needs and rich diversity of languages, cultures, races, religions and socio-economic backgrounds; moreover, mainstream classrooms include learners who experience barriers to learning, such as learners with ADHD. According to Swart and Phasha (2019:280), effective collaboration between teachers and parents can be reached by sharing information and resources to develop a mutual understanding and support plan to sufficiently support learners with ADHD. This can ultimately influence the teachers' experiences of supporting learners with ADHD.

2.4 Interconnections between Bronfenbrenner's bioecological model of human development and Feuerstein's mediated learning model and how they link to this research

Feuerstein's model of mediated learning and Bronfenbrenner's bioecological model of human development complement one another. Kozulin *et al.* (2010:552) affirm that both Feuerstein's and Bronfenbrenner's models are constructed in the cultural and ecological constructivist model of intelligence because they emphasise the social and cultural origin of cognitive development. Both models highlight the importance of social interaction, including interactions between learners with ADHD, their parents and their teachers. Both emphasise the importance of interactions between the learner and the teacher to support the Learner with ADHD in the mainstream classroom. Both models convey that to support a learner with ADHD, one should focus on the holistic development of a learner by highlighting the different factors – such as interacting systems, people, and contexts – that influence learner development and learning. According to Moodley and Moodley (2018:106), the holistic view of the development of a learner includes the belief that different developmental domains, for example cognitive, social, physical and emotional, are interrelated, so development in one domain affects the development in others. Bronfenbrenner's (1994) and Feuerstein's (1991) models are in line

with this statement, emphasising that cognitive development leads to development in the other developmental domains. Therefore, both models zoom in on the link between social interactions and cognitive development.

Inclusive education in the South African setting is a key focus of this research study because this study focuses on the inclusion of learners with ADHD who demonstrate cognitive, social and behavioural deficits (*cf.* section 3.3.2 ADHD as a barrier to learning) in the mainstream classroom. Bronfenbrenner's bioecological model (2006) acknowledges the importance of including learners with barriers to learning in mainstream classrooms by focusing on the bi-directional influences of the different ecological systems on the individual's development (i.e., the learner with ADHD). This research study focuses on the microsystem and the mesosystem, as these directly influence the teacher's interaction with the learners with ADHD that will ultimately influence learner development. The bioecological model also focuses on the person characteristics of the individual or individuals within the microsystem and mesosystem, as well as how these characteristics can influence proximal processes and how they shape the course of future development (Swart & Pettipher, 2019:13). Feuerstein's model of mediated learning experience (1991) likewise focuses on the characteristics of an individual (a learner with ADHD), but specifically on the individual's cognitive, social and behavioural deficits, and how these influence interactions and individual development, to establish support strategies according to specific needs. As previously discussed, MLE is a "proximal" factor in learner development that has an immediate effect on it (Feuerstein *et al.*, 2010:69). Therefore, MLE also occurs in the micro- and mesosystems. As these models complement one another, as Figure 2.4 illustrates the interconnections and links to this study.

Figure 2.4 provides a visual understanding of how the two models form the study's conceptual framework and emphasise the importance of bridging knowledge learned from one microsystem to the other (Moodley & Moodley, 2018:106). The teacher and the parents form the microsystems in this study. MLE occurs in both microsystems because the teacher acts as a mediator of interactions between the learner and the environment in the classroom, and the parents act as mediators of interactions between the learner and the environment at home. The MLE model equips the teacher with knowledge about MLE criteria, enabling her to choose developmentally appropriate intervention strategies (cognitive, emotional and behavioural strategies) for each individual, which will ultimately impact the holistic development of a learner with ADHD. Subsequently, the teacher (being a microsystem) needs to explain and empower the parents (being another microsystem) on the chosen intervention strategies. This communication and empowerment (whereby the two microsystems' interactions with one another result in a strong mesosystem) is of vital importance: on the one hand it promotes effective and successful intervention to the learner by both parties, and on the other hand it

enhances a reciprocal and trustful relationship between the teacher and the parents (the mesosystem).

The focus of Feuerstein's model, which is to enable mediators to choose developmentally appropriate intervention strategies, will indirectly influence Bronfenbrenner's mesosystem because social interaction and cognitive development in one microsystem (school) influence social interaction and cognitive development in another microsystem (family). Social aspects such as the teachers' experiences, beliefs, knowledge and attitudes, will in return affect the families' experiences, beliefs, knowledge and attitudes and will subsequently have a greater impact on the cognitive development of the Learner with ADHD. Communication between the teacher and the parents will enrich the parents with knowledge about MLE and child development, and better their parenting skills; and in turn the teacher will grow more accustomed to the family and its culture and better understand the world that defines the learner (Cilliers, 2018:301). The changes in the mesosystem will influence MLE interactions with the learner in both microsystems, ultimately influencing the cognitive development of a learner with ADHD.

2.5 Conclusion

This chapter investigates the two models that comprise the study's conceptual framework, examining interconnections between them. It provides the research study with a framework to guide the literature review in the subsequent chapter. This framework constitutes certain aspects or concepts that are related to the study's topic. The researcher will investigate these aspects or concepts to clarify their meaning and to assist the researcher in attaining a better understanding of the research topic before embarking on the data collection process.

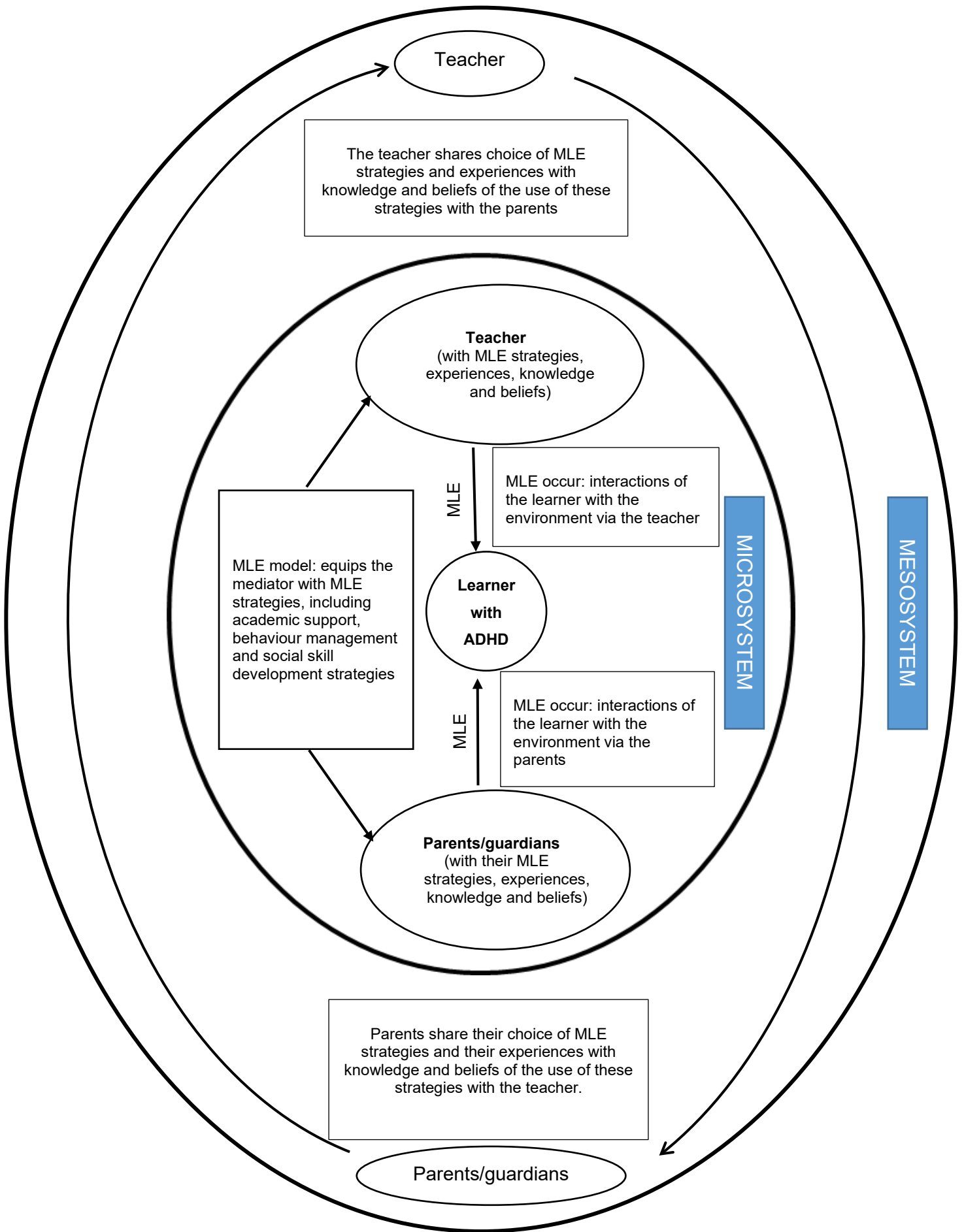


Figure 2.4: Interconnections between the two models guiding this research project

CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

Gasa, Mafora and Maphulala (2015:136) recommend that a literature review identify, evaluate and synthesise previous literature relating to a research question, in this case, *What are Grade 1 teachers' experiences of supporting learners with ADHD?*, as well as to the sub-questions. This study's sub-questions are identified as *What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?*; *What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?*; and *How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?* This chapter will evaluate and synthesise previous literature pertaining to the following factors or concepts that the researcher has identified, in conjunction with this study's conceptual framework: the background of education in South Africa; Attention-deficit/hyperactivity disorder (ADHD); education, training and support services to teachers on supporting learners with ADHD in the mainstream classroom; Grade 1 teachers' experiences with supporting learners with ADHD in the mainstream classroom; ADHD support strategies; the influence of a teachers' experiences on choice of support strategies.

3.2 Background of education in South Africa

Education in South Africa has undergone numerous profound changes since democracy was established in 1994. The 1994 South African election ushered in changes such as reconstruction, development, democratisation, non-discrimination, equality, equity and redress (DoE, 2001). Swart and Pettipher (2019:5) contend that as education systems are influenced by changes in economics, social and political context, all schools in South Africa should therefore embody constructs of social justice and principles of democracy. The Department of Basic Education in South Africa aligned its education system to the country's constitutional values of rights to education, non-discrimination and equality by adopting an inclusive framework (Walton, 2011:241).

The Salamanca World Conference on Special Needs that endorses the policy of inclusive education has introduced South Africa to the principles of inclusive education (De Sousa, 2020:32). This key international policy posits the fundamental principle of inclusive education as that "all children should learn together, wherever possible, regardless of any difficulties or differences they may have" (UNESCO, 1994:11). According to UNESCO (1994), inclusive education is a means of confronting discrimination and achieving education for all in a cost-effective way. De Sousa (2020:32) suggests that although inclusive education has a universal

philosophy and universal practices, it needs to be indigenised to the South Africa context to address the specific demands of the South African education system. Swart and Pettipher (2019) and Walton (2011) agree and particularise that South Africa's expression of inclusion and the opportunities and challenges experienced by schools are different, due to a history of inequality and discrimination and extremes of wealth and poverty reflected in the country. Inclusion has been indigenised in South African schools by the adoption of an inclusive education policy and the establishment of a document referred to as "Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System" (DoE, 2001), through which all schools were informed of the requirement to transform and become inclusive (Mosito *et al.*, 2020).

The education system's radical change to inclusion led to a shift in the educational paradigm from the medical model to the social-ecological model. The 1948 Special Schools Act supported a medical model for addressing learning problems, a model of diagnosis and treatment focusing on problems or deficits within the child that need to be "fixed" or removed (Swart & Pettipher, 2019). According to this model, learners who experience learning difficulties should be removed from mainstream classrooms and placed within specialised schools or classes where they will receive interventions by specialised staff (Loedolff, 2019:40). Swart and Pettipher (2019:9) acknowledge that inclusive education does not require of learners to adjust to "fit into" the system, but it necessitates schools transform themselves to address and accommodate all learners with diverse needs so that each individual learner receives a learning experience that "fits" personal needs. Barriers to learning are described by the DoE (2001:24) as aspects that cause "the inability of the system to recognise and accommodate the diverse range of learning". As mentioned in this study's conceptual framework, Bronfenbrenner and Feuerstein argue that the interaction between internal and external factors causes barriers to learning. The internal barriers to learning refer to the individual's sensory, physical, developmental and neurological impairments, differing intellectual ability impairments, psycho-social disturbances and chronic illness (Walton, Hugo & Muller, 2009:107; Swart & Pettipher, 2019:19). The external barriers are teachers' experiences, knowledge and beliefs of supporting learners with ADHD by use of different support strategies that can cause learning difficulties when insufficient or inappropriate (Swart & Pettipher, 2019:19). Swart and Pettipher (2019:6) conclude that the medical model is less helpful in social sciences where the barriers are frequently not only within an individual but can also be located within the environment. Therefore, the transformation to the social-ecological approach and to barriers to learning are more suitable for today's inclusive education system.

White Paper 6 identifies educators as the primary source for this transformation (DoE, 2001). The transformation in schools to a social-ecological approach is not possible without radical

changes in teachers' skills and knowledge to address the needs of learners (Lawrence, 2012:9; Lawrence, Estrada & McCormick, 2017). Swart and Pettipher (2019:9) add that radical changes in teachers' set of beliefs, attitudes, assumptions, values, norms, behaviours, relationships and practices to another, based on respect for diversity, values of acceptance, social justice and a sense of belonging, are also vital. For teachers to have sufficient skills, knowledge, practices and the correct attitudes to afford all learners adequate opportunities to pursue their learning potential, they must be trained accordingly. White Paper 6 (DoE, 2001:18), stressing that training of classroom educators is critical for "successful integrated educational practices", outlines the ways in which training of educators will occur.

South Africa's inclusive education system, as well as this study's conceptual framework, have enticed the researcher to investigate literature on the above-mentioned factors through a social ecological approach. These factors include: ADHD as a barrier to learning; education, training and support services to teachers on supporting learners with ADHD in the mainstream classroom; Grade 1 teachers' experiences with supporting learners with ADHD in the mainstream classroom; ADHD support strategies; and the influences of teachers' experiences on their choice of support strategies.

3.3 Attention-deficit/hyperactivity disorder (ADHD)

Attention-deficit/hyperactivity disorder (ADHD) is one of the most commonly diagnosed chronic childhood developmental disorders (Fleur, 2018:10). Polanczyk *et al.* (2007) established the worldwide prevalence of ADHD in children at 5.29%. Later, Thomas *et al.* (2015) re-established the prevalence of ADHD in children as 7.2%, noting an increase in ADHD in children worldwide over eight years. Information on the prevalence of ADHD in children in South Africa is vague but is estimated by the ADHD support group of South Africa to be between 8%-10% (Perold *et al.*, 2010; Schellack & Meyer, 2016). According to Nel (2014:13), this implies that every teacher will likely have at least one learner diagnosed with ADHD in class. Consequently, Alshehri, Shehata, Almosa and Awadalla (2020) advise teachers to implement interventions to manage these learners affected with ADHD in the Grade 1 classroom, to take ADHD needs seriously, and to keep abreast with information on the types and characteristics, identification and diagnosis, and progress regarding the management of ADHD.

3.3.1 Characteristics and presentations

The American Psychiatric Association's (APA) Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (2013) classifies ADHD as a neurodevelopmental disorder, characterised by three symptoms of inattention, hyperactivity and impulsivity (Rief, 2016:3). The DSM-5 (APA, 2013) states that *inattention* of learners is demonstrated by behaviour such as wandering off task, having difficulty sustaining focus, being disorganised and lacking

persistence, all of which is not due to a lack of comprehension or disobedience. The DSM-5 (APA, 2013) refers to *hyperactivity* as excessive tapping, fidgeting, talkativeness and excessive motor activity when in appropriate situations is not appropriate. *Impulsivity* is explained by the DSM-5 (APA, 2013) as an action that is hastily done or a decision that is made without consideration of consequences.

Not all the main characteristics of ADHD (for example, inattention, hyperactivity and impulsivity) must be present in a learner to be diagnosed with this neurodevelopmental disorder (Nel, 2014:15). A learner diagnosed with ADHD might display symptoms of hyperactivity and inattention, but no symptoms of impulsivity. The DSM-5 (APA, 2013) recognises three presentations of ADHD based on the symptoms presented by the child, namely the predominant inattentive type, the predominant hyperactive type, and the combined type. The adapted DSM-5 criteria (APA, 2013) stipulate the criteria through which the three presentations of ADHD are distinguished by registered practitioners, such as psychologists, neurologists or paediatricians (*cf.* Table 3.1).

Table 3.1: Diagnostic criteria for ADHD (APA, 2013)

<p>A. A persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development, as characterised by (1) and/or (2):</p>
<p>1. Six (or more) of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level and that negatively impacts directly on social and academic/occupational activities. Note: The symptoms are not solely a manifestation of oppositional behaviour, defiance, hostility or failure to understand tasks or instructions.</p>
<p><i>Inattention:</i></p> <ul style="list-style-type: none"> a. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities (e.g., overlooks or misses detail, work is inaccurate) b. Often has difficulty sustaining attention in tasks or play activities (e.g., has difficulty remaining focused during lessons, conversations or lengthy readings) c. Often does not seem to listen when spoken to directly (e.g., mind seems elsewhere, even in the absence of any obvious distraction) d. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., starts tasks but quickly loses focus and is easily side-tracked) e. Often has difficulty organising tasks and activities (e.g., difficulty managing sequential tasks; difficulty keeping materials and belongings organised; messy, disorganised work; has poor time management; fails to meet deadlines) f. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework) g. Often loses things necessary for tasks or activities (e.g., school materials, pencils, books, or tools) h. Often easily distracted by extraneous stimuli i. Often forgetful in daily activities (e.g., doing chores)
<p><i>Hyperactivity and impulsivity:</i></p> <ul style="list-style-type: none"> a. Often fidgets with hands or feet or squirms in seat b. Often leaves seat in classroom or in other situations in which remaining seated is expected (e.g., leaves his or her place in the classroom, or in other situations that require remaining in place) c. Often runs about or climbs excessively in situations in which it is inappropriate d. Often has difficulty playing or engaging in leisure activities quietly

e. Often “on the go” or often acts as if “driven by a motor” (e.g., is unable to be or uncomfortable being still for an extended time; may be experienced by others as being restless or difficult to keep up with)
f. Often talks excessively
g. Often blurts out answers before questions have been completed (e.g., completes people’s sentences; cannot wait for turn in conversation)
h. Often has difficulty awaiting turn (e.g., while waiting in line)
i. Often interrupts or intrudes on others (e.g., butts into conversations, games, or activities; may start using other people’s things without asking or receiving permission)
B. Several inattentive or hyperactive-impulsive symptoms were present prior to age 12 years
C. Several inattentive or hyperactive-impulsive symptoms are present in two or more settings (e.g., home or school; with friends or relatives; in other activities)
D. There is clear evidence that the symptoms interfere with, or reduce the quality of social, academic or occupational functioning
E. The symptoms do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychotic disorder and are not better accounted for by another mental disorder (e.g., mood disorder, anxiety disorder, dissociative disorder or a personality disorder)
Specify whether: 314.01 F90.2. Combined presentation: if both Criteria A1 (inattention) and Criteria A2 (hyperactivity-impulsivity) are met for the past 6 months. 314.00 F90.0. Predominantly Inattentive presentation: if Criterion A1 (inattention) is met but Criterion A2 (hyperactivity-impulsivity) is not met for the past six months. 314.01 F90.1. Predominantly Hyperactive-Impulsive presentation: if Criterion A2 (hyperactivity-impulsivity) is met but Criterion A1 (inattention) is not met for the past six months.
Specify if: In partial remission: When full criteria were previously met, fewer than the full criteria have been met for the past six months, and the symptoms will still result in impairment in social, academic or occupational functioning.
Specify current severity: Mild: Few, if any, symptoms in excess of those required to make the diagnosis are present, and symptoms result in no more than minor impairments in social or occupational functioning. Moderate: Symptoms or functional impairment between “mild” and “severe” are present. Severe: Many symptoms in excess of those required to make the diagnosis, or several symptoms that are particularly severe, are present, or the symptoms result in marked impairment in social or occupational functioning.

3.3.2 ADHD as a barrier to learning

Amod *et al.* (2013:218) consider ADHD an intrinsic barrier to learning as research has shown that biological and genetic factors play an important role in the inheritance of the disorder. Schellack and Meyer (2016:22) clarify that the biological and genetic factors are an imbalance in the neurotransmitters noradrenaline and dopamine that regulate learning, goal setting, memory, motivation and attention, as well as a smaller prefrontal cortex which helps executive functioning. These factors lead to symptoms of ADHD and impairments in executive functions (EF). Hence, ADHD is not only a disorder characterised by inattentiveness, hyperactivity and impulsivity, but also a cognitive disorder that includes a developmental impairment of executive functions (Ciuluvica *et al.*, 2013). Ciuluvica *et al.* (2013) state that effective functioning is the self-controlling system of the brain. Rief (2016:21) further defines executive functions as a

broad set of central cognitive functions, including self-regulatory and self-management abilities, that help children manage multiple tasks in their daily lives.

Rief (2016:23) declares that executive functioning of learners with ADHD is delayed by 30%, which means that a six- or seven-year-old learner (in Grade 1) will have the EF of a three- or four-year-old. Brown (cited in Rief, 2016:23) identifies six of these cognitive functions that tend to be impaired in learners with ADHD: 1) organising materials and tasks, prioritising tasks, estimating time and starting on work tasks; 2) focusing, shifting focus to tasks and sustaining focus; 3) regulating attentiveness, processing speed and sustaining effort; 4) controlling emotions and managing frustration; 5) resonate working memory and accessing recall; and 6) regulating and monitoring self-action. As a result, learners with ADHD experience problems with social skills and exhibit low frustration tolerance, disruptive behaviour, low self-esteem and impaired academic performance (Wolraich et al., 2011; Schellack & Meyer, 2016; Mokobane, Pillay & Meyer, 2019; Boshomane, Pillay & Meyer, 2020).

It should be noted that the influences of the symptoms and the executive functions of learners with ADHD on their academic, social and behavioural performances, play an exceptionally important role in Grade 1 (Colomer *et al.*, 2017; Pascual *et al.*, 2017). The reason for the emphasis on Grade 1 is because the Grade R curriculum encompasses pre-numeracy and pre-reading skills, preparing learners for formal writing and reading that occurs in Grade 1 (Moodley, 2013:33). Grade 1 is the first stage of formal learning in the child's life. Hence, the performance of these learners in Grade 1 impacts their future development in a substantial manner (Colomer *et al.*, 2017).

Four subjects are taught in Grade 1: home language, first additional language, mathematics and life skills (DBE, 2011b:6). The Curriculum and Assessment Policy Statement (CAPS) for all four subjects specifies certain content (knowledge, concepts and skills) that are to be covered in each of these subjects by the end of Grade 1 (DBE, 2011b; 2011c; 2011d; 2011e). See Appendix A for each subject's content areas, with their topics and an overview of what it entails, extracted from the four subjects' CAPS (DBE, 2011b; 2011c; 2011d; 2011e). Two very important skills taught to learners in Grade 1 that are essential for future development are the skills of effective reading and writing (DBE, 2011b:11).

These content areas, with their topics and each topic's concepts and skills, demand the use of Brown's (cited in Rief, 2016:23) six executive functions that unfortunately tend to be impaired in learners with ADHD, as mentioned above (DBE, 2011b; 2011c; 2011d; 2011e). Progressing from informal learning in Grade R to the formal learning of these concepts in Grade 1 is already challenging for most typically developing children. Thus, the symptoms and impaired executive

functions of learners with ADHD further complicate formal learning. Consequently, ADHD, with its associated symptoms and impairments, is an evident barrier to learning in Grade 1. The identification and diagnosis of learners with ADHD, followed by appropriate support by teachers of these Grade 1 learners in the classroom, is essential. This emphasises the importance that Grade 1 teachers have efficient experiences, knowledge and attitudes to identify these learners' weaknesses and strengths as they enter Grade 1, allowing teachers to intervene, addressing the weaknesses and expanding the strengths of learners with ADHD.

3.3.3 Identification and diagnosis in the South African milieu

According to Schellack and Meyer (2016:22), diagnosis of ADHD is based on specified criteria, as there is no diagnostic test that can conclusively prove ADHD. The diagnostic criteria used by South Africa in the diagnosis of ADHD is the DSM-5 criteria (APA, 2013) (*cf.* Table 3.1). According to the DSM-5 (APA, 2013), for a child to be diagnosed with ADHD, the symptoms have to appear before 12 years of age, and they should be present in two or more settings where they evidently influence the standard of academic, occupational and social performance (Kern *et al.*, 2015:3043). Registered practitioners, such as psychologists, neurologists or paediatricians, are liable to formally diagnose children with ADHD, using these criteria amongst other tests (Hariparsad, 2010:83; Faraone *et al.*, 2021). Rief (2016:10;11) cautions that symptoms of ADHD may be secondary to low cognitive potential, learning disabilities, conduct disorder, anxiety disorder, depression, bipolar, and tics or Tourette syndrome (*i.e.*, comorbid disorders). Lawrence (2012:20) explains that the number of tests involved in psychological testing should rule out other possible causes for the recognised symptoms such as comorbid disorders. Loedolff (2019:31) affirms that the DSM-5 makes provision for the diagnosis of ADHD with comorbid conditions.

The diagnosis of ADHD requires collateral information from various sources, particularly from the school, to establish whether ADHD symptoms are present in more than one setting (Vogel, 2014:72; Faraone *et al.*, 2021). It is essential for schools and parents to collaborate on symptoms that are experienced by the learner and their influences on the child's development, which will be documented (Schellack & Meyer, 2016:23). Symptoms of ADHD are more perceptible when children start attending formal schooling, due to the structured and demanding environment. Kern *et al.* (2015:3043) affirm that while teachers are not qualified to diagnose ADHD, they have the important role of identifying learners who may have ADHD-like symptoms and referring them for further assessment. Vogel (2014:72) asserts that ADHD-specific behavioural rating scales cannot be used as diagnostic tools, but can be used by teachers to assess the presence of symptoms. According to Loedolff (2019:33), these scales are completed by teachers and parents to assess the child's behaviour compared to the behaviour of peers, to accumulate a conclusive summary of the child's behaviour across

different settings. O'Regan (2014:12; 2019) identifies that the most commonly used behavioural scales are the Conners Parent and Teacher Rating Scales (Conners, Sitarenios, Parker & Epstein, 1998a; Conners *et al.* 1998b). Loedloff (2019:33) adds that these behavioural scales are regularly used in South Africa to assist in the diagnosis of ADHD as this provides information specific to the DSM-5 diagnostic criteria for ADHD (Rief, 2016:29). Factors identified by the teacher are daydreaming and attention, hyperactivity, asocial behaviour, conduct problems and emotional overindulgence (O'Regan, 2019:13).

3.4 Teachers: a pivotal participant in the ecological system

The researcher regards teachers as pivotal participants in the ecological system. For this reason, the researcher discusses aspects that influence the ecological system, with the learner with ADHD at the centre. These aspects are teachers' education, training and support services; Grade 1 teachers' experiences (including their knowledge, perceptions, attitudes and beliefs); support strategies; and the influence of Grade 1 teachers' experiences on their use of support strategies.

3.4.1 Education, training and support services

To fully understand Grade 1 teachers' experiences of supporting learners diagnosed with ADHD in the mainstream classroom, the researcher has investigated the education and training of these teachers, as well as the support services provided to these teachers. Equally, both form the foundation of Grade 1 teachers' experiences of supporting learners with ADHD. According to Geldenhuys and Wevers (2013), when teacher support is lacking or training limited regarding ADHD, this has a direct impact on the teachers' implementation of inclusive education in the mainstream classrooms and therefore on their experiences of supporting learners with ADHD in these classrooms. Education, training and support services have a vital influence on their current attitudes, beliefs, knowledge and experiences in supporting learners with ADHD in their classrooms.

Before democracy emerged in South Africa in 1994, learners were educated in accordance with the policy of apartheid – the education system was split into two, with ordinary schools accommodating learners who did not need additional support and special schools accommodating learners with special educational needs (Walton, 2011:240). Correspondingly, teachers were either trained to teach in ordinary or special schools. When South Africa adopted an inclusive education framework, a new education and training system emerged. White Paper 6 (DoE, 2001:18) established primary school teachers as their primary resource for achieving inclusive education in mainstream schools. According to Dalton, McKenzie and Kahonde (2012) for primary school teachers to successfully educate a classroom of learners with diverse learning needs, they should understand, address and manage these diverse needs. To do so,

teachers had to improve their skills and knowledge, developing new ones (DoE, 2001:18). Mosito *et al.* (2020:158) believe that the South African Department of Education can empower teachers with the necessary skills by adequately training and preparing them to teach diverse learners in one inclusive mainstream classroom and by supporting teachers through the education system (Dalton *et al.*, 2012:5).

The DBE ensured teachers in the Consultative paper No. 1 on education that they will provide appropriate pre-service and in-service education and professional support services (DoE, 1999). In this paper, the DBE also guaranteed teachers that the norms and standards for the education and training will include competencies such as addressing the causes of severe learning difficulties, life-skills, providing counselling and learning support (DoE, 1999). In 2001, White Paper 6 established a national strategy for systematically training education teachers and managers (Walton *et al.*, 2009), including a plan divided into short-, medium- and long-term phases for 2001-2021. However, it appears that even though progress has been made toward an inclusive education system in South Africa, teachers lack appropriate education, training and support in accommodating learners with barriers to learning, such as ADHD, in the mainstream classrooms (Dreyer *et al.*, 2012; Potgieter-Groot *et al.*, 2012; De Jager, 2017; Sciotto *et al.*, 2015; Landsberg & Matthews, 2019:91; Mosito *et al.*, 2020).

Studies worldwide have indicated the positive influence that adequate pre-service training has on teachers' knowledge of and attitudes towards identifying and supporting learners with ADHD in the classroom (Martinussen *et al.*, 2011; Isaac & Dogbe, 2013; Al-Omari *et al.*, 2015; Liang & Gao, 2016; Mosito *et al.*, 2020). Nevertheless, a lack of adequate pre-service training worldwide is evident. Martinussen *et al.* (2011) report that most general education Canadian teachers participating in their study received no or brief pre-service training in ADHD. In comparison, a study by Liang and Gao (2016) that investigated students in secondary teaching education programmes in one of the major teacher education institutions in Hong Kong determined that most pre-service teachers received adequate training in ADHD. However, all of these pre-service teachers did not regard the information learned at university as useful enough for practice suggesting that the quality of these training sessions was inappropriate, as it seemed insufficient for addressing the actual problems of learners with ADHD in mainstream classrooms that teachers encounter in class. Al-Omari *et al.* (2015) indicate a need for information regarding the teaching methods as well as the practical implementation of inclusive education in pre-service training sessions. Consequently, according to Liang and Gao (2016), pre-service students should be exposed to practical placements, as all classrooms accommodate learners with ADHD so they will undoubtedly be exposed to learners with ADHD. Nel *et al.* (2016) agree and add that pre-service teachers also benefit from collaborating with

ordinary teachers during practical placements in supporting learners with ADHD in the classroom.

The Minimum Requirements for Teacher Qualification (RSA, 2018:23) state that inclusive modules are taught in South African tertiary institutions to equip B.Ed. students with knowledge about inclusive education, skills in identifying and addressing barriers to learning, and skills to be attuned to the needs of individual learners within a grade, through curriculum differentiation. In this literature review, only one study was identified focussing on how pre-service teachers at a South African university experienced inclusive education training (Mosito *et al.*, 2020). Mosito *et al.* (2020) indicate in their study at a university in the Western Cape that inclusive education, as a compulsory subject, assisted participants in effectively implementing inclusive education in their classrooms. Although many studies have been conducted worldwide on pre-service teachers' knowledge and experiences of ADHD gained during training in tertiary institutions, there is a dearth of studies on this topic in South Africa, particularly on Grade 1 teachers.

De Jager (2017) contend that the professional development and in-service training of teachers should be an ongoing process throughout a teacher's career as it will enhance the successful support of learners with ADHD in the mainstream classroom. Teachers should keep abreast with new models and practices, as research on ADHD and teachers' experiences with supporting learners with ADHD is constantly changing. Yet, it appears that this does not happen worldwide. For example, a study by Doukanari (2014) indicates that very few Cypriot elementary school teachers had prior experience with in-service training; most of these teachers indicated that this experience was inadequate for teaching and managing learners with ADHD. Several other similar international studies determined that only a small percentage of elementary and secondary school teachers underwent in-service training in ADHD (Liang & Gao's, 2016; Martinussen *et al.*, 2011).

Few studies regarding ADHD address in-service education and training (INSET) in South Africa. Braude and Dwarika (2020) conducted a study in the Eastern Cape, Northern Cape, Mpumalanga and Gauteng that revealed that six of the seven primary and elementary school teacher participants had attended an in-service professional development course on ADHD at some stage within their teaching careers (Braude & Dwarika, 2020). However, the results did not indicate precisely how many courses they attended, or the quality of these courses. Hariparsad (2010) and Nel (2014) note that INSET by South Africa's Department of Basic Education currently makes no provision for in-depth ADHD training of Foundation Phase teachers for supporting learners with ADHD in the mainstream classroom. Sciutto *et al.* (2015) reveal that most of the participating primary and secondary school teachers of a study

conducted in Western Cape, South Africa, have received none or only one to two workshops and courses in ADHD. Dreyer *et al.* (2012) also indicate a need for in-service training for mainstream primary school teachers in the West Coast education district in the Western Cape province of South Africa, as these participants did not have formal qualifications to teach learners who experience barriers to learning. Consequently, Potgieter-Groot *et al.* (2012) created an in-service training programme on emotional and behavioural barriers to learning, including ADHD, that can be implemented in mainstream South African schools.

INSET on ADHD has an influence on supporting learners with ADHD worldwide and in South Africa. More in-service training (e.g., workshop or seminar) opportunities for Foundation Phase teachers will improve their ADHD knowledge and enhance their experience of supporting learners with ADHD in the mainstream classroom (Martinussen *et al.*, 2011; Potgieter-Groot *et al.*, 2012; Campos *et al.*, 2017; Latouche & Gascoigne, 2019). Results of a study by Martinussen *et al.* (2011) additionally reveal that very few general education teachers report frequent use of the more individualised behaviour management approaches to support learners with behaviour difficulties. However, teachers who had received moderate or extensive in-service training had more knowledge on the use of behaviour management approaches than those who had received brief or no in-service training in ADHD (Martinussen *et al.*, 2011). These results confirm that in-service training on how to interact and support learners with ADHD effectively has a positive effect on teachers' use of behavioural management strategies to support learners with ADHD in the mainstream classroom. A study conducted in Portugal by Campos *et al.* (2017) indicates that a training programme and intervention on attention-deficit/hyperactivity disorder (ADHD-TPI) implemented for three months made significant contributions to the primary school teachers' knowledge about ADHD, resulting in the adaption of their educational practices to the specific needs of the learners with ADHD. A study by Latouche and Gascoigne (2019) on primary school teachers from Australia, who had received a short training session workshop on ADHD and classroom management strategies for accommodating learners with ADHD in the mainstream classroom found an increase in teachers' knowledge and self-efficiency. Lasisi *et al.* (2017) also assess the outcomes of a one-day session, based on the World Health Organisation MhGAP-IG module on behavioural disorders focusing on ADHD, on primary school Nigerian teachers' knowledge of ADHD and behavioural interventions and attitudes toward ADHD. Results show an improvement in all three assessed aspects (Lasisi *et al.*, 2017).

The study by Potgieter-Groot *et al.* (2012) is the only South African study that the researcher could find specifically addressing how the implementation of an in-service programme can improve teachers' knowledge and their use of support strategies to address learners with emotional and behavioural barriers to learning such as ADHD. Firstly, Potgieter-Groot *et al.*

(2012) identified the participants' training needs to formulate an in-service training programme on emotional and behavioural barriers to learning (Potgieter-Groot *et al.*, 2012). They then developed a programme that entailed three two-hour sessions, with information on characteristics and causes of, and specific strategies to deal with various emotional and behavioural barriers to learning, including ADHD (Potgieter-Groot *et al.*, 2012). In reflecting on this in-service training programme, the teachers admitting to gaining knowledge and subsequently changing their attitudes towards the learners with barriers to learning (Potgieter-Groot *et al.*, 2012). Furthermore, they learnt about various strategies, the implementation thereof, as well as how to improve their classroom management (Potgieter-Groot *et al.*, 2012).

Beyond the national strategy for systematically training education teachers and managers that Education White Paper 6 has mapped out, it mentions the strengthening of support structures as a pivotal aspect of implementing inclusive education in mainstream schools (Nel *et al.* 2016). These support structures consist of district-based support teams (DBST) and school-based support teams (SBST) (Landsberg & Matthews, 2019). The DBST is a team in each education district that manages inclusive education in their district (Landsberg & Matthews, 2019:91). These teams are responsible for “training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management” (DoE, 2005a:6). The primary focus of these teams is the development and provision of ongoing support to the SBST (DoE, 2005b:21). The SBST is comprised of educators with knowledge and skills in areas such as life skills, guidance, counselling, or learning support (DoE, 2005b:36); a learning support educator (LSE); the referring teacher; the principal or deputy principal, or member of the management team; any member of the DBST (depending on the needs of the learner); the parents of the learner; and learner representatives at higher education levels or further education and training (Landsberg & Matthews, 2019:95). According to the DBE (DoE 2005a:6), the SBST's primary role is to “put in place coordinated learner and educator support services”, including the establishment of communication networks between learners, teachers, parents, the health, welfare and justice departments, and non-governmental organisations (NGO's) (Landsberg & Matthews, 2019:94). The SBST can only support teachers and monitor and support learner progress if there is regular feedback from the teacher (Landsberg & Matthews, 2019:94). Thus, regular meetings should be conducted by the SBST to discuss learners experiencing barriers to learning (Nel *et al.*, 2016).

In addition to these support structures, the Screening, Identification, Assessment and Support (SIAS) process has been developed as a tool to guide learner support (Nel *et al.*, 2016). According to the DBE (2014), the SIAS process provides guidelines regarding early identification of learners experiencing barriers to learning, correct assessment strategies

according to the nature and degree of the barriers that learners may be experiencing, and the operational design and implementation of individualised support plans (ISP) for learners requiring additional support. The SIAS document (DBE, 2014) stipulates the process for identifying, assessing and supporting learners with barriers to learning. Once the teacher has identified a learner in her classroom with ADHD, she completes an SNA1 form that includes information on the learner and an ISP. The SIAS document (DBE, 2014) is clear that every learner experiencing barriers to learning as well as receiving additional support should have an ISP. If the teacher's support plan is unsuccessful, she consults with the SBST, who helps and supports the teacher by putting in place other interventions to support the learner with barriers to learning such as ADHD (Braude & Dwarika, 2020). An SNA2 form is then completed, which guides the SBST when a learner is referred (DBE, 2014:25). SBST's play their role at the mesosystem (Bronfenbrenner's bio-ecological systems model) as they collaborate with the teachers on the effective support for a learner with ADHD. The SBST will only seek the DBST's help when these interventions are unsuccessful (Braude & Dwarika, 2020). The DBST will then complete an SNA3 form, which directs their intervention strategy (DBE, 2014:25).

It appears that even though White Paper 6 and SIAS offer guidelines on how to successfully implement inclusive education in mainstream schools, neither of them gives teachers in mainstream classrooms clear or specific guidelines to follow regarding classroom management and support of learners with ADHD (Loedolff, 2014:45). Lawrence (2012:50) mentions that in addition to the DBE's support, there are numerous support services in South Africa that can be helpful to teachers, namely attention-deficit/hyperactivity disorder online information service (ADDers), Attention Deficit and Hyperactive Support Group of South Africa (ADHASA), ADHD-Moms Matter support group, St. Aiden's Home School – How to help your child cope with ADHD, Ananzi Directory, and Ufosa Foundation.

Although the researcher has found some research studies on teachers' pre-service and in-service training experiences, there is a gap in South African research on Grade 1 teachers' pre-service and in-service training experiences as well as experiences of support services in schools.

3.4.2 Grade 1 teachers' experiences

As the school environment is included in the child's "bigger whole", it is vital to investigate the central aspect of this environment – the teachers and their knowledge, beliefs, attitudes and experiences of learners diagnosed with ADHD and supporting these learners in the mainstream classroom (Kern *et al.*, 2015:3047). This will advise the interaction between the learner and the teacher (Kern *et al.*, 2015:3047) as well as the strategies used during the

mediated learning experiences. Mohammed (2018:2) agrees that teachers' beliefs, attitudes, knowledge and understanding of the disorder are significantly important for teacher-learner interaction and successful school intervention.

The Merriam-Webster dictionary (2021) defines *human experiences* as “practical knowledge, skill, or practise derived from direct observation of or participation in events or in a particular activity”. Perold *et al.* (2010:460) add that teachers' knowledge could be gained through informal classroom experiences or formal instruction or training. As discussed above (*cf.* 3.4.1 Education, training and support services) in-service and pre-service education and training on ADHD have a significant effect on teachers' knowledge of ADHD. However, Braude and Dwarika (2020:5) suggest that knowledge of ADHD that is gained in the classroom by working with learners with ADHD expands with the teacher's years of teaching learners with ADHD in their classrooms, rather than from training. International studies also support this view (Anderson *et al.*, 2012; Safaan, El-Nagar & Saleh, 2017). Many South African researchers (Perold *et al.*, 2010; Kern *et al.*, 2015; Naidoo, 2019; De Sousa, 2020; Jaye *et al.*, 2020) disagree and have proven that there is no positive correlation between teachers' knowledge of ADHD and their years of experience of teaching an Learner with ADHD.

It seems insufficient knowledge and inadequate understanding of ADHD appears to be the greatest challenge of educators in supporting learners with ADHD in the mainstream classroom (Sikotane, 2016:25). Internationally, only a few studies researched primary school teachers' knowledge of ADHD (Doukanari, 2014; Youssef, Hutchinson & Youssef, 2015; Safaan *et al.*, 2017). All these international studies note that primary school teachers have little knowledge about ADHD. South African studies similarly indicate low knowledge scores on ADHD in primary school teachers (Perold *et al.*, 2010; Etchells, 2015; Topkin, Roman & Mwaba, 2015; Braude & Dwarika, 2020; De Sousa, 2020; Jaye *et al.*, 2020). There was only one qualitative study found in South Africa which investigated primary teachers' knowledge of ADHD. This study was conducted by Braude and Dwarika (2020) through individual interviews with seven teachers each representing a grade from 1-7 in four of South Africa's provinces: the Eastern Cape, Northern Cape, Mpumalanga and Gauteng. These participants admitted a lack of knowledge of ADHD. In sum, it appears that insufficient knowledge and a poor understanding of ADHD is a challenge experienced by South African teachers in supporting learners with ADHD in the mainstream classroom.

Braude and Dwarika (2020) have identified that a lack of knowledge initiates inaccurate information. Inaccurate information, displayed in the Knowledge of Attention Deficit Disorders Scale (KADDS) as incorrect responses, stems from misperceptions. The Merriam-Webster dictionary (2021) defines *misperceptions* as “wrong or inaccurate idea[s] or conception[s]”;

therefore, it refers to teachers' incorrect beliefs. Mohammed (2018) states that knowledge of ADHD is substantially important for successful support in the mainstream classroom. Misperceptions of ADHD often lead to teachers providing the wrong advice to parents, making inaccurate referrals and failing to support ADHD efficiently in the classroom (Alanazi & Turki, 2021). The South African studies reviewed above that apply the KADDS instrument to identify aspects of ADHD in which teachers have a lack of knowledge, similarly identified misperceptions of some main aspects of ADHD. The overall incorrect responses indicated a high rate of misperceptions (Perold *et al.*, 2010; Etchells, 2015; De Sousa, 2020). International studies such as Poznanski *et al.* (2018) and Alkahtani (2013) are more or less consistent with these rates. Youssef *et al.* (2015), however, indicate a lower rate of misperceptions. Thus, together with their lack of knowledge about ADHD, South African primary school teachers also show a high rate of misperceptions. The researcher believes that this research study could enhance Grade 1 teachers' knowledge of support strategies to support learners with ADHD in the classroom and thereby eliminate their misperceptions of these strategies by informing them of support strategies identified in the results of the study. This study likewise intends to improve the learning and support of learners with ADHD in Grade 1 mainstream classrooms.

Kern *et al.* (2015:3047) maintain that identifying teachers' perceptions of ADHD can inform the teacher-child interactions and lead to more efficient evaluation and development of support strategies. Kern *et al.* (2015:3044) state that since culture plays a role in individuals' perceptions of ADHD, it is important to study research on teachers' perceptions of ADHD nationally. International research cannot necessarily be generalised in South Africa. For this reason, the researcher will review South African literature on teachers' perceptions of teaching learners with ADHD in mainstream classrooms.

According to Nel (2014:124), most teachers perceive learners diagnosed with ADHD are problematic; hence, they identify their teaching experience with these learners as demanding and necessitating undue patience. De Sousa (2020:132) explains that participants in her study believed that the behaviour management of learners with ADHD is difficult due to the very little and erratic control that learners with ADHD have over their own behaviour. Studies have indicated that subsequently, learners with ADHD are regarded as disorderly, disruptive and a negative influence on the classroom's environment (Loedolf, 2019; De Sousa, 2020). Nel (2014:117) interviewed Foundation Phase teachers from five primary schools in the Lejweleputswa District in Johannesburg as a focus group to indicate their perceptions of learners with ADHD. Teachers of all five schools similarly perceived learners with ADHD as disorganised, emotionally sensitive, disobedient and irresponsible (losing things frequently). Sikotane (2016) adds that most of the time learners with ADHD are perceived as having difficulty organising their schoolwork and requiring constant support and motivation. The

researcher has found one qualitative study wherein a few of the participants displayed a positive perception of learners with ADHD; for example, they are loving, they love extracurricular activities and the outdoors, and they are good at defending themselves (Nombuso, 2016:60). It is apparent that teachers are troubled about the learners' ability to participate academically and socially in the mainstream classroom (Bornman & Donohue, 2013). It can thus be concluded that generally, teachers are anxious to teach and support learners with ADHD as they hold negative perceptions of these learners.

According to McKnight (2015:20), teachers' perceptions of learners with ADHD may influence their attitude toward supporting learners with ADHD. Doukanari (2014:96) explains that teachers with a negative perception of learners with ADHD tend to be less willing to support these learners by differentiating their educational practices and more likely to refrain from using individualised lesson plans to manage their diverse needs. On the other hand, teachers with positive perceptions toward supporting learners with ADHD are more willing to teach and support these learners in line with their needs (Doukanari, 2014:96). Teachers' negative perceptions of learners with ADHD and their consequently negative attitudes toward supporting learners with ADHD affect their interactions with these learners in the classroom that subsequently influence the learners' behaviour and academic success (Bell *et al.*, 2011).

Teachers not only retain pessimistic views of learners with ADHD but also view their own potential to teach and support learners with ADHD in the mainstream classroom unenthusiastically and half-heartedly. Some research studies have shown that participating teachers tend to have low self-efficiency and perceive themselves as incompetent, not competent enough or unprepared to support learners with ADHD (Perold *et al.*, 2010; Pieterse, 2010; McKnight, 2015; De Sousa, 2020; Tshabalala, 2020). In contrast, pre-service teachers from the United States who have participated in a study by Poznanski *et al.* (2018) show high levels of self-efficiency. National and international studies reveal that higher knowledge of ADHD and learning support for learners with ADHD lead to more positive perceptions of themselves and diminished negative attitudes towards supporting learners with ADHD (Lasisi *et al.*, 2017; Poznanski *et al.*, 2018; Braude & Dwarika, 2020; Yoro *et al.*, 2020). It can therefore be concluded that teachers' negative beliefs and attitudes regarding their own inability to support learners with ADHD in the mainstream classroom add to their anxiousness and uneasiness to teach and support these learners.

South African teachers face numerous challenges due to socio-economic circumstances that further impact their attitudes towards supporting learners with ADHD. Pieterse (2010), exploring the challenges to teaching in schools within the Nelson Mandela Metropole, South Africa, determined that poverty and socio-economic hardship; high level of alcohol and drug

abuse among parents and learners; medical challenges (such as HIV/AIDS-related diseases); inaccessible and unsafe learning environments; a lack of physical resources; overcrowded classrooms; dysfunctional families; behavioural and emotional difficulties; lack or underdevelopment of human resources; and educators workload and time constrictions are all challenges compiling additional demands on teachers to support learners with ADHD. Tshabalala (2020) states that these additional demands, such as the protocols that need to be followed to support the needs of learners with ADHD (which includes extra paperwork), frustrate teachers and ultimately result in teachers inconsistently responding to the diverse needs of the learners.

It is not only teachers' attitudes and willingness to support learners with ADHD that affect the learners' behaviour and academic success, but also parents' attitudes towards supporting their children (McKnight, 2015:16). The Mediated Learning Experience (MLE) model affirms that parents are active-modifying mediators in their child's development (Tzuriel, 2013). Unfortunately, South African research studies have shown that parents feel inadequate in offering support to their children with ADHD as they have limited training in ways of supporting an ADHD child (Hariparsad, 2010; Helle-Valle *et al.*, 2015). According to the SIAS document (DBE, 2014:36) parents "need access to information on the kind of support needed by their child" and "should be empowered on how the potential of their child can be optimally developed". Sciutto *et al.* (2015) suggest that parents' knowledge and beliefs about ADHD and its treatment may also influence their acceptability of given interventions by teachers. Nevertheless, it is evident in De Jager's (2013:84; 2017) study that meetings with parents are rarely held where collaborative teaching and problem-solving methods are discussed. According to Doukanari (2014:80), teachers play a fundamental role in advising parents to employ physical, behavioural and instructional classroom-based interventions at home.

Several studies argue that it is not only the teacher who neglects to initiate communication and offer support to parents of learners with ADHD, but lack of parental involvement is a pertinent issue for teachers (Hariparsad, 2010; Kern *et al.*, 2015; De Jager, 2017). The SIAS document (DBE, 2014:36) makes clear that parents should "take responsibility for the support of their children". Parents rarely share in-depth knowledge with teachers about their children's specific needs, strengths and weaknesses because of limited communication between teachers and parents (De Jager, 2017). Tarver, Daley and Sayal (2014) emphasise the importance of parents' cooperation in supporting their ADHD children academically, socially and emotionally as this support positively influences the teachers' understanding, belief and expectation of the learners with ADHD. De Jager (2013) adds that the lack of parental involvement may contribute to discipline and behavioural problems and assist in establishing traditional values in the classroom. Conclusively, parent and teacher collaboration is vital for sharing information about

the child's needs and discussing the most appropriate support strategies according to these needs.

Although research regarding teachers' knowledge, beliefs and experiences of learners with ADHD and of supporting them in the mainstream classroom is available, research focuses primarily on the Intermediate and Senior phases. Furthermore, the above-mentioned studies utilised quantitative research as a research methodology. In contrast, minimal research has been undertaken within the Foundation Phase. There is a dearth of research exploring Grade 1 teachers' knowledge, beliefs and experiences of learners with ADHD and of supporting learners with ADHD in the mainstream classroom in the West Coast district. In attempting to support teachers who teach learners with ADHD daily, it is imperative that the researcher is guided by existing literature on support strategies in this regard.

3.4.3 Support strategies

The researcher compares findings of international studies on primary school teachers' use of support strategies for learners with ADHD with South African studies, to take the support strategies applied in other countries into account when making recommendations for South Africa (Perold *et al.*, 2010).

White Paper 6 (DoE, 2001) on inclusive education specifies that learners with barriers to learning such as ADHD should have a differentiated curriculum and assessment method to enable them to progress at their own level and according to their own rate in the mainstream classroom (Topkin *et al.*, 2015). The DBE (2011a) stipulates guidelines for teachers on how to respond to learner diversity in the mainstream classroom through curriculum and assessment policy statements. Although the said document includes guidelines for differentiating and assessing the curriculum of all the subjects incorporated in Grades R to 12, it does not, however, specify the specific support strategies to accommodate learners with ADHD in the mainstream classroom, particularly in Grade 1. Therefore, the researcher is making use of Feuerstein and Feuerstein's (1991:13) MLE model, as it enables teachers to choose and tailor various support strategies according to the diversity of cognitive abilities and deficits, emotional and social needs and behavioural tendencies of learners with ADHD that they typically exhibit in mainstream classrooms which is, according to Emsley *et al.* (2013:137), the ultimate purpose of tailoring various support strategies; optimising the learners' emotional, cognitive and social functioning; allowing them to reach their full developmental potential; and preventing the development of a secondary psychiatric disorder and emotional distress. The researcher has investigated strategies that complement Feuerstein's recommendations. Three major types of support strategies are examined: behavioural, academic and social support strategies.

Rief (2016:51) regards behavioural management strategies as the most effective in managing learners with ADHD in the classroom. According to Nigg (2017:207), behavioural therapy combined with medication produces the most significant improvement in learners' holistic development. Then again, the socio-economic realities in South Africa (that include children living in poverty that typically attend under-resourced schools, undiagnosed and without access to medication) make it difficult to combine behavioural strategies and medication (Tshabalala, 2019:28). According to Reid and Johnson (2012:111), while medication will not cure ADHD, it reduces the frequency and degree of symptoms associated with ADHD. Therefore, even learners with access to medication will still need support strategies such as behavioural management, academic and social strategies.

According to Sikotane (2016:34), the main objective of behavioural strategies is to teach learners to manage their own behaviour. DuPaul *et al.* (2011) and Gaastra *et al.* (2020) proclaim three types of behavioural management strategies for learners with ADHD – antecedent-based strategies, consequent-based strategies and self-management approaches – that guide learners in managing their own behaviour. It is important to take cognisance of the fact that not all strategies work for all learners with ADHD. Therefore, it is the teacher's responsibility to recognise and adjust the triggers or antecedents that cause behavioural problems to reduce and avoid them; and to effectively use consequences to increase desirable behaviour and eliminate or reduce undesirable behaviour (Rief, 2016:52).

Antecedents of behaviour refer to the characteristics of the environment (classroom), the occurrences and the tasks that signal the behaviour (Mulaudzi & Kutame, 2011). Hence, classroom structure is the focus of antecedent strategies. The classroom structure is divided into two categories, namely a physical structure and a schedule structure (Reiber & McLaughlin, 2004; Rief, 2016). Most children with ADHD have difficulty learning in a typical classroom setting because they are hypersensitive to stimuli and turn their heads at the slightest distraction in their surroundings (Nel, 2014:17). For this reason, Lawrence *et al.* (2017) suggest that learners be placed in the front of the room in close proximity to the teacher's action and away from distractions of learners sitting in front of them. According to Alanazi and Turki (2021:1217), the traditional row-seating pattern works best for learners with ADHD. Several works of literature embrace the active teaching of classroom rules as a strategy (DuPaul *et al.*, 2011; Naidoo, 2019; Alanazi & Turki, 2021). Alanazi and Turki (2021) stipulate that rules should be few and at most, only several words long; clearly explained at the beginning of each day; and actively communicated with the learners by means of visual reminders. Teachers should praise learners more frequently than usual when they are following classroom rules (DuPaul *et al.*, 2011). Music may assist with focus and concentration as it blocks out auditory distractions such as environmental sounds (Rief, 2016:104). Rief

(2016:104) explains that calm and relaxing music after a busy activity or recess can calm the learners down; or playing a lively, upbeat song in the afternoon can energise the class. Another antecedent strategy is to allow the learners with ADHD to stand at their desks and work or to use a therapeutic ball or seat cushion for sitting (Rief, 2016:103). This will accommodate the learners' need to wiggle and squirm in their seats.

The schedule structure is just as important as the physical structure. The schedule structure entails clear and consistent procedures used to guide lesson times, the sequence of activities, and the learners' and teachers' behaviour (Rief, 2016:58). These procedures include reducing task demands by modifying the length and content of assignments (DuPaul & Stoner, 2014). According to DuPaul *et al.* (2011), reducing the length of an assignment to match learners' attention spans may decrease disruptive behaviour. Lawrence *et al.* (2017:146) mention another option: breaking down assignments so that learners can experience success with completing a task. As structure is the central theme in supporting learners with ADHD, it is important to provide learners with a structured daily schedule and consistent instructional methods (Pffner, 2011:32; Rief, 2016:58). Reid and Johnson (2012) add that the teacher should not only post the schedule but teach it to learners with ADHD so that they understand that it tells them *what* to do and *when* to do it. Doukanari (2014) recommends that teachers give learners task choices when given schoolwork. A choice-making strategy allows learners to choose among two or more options, such as assignments to complete, partners for the assigned activity, or a sequence of steps within an assignment (DuPaul, 2011:36).

Learners with ADHD require monitoring more often and more intensely; a greater degree and frequency of feedback; and more powerful motivations to modify their behaviour (Rief, 2016:123). Consequently, teachers must frequently implement an individualised behaviour programme with individualised support strategies (Rief, 2016:123). Teachers can concurrently, with an individualised behaviour programme, implement consequent-based strategies for the best results. Consequent-based strategies involve altering the frequency of a learner's specific behaviour by altering environmental occurrences after that behaviour (DuPaul *et al.*, 2011:37). Research proves that daily report cards, response cost and behavioural contracts are the most effective behavioural management strategies in supporting learners with ADHD in the classroom (Curtis *et al.*, 2013; Rief, 2016).

Token reinforcement is a strategy of positive reinforcement. Rief (2016:118) explains token reinforcement as a strategy during which the learner receives immediate rewards and reinforcements (e.g., tokens or stickers) when demonstrating desired or expected behaviour, thereby reaching and rewarding a goal. Target behaviours and the values of these behaviours are determined beforehand, that is, the number of rewards (such as poker chips) that are

awarded for different tasks as the level of difficulty varies (DuPaul & Stoner, 2014:152). These rewards are exchanged for daily classroom privileges. DuPaul and Stoner (2014:151) suggest that continuous social praise and attention can effectively produce positive behavioural change. According to DuPaul and Weyandt (2006:164) and DuPaul *et al.* (2011), token reinforcement includes home-based reinforcements for school behaviour (i.e., daily report cards) and response cost.

The report card is a report or form that contains a few target behaviours or selected goals clearly defined by the teacher as the focus for improvement (Rief, 2016:125). The report card strategy involves parents and teachers working together to identify approximately three to five problem behaviours (Curtis *et al.*, 2013). The parents or teacher of the learner with ADHD give awards or penalties grounded on the teacher's report of the learner's target behaviour and the goals met at school (Piffner, 2011:127). According to Rief (2016:125), if the learner meets the criteria on the report card, the learner has had a good day and therefore will receive designated privileges or rewards at home or at school. On days that the learner is not successful in meeting the criteria, a negative consequence, such as loss of television privileges or other mild punishments, may be implemented. Report cards are given daily but in time can be stretched to weekly or monthly (Piffner, 2011:127). Rief (2016:123) regards daily report cards (DRC) as excellent instruments for tracking school performance of learners with ADHD and motivating learners with ADHD to improve specific behaviours that hinder success. Riden, Lee, Taylor and Scheeler (2018) confirm that employing a daily report card is effective in reducing behavioural and academic challenges associated with learners with disruptive behaviour or several disabilities (such as ADHD), by reviewing and summarising the findings of 11 studies conducted on children in pre-K (four-year-olds) through to Grade 7. A study by Curtis *et al.* (2013) on elementary school teachers in New Zealand and the United States, investigating and comparing ratings of various support strategy effectiveness, determined the DRC strategy as the most effective. Iznardo *et al.* (2017) establish in their group-design study investigating the effectiveness of the DRC strategy as a school-based support strategy to manage the classroom behaviour of learners with ADHD (with an average age of seven point nine years old), that the DRC strategy is not only an effective support strategy, but is also an extremely informative progress monitor instrument. Clearly, the daily report card strategy is an evidence-based support strategy.

Response cost is a strategy that differs from other reward programmes as it focuses on inappropriate behaviour rather than appropriate behaviour (Rief, 2016:132). According to Curtis *et al.* (2013:10), it is a strategy in which children lose a privilege or points on a token system when behaving inappropriately. Rief (2016:132) instructs teachers to clearly explain to the Learner with ADHD beforehand which behaviour will cause a loss of a token or privilege.

The learner's goal is to end with a certain number of points or tokens to get a reward (Curtis *et al.*, 2013:10). Response cost, a strategy that has been used successfully in classrooms with learners with ADHD, has been proven effective in reducing or even eliminating inappropriate behaviours (Nolan & Filter, 2012; Reid & Johnson, 2012:168; Siniatchkin *et al.*, 2012).

Behavioural contracts are very much like the report card strategy and the token reinforcement strategy. DuPaul and Stoner (2014:155) describe these as contractual agreements between a learner and a teacher. The contracts include the desired classroom behaviours and responsibilities, the rewards for behaving appropriately as well as the consequences for not following the contract (Pfiffner, 2011:104). As with the previous strategies, the desired classroom behaviours and consequences are discussed beforehand. This differs from the other behavioural strategies, as there is direct connection between target behaviour and rewards or penalties and in this way does not use a secondary reinforcement, for example, tokens, as in the other strategies (DuPaul & Stoner, 2014:155). Ennis, Lane and Oakes (2018) consider behavioural contract strategy as a low-intensity strategy that can be easily implemented in a mainstream classroom. They further affirm the effectiveness of this strategy in helping learners with ADHD engage in instructional tasks. According to DuPaul and Stoner (2014:155), contracting is typically unsuccessful with children under six years old. This age is borderline to six-year-olds in Grade 1.

Consequence-based behavioural strategies can also require the learner to assess his or her behaviour and employ suitable consequences after it has occurred (DuPaul *et al.*, 2011). As previously mentioned in section 3.2.2 ADHD as a barrier to learning, learners with ADHD lag in their development of executive functioning and struggle with tasks that involve executive functioning, such as regulating and monitoring self-action (one of the six EF's that tend to be impaired in learners with ADHD) (Brown, cited in Rief, 2016:23). This necessitates teachers to incorporate a self-management approach in the classroom, teaching learners to observe and record their own behaviour (DuPaul & Stoner, 2014:167). Self-management strategies (also known as self-regulating strategies) are strategies applied by the learner and intended to encourage the learner to monitor, evaluate or reinforce behaviour, thereby strengthening self-control of behaviour (DuPaul *et al.*, 2011:37). According to Reid and Johnson (2012:204,205), these strategies encompass a group of five strategies – self-monitoring, self-management, goal-setting, self-reinforcement and self-instruction – that a teacher can implement in the classroom to teach learners with ADHD methods to manage, monitor, record and access their behaviour or academic performances (DuPaul *et al.*, 2011:37). For this reason, self-management strategies are regarded as cognitive-behavioural strategies (Mulaudzi & Kutame, 2011). Research indicates that self-management strategies are effective for increasing the

attention, on-task behaviour and academic productivity of learners with ADHD (Ramalho, García-Señorán & González, 2011; Bahri *et al.*, 2016).

Self-monitoring is an important self-management strategy as it encourages a learner to pay more attention to behaviour, which often leads to improved performance (Rief, 2016:133). Ennis *et al.* (2018) add that self-monitoring behavioural strategies can be time-based or task-based. Time-based self-monitoring includes the recording of incidents of behaviour during or after certain intervals, and task-based monitoring is conducted by utilising a checklist with predetermined tasks to self-evaluate during a given class activity or subject period (Ennis *et al.*, 2018). Self-monitoring includes two steps: to distinguish the occurrence of a target response and to self-record aspects of the target response. According to Reid and Johnson (2012:205), self-recording typically involves the use of graphing or charting. There are several common self-monitoring techniques: giving the learner a card for self-monitoring with spaces for recording performance of the target behaviour; using auditory signals or other cues to signal learners to self-evaluate their attention or progress during work; and using a rating form (usually 0-4) to self-evaluate one or more behaviours (similar to a daily report card) (Rief, 2016:133). Sluiter, Groen, de Jonge and Tucha (2020) conducted a study to determine whether self-monitoring of attention and performance had different effects on the on-task behaviour of primary school learners with ADHD in special needs classrooms. The results indicate that both self-monitoring of attention and performance have a positive effect on learners' on-task behaviour and improve their cognition. Self-monitoring is an evident efficient strategy to minimise the instability of behaviour which is common among learners with ADHD.

Reid and Johnson (2012:211) consider self-management similar to self-monitoring as both necessitate learners to self-assess aspects of their behaviour and self-record regularly. Reid and Johnson (2012:211) clarify that self-management and self-monitoring differ from one another in that self-management processes include a step where learners' self-assessment is compared to an external measurement (by the teacher) and then they receive reinforcements based on the accuracy of the self-assessment. Reid and Johnson (2012:211) describe the steps in the starting phase of using this strategy as follows: the teacher identifies the behaviour to be measured and the time setting when the strategy will be implemented. Next, the teacher makes subjective assessments on a regulated scale of learner performances during intervals of time (e.g., every 20 minutes). Thereafter, the teacher meets with the learner and informs the learner of the rating scale. The teacher initially graphs the performances and shares it with the learner until the learner receives continuous acceptable ratings, after which the learner and the teacher rate the learner's performances and compare them. Finally, the learner receives points for accurately self-assessing personal behaviour. Eventually, the duration of rating

periods is decreased until learners can self-assess without comparing their ratings to the teacher's ratings and the external reinforcement is gradually removed.

Goal setting is also an important element of self-regulation. Reid and Johnson (2012:215) proclaim this strategy's importance in that it provides structures for a learner's attempts by means of aims, and in this manner provides guidance on how to achieve them. Furthermore, it provides information on progress towards meeting the goal and it can motivate performance (Reid & Johnson, 2012:215). Rief (2016:158) states the importance of teachers to help learners set specific, achievable goals that include the "who, what, where and when" to work on. Reid and Johnson (2012:216) explain that the process of goal setting begins with the teacher and learner discussing the learner's unwanted behaviour in an area (such as screaming answers out during a listening and speaking activity). Thereafter, they decide on an appropriate goal, establish a timeline for meeting the goal and determine how progress towards the goal can be examined (Reid & Johnson, 2012:216). A good way to assist learners in monitoring their performance is to combine goal setting with self-monitoring where learners self-monitor and graph their achievements (Reid & Johnson, 2012:216).

Learners with ADHD not only experience challenges in setting goals, but also find shifting attention to tasks and sustaining attention problematic. Therefore, learners with ADHD require frequent reinforcement to sustain or change behaviour (Thurston, 2014:12). Reid and Johnson (2012:218) explain that during the self-reinforcement strategy, the learner will choose a reinforcer (reward) and self-award it when a predetermined criterion is met. The teacher and learner collaboratively select the standards that must be met to receive a reward, choose the reward and determine how the learner will evaluate whether or not the criterion for reinforcement have been met (Reid & Johnson, 2012:218). Learners can reward themselves independently or can first check with the teacher before self-awarding the reward. A 'coach' (a peer) can also be assigned to a learner for support in helping learners reach their goals (DuPaul & Stoner, 2014:167). This coach can assist the Learner with ADHD in recording instances of on-task behaviour during classroom academic work (DuPaul & Stoner, 2014:167). For example, the teacher can have the learners use this technique to record how many times they leave their seats. This self-management technique typically requires the use of reinforcers and response cost systems for the teacher to be the primary monitor of learner behaviour (Reid & Johnson, 2012:218).

Self-instruction strategies are useful to direct or self-regulate behaviour, emotions or cognition by using prompted self-statements (Reid & Johnson, 2012:218). Rief (2016:23) indicates that learners with ADHD struggle with self-talk, which entails using an inner voice and mentally talking to oneself to work through a problem or to manage behaviour. Reid and Johnson

(2012:220) describe the process that must be followed to teach learners this strategy: the teacher starts with a discussion with the learner about the importance of verbalisation, how it can help or hurt us and how we can use it to help us; then the teacher and learner acquire individualised task-appropriate self-statements collaboratively; thereafter, they model and discuss these self-statements and when to use them; lastly, the teacher provides opportunities for collaborative use of self-instructions to perform a task. Rief (2016:23) gives the example of the STOP strategy where the teacher uses visual cues such as a stoplight poster to teach the learner to stop and think before acting. In this strategy 'STOP' is the acronym for Stop and take a deep breath (the red light), Think what your Options are and their possible consequences (the yellow light), Proceed and make a good choice (the green light) (Rief, 2016:23). It is important that the teacher models self-talk and encourages learners to ask themselves questions (Rief, 2016:230).

A study by Sikotane (2016) makes evident that teachers feel that using classroom strategies that focus on reducing disruptive behaviour and increasing on-task behaviour, separately, fail to ensure learning and academic progress. Academic deficits are familiar among learners with ADHD and are evident early in their scholarly years. Frazier *et al.* (cited in Reid & Johnson, 2012:174) have revealed that the academic progress of children (age five to eight) with ADHD is about 25% lower than their peers in reading and math. The academic performance of learners with ADHD in the Foundation Phase (age six to nine) is lower than their peers in math, reading and writing (McConaughy *et al.*, 2011). Academic strategies focus on increasing those specific academic skills in which learners with ADHD deficient, such as skills in reading, writing or math (Nigg, 2017:220). Evidently, it is fundamental to include academic strategies to support learners with ADHD in mainstream classrooms.

There is growing evidence in research that computer-assisted instruction (CAI) and peer tutoring are effective support strategies for directly addressing academic deficits that learners with ADHD experience. Botsas and Grouios (2017) define CAI as an instructional context that teaches learners in individualised settings by means of a computer. CAI is an academic support strategy with numerous beneficial effects on the performance of a learner with ADHD in the classroom. According to Reid and Johnson (2012:191), CAI programmes serve to increase learning performance by increasing productivity and affecting cognitive processes. CAI's success is attributable to its instructional features. According to DuPaul and Stoner (2014:180), the features of CAI are the provision of immediate feedback about the accuracy of the responses, the presentation of specific instructional goals, highlighting of important material (e.g., colour and large print), multiple sensory modalities, the division of the content of work into smaller bits of information, and blocking out distracting features such as sound effects and animation.

Literature affirms CAI as an effective strategy for many learners with ADHD. Botsas and Grouios (2017) have reviewed several international studies on the influence of CAI on the performance of learners diagnosed with ADHD, concluding that implementing the CAI support strategy improves the on-task behaviour and academic skills of learners with ADHD and leads to decreases in error and off-task behaviours. Coma-Rosellé *et al.* (2020), in a study on several learners in Grades 1-4, determined that software for games can be adjusted and improved to mediate enhanced planning, attention and self-regulation, which in turn has a positive effect on academic performance. They offer several recommendations that include all 12 parameters of Feuerstein's MLE model to adjust interactive games to enhance learning. The findings of the study by Mohammadhasani *et al.* (2018) convey that CAI can improve ADHD students' performance in math learning. Hilton-Prillhart *et al.* (2011) add that CAI can also enhance reading performances. Hilton-Prillhart *et al.* (2011) evaluate the effectiveness of a computer-based sight word reading programme on three seven-year-old learners in Grade 2, of which one has been diagnosed with ADHD. The CAI strategy has been combined with the self-evaluation strategy. The learner diagnosed with ADHD has read 26% more sight words in the initial session of the programme and has presented a steady increase in correctly reading sight words during the following sessions. Cullen *et al.* (2013) agree that a computerised reading programme can result in sight word acquisition and maintenance of these sight words by primary school learners with ADHD. Conclusively, CAI is an effective strategy for increasing the on-task behaviour and academic performance of ADHD-affected learners in maths and reading.

Peer tutoring is another evidence-based academic support strategy that effects the performance of the learner with ADHD in the classroom positively. DuPaul and Stoner (2014) define peer tutoring as a strategy in which two learners collaborate on an academic task; one learner assumes the role of an instructor or a teacher by providing instruction, support or response to the other learner. The tutor receives coaching in the procedures and rules for tutoring their peers in subjects such as reading, spelling or math (Piffner, 2011:39). According to Martin (2012:20), peer tutoring is beneficial to learners with ADHD by working at the individual's pace, by including one-on-one instruction, and by giving immediate feedback for mistakes and praise for correct reactions. Immediate feedback regarding the performance of a learner with ADHD is acknowledged for maintaining sustained attention (DuPaul & Stoner, 2014:178). Peer tutoring helps learners consolidate knowledge and develop fluency, as it provides opportunities for extra practice, instruction, clarification and repetition (Reid & Johnson, 2012:197).

All of these advantages of peer tutoring have a beneficial effect on the performance of learners with ADHD in the classroom. Rutherford, DuPaul and Jitendra (2008) have documented beneficial effects of peer tutoring (including tutor coaching) by means of their Pennsylvania study on 123 learners with ADHD (in Grade 1 to Grade 4) on the influence of academic support strategies on their academic performance and social skills in the classroom. The group of learners that received peer mediation during math support showed an increase in math fluency. These increase in math performances positively correlate with increases in self-control. Rafdal *et al.* (2011) contribute to these beneficial effects of peer tutoring by means of their study on the effectiveness of kindergarten (Grade-R) peer-assisted learning strategies (K-PALS) for learners with disabilities. They found positive effects of K-PALS on initial alphabetic principle and decoding skills (i.e., spelling, oral reading and word-attack skills) for learners with disabilities who are included in mainstream classrooms. Hence, this present study aims to render additional evidence that the use of peer tutoring strategies leads to simultaneous increases in academic performances and social skills.

McConaughy *et al.* (2011) identify impairments of social skills as prominent characteristics in learners with ADHD between the ages of six and nine. According to Rief (2016:153), these impairments of social skills include poor self-control; poor self-awareness and not considering the consequences of their actions; poor problem-solving skills and overreacting; poor communication skills such as listening to others; and difficulty regulating their noise level, emotions and activity level. Due to these impairments of social skills, learners with ADHD experience social challenges like struggling to interact with peers and to be accepted by them (Rief, 2016:153). Reid and Johnson (2012:230) conclude that impairments of social skills are experienced by learners with ADHD because they have not yet been taught or are unaware of appropriate behaviour. Learners with ADHD can also experience a lack of social skills because they are aware of the appropriate behaviour but do not know how to implement it. Consequently, it is crucial to identify evidence-based strategies to support learners diagnosed with ADHD in their social functioning.

Social skills training (SST) is recommended to enhance the social skill impairments of learners with ADHD. Social skills training includes training in small groups to address the difficulties within their interpersonal relationships (Rief, 2016:37). The learners are taught a specific skill through role-playing and other methods and then practice in a natural setting, after which learners receive feedback and reinforcement (Rief, 2016:37). According to Reid and Johnson (2012:230), skills typically taught by the teacher during SST are peer relations skills, compliance skills, problem-solving skills, self-regulation, perspective-taking and conflict resolution. "Stop and Think" social skills programme and the *A Curriculum for Children's Effective Peer and Teacher Skills* (ACCEPTS) programme are examples of SST programmes

that can be implemented in classrooms in the Foundation Phase (Reid & Johnson, 2012:229). In case of time restraints, a teacher can improve one or two specific behaviours by conducting a short lesson on how to perform appropriate social behaviour; for example, a lesson on sharing if the learner struggles to share materials during group work (Reid & Johnson, 2012:231) .

Research has determined many benefits of implementing SST in the classroom. Corkum, Corbin and Pike (2010), evaluating a school-based social skills training programme entitled *Working Together: Building Children's Social Skills Through Folk Literature*, have implemented a modified version of this programme in Canadian schools. As this study indicates significant increases in social skills, they suggest implementing this programme in classroom practice, focusing on pragmatic language skills and involving the parents, teacher and peer group to enhance programme effectiveness (Corkum *et al.*, 2010). Another study by Jijina and Sinha (2016) affirms the benefits of SST and necessitates the inclusion of simultaneous parent participation in generalisation training, which intends to support , learners' transfer of skills. This study, assessing short-term effects of a structured, time-bound, parent-assisted social skills training programme on the social skills of a group of ten learners aged 8-12 years that have been diagnosed with ADHD, determined that SST is most successful when combined with parent training and other support strategies. Despite these international investigations, the researcher has found only one South African study concerning this topic. Beets's (2019) study in the North-West Province indicates that a social skills training programme in a school-based settings is successful in decreasing 11 or 12-year-old learners' social anxiety and improving their social skills and self-esteem. The programme has also succeeded in increasing learners' social skills with peers and their assertiveness.

According to Nombuso (2016:45), ADHD is a controversial concept and cannot be defined in one definition only; therefore, the teacher's planning must not be 'one size fits all'. A teacher must evaluate which of the different teaching and support strategies are appropriate for the classroom (socio-economic setting), as well as for the specific individual needs of learners with ADHD to ensure successful accommodation of the individual needs of the learners with ADHD (Nombuso, 2016). In the above-discussed literature review, national and international research endorse many support strategies that can be used in mainstream classrooms. In addition, the researcher has identified a gap in the South African literature focusing on implementing support strategies to learners with ADHD in a Grade 1 classroom. Due to South Africa's diverse cultural and socio-economic circumstances, Grade 1 teachers must select appropriate support strategies that suit the diverse needs of the learners with ADHD for implementation in their mainstream classrooms. Notwithstanding, we must question if teachers' own beliefs, knowledge and experiences influence their choice of support strategies.

3.4.4 Influence of Grade 1 teachers' experiences on their use of support strategies

Teacher factors such as beliefs, knowledge and experiences of support (practices), behaviour and education of learners with ADHD in the mainstream classroom are not well investigated and understood (Blotnicky-Gallant *et al.*, 2015). The influences of these teacher factors are critical to investigate as they not only impact teachers' choices of support strategies implemented to support learners with ADHD in the classroom, but they also ultimately impact learners' holistic development and success in the classroom. Therefore, the researcher has investigated how the knowledge, beliefs and experiences of Grade 1 teachers impact their implementation of support strategies to enhance the learning of Grade 1 learners with ADHD.

Teachers' knowledge and understanding of ADHD and support strategies determine how and to what extent they involve and support learners with ADHD in the mainstream Grade 1 classroom (Amod *et al.*, 2013). Martinussen *et al.* (2011) has conducted a study on 76 teachers of which 42 participants were general education teachers and 34 were special education teachers in Ontario, Canada. These general and special education teachers varied between elementary, middle and high school teachers. The results indicate that general education teachers with moderate to extensive education training who are more knowledgeable show significantly higher use of support strategies than teachers with little or no training in ADHD who are less knowledgeable (Martinussen *et al.*, 2011). These teachers have indicated frequent use of positively focused behavioural management strategies, such as praise and modifying language for instruction, and infrequent use of more intense and individualised behaviour management strategies, such as response costs and behaviour contracts (Martinussen *et al.*, 2011:204). Blotnicky-Gallant *et al.* (2015) found similar results in a study with elementary school teachers in Nova Scotia, Canada: participants reported utilising fewer intensive strategies (such as response costs and behaviour contracts) when they occasionally make use of support strategies. However, there is no positive correlation between participants' broad knowledge of ADHD and the frequency of use of instructional approaches and behaviour management strategies (Blotnicky-Gallant *et al.*, 2015). Gaastra *et al.* (2020) have been unable to determine a positive correlation between teachers' knowledge and frequency of used support strategies in their study on Dutch primary and secondary school teachers in the Netherlands. To the contrary, in studies such as those by Kern *et al.* (2015) and Tshabalala (2020) that uncover the influence of teachers' specific knowledge of evidence-based support strategies on their choice of the support strategies, results differ. Tshabalala (2020) and Kern *et al.* (2015) contend that due to low levels of knowledge and misconceptions of teachers on support strategies, their choice of strategies for responding to learners with ADHD needs are often non-responsive or unsuitable to their needs. Only one qualitative South African study indicates that teachers' knowledge of ADHD increases their understanding of the behaviours

of learners with ADHD and their use of support strategies in the classroom (Naidoo, 2019). Higher levels of knowledge and awareness of support strategies and interventions support the choice of support strategies by the teacher, but not the frequency of their use.

Knowing the latest strategies to support learners with ADHD in the classroom helps teachers appreciate the importance of support in the classroom and be more accepting of various support strategies and their potential advantages (Yoro *et al.*, 2020). Yet, teachers' knowledge does not solely determine their choice of support strategies; teachers' beliefs are also an important influence on their choice of support strategies. Teachers who view learning support from the viewpoint of the socio-ecological model (explained in the conceptual framework) will support learners with ADHD by acknowledging their potential learning abilities to grow at their own pace (Yoro *et al.*, 2020:3). Therefore, they accommodate the diverse needs of learners with ADHD with various support strategies by changing the environment and instructions and incorporating different learning styles (Yoro *et al.*, 2020:3). On the other hand, teachers who view learning support from the viewpoint of the medical model typically focus on the deficits of the individual's diagnosis (Yoro *et al.*, 2020:3). Curtis *et al.* (2013) compare the beliefs and preferences of support strategies to support learners with ADHD in the classroom of regular and special elementary school teachers in the US and New Zealand (NZ). Teachers from the US believe in a more individualised approach to support and indicate the highest preference for the daily report card strategy in this study (Curtis *et al.*, 2013). Teachers from NZ believe in a more ecological approach to support and identified the report card strategy as the most favourable and medicine as the least favourable (Curtis *et al.*, 2013). It is evident that teachers' attitudes towards different forms of ADHD support strategies affect their support of these strategies (Amod *et al.*, 2013:218).

Positive and negative beliefs also influence teachers' frequency of use of support strategies. Blotnicky-Gallant *et al.* (2015) found that Canadian elementary school teachers with more positive beliefs about ADHD reported higher use of effective behavioural management strategies. No correlation has been found between teachers' beliefs and the use of instructional support strategies, however (Blotnicky-Gallant *et al.*, 2015). Khalil, Alshareef and Alshumrani (2019) advise in their Egyptian study of elementary teachers that the more positive teachers' beliefs are, the more they implement behavioural management strategies in their classrooms. Blotnicky-Gallant *et al.* (2015) express that a higher correlation between the teachers' beliefs and the support strategies can be found if teachers' specific beliefs about these strategies are tested, instead of the general beliefs of ADHD.

Furthermore, Dort *et al.* (2020) have proven that teachers' different attitudes, also known as beliefs or ways of thinking (Coles *et al.*, 2015), not only influence their use and choice of

support strategies but also the effectiveness of these strategies. Dort *et al.* (2020), in their study on 1794 pre-service and in-service teachers in elementary, middle and senior schools in Germany, have determined that teachers with the most negative attitudes use the most ineffective strategies, whereas teachers with the most positive beliefs use the most effective strategies to support learners with ADHD. Ineffective classroom management strategies do not manage symptoms of learners with ADHD adequately, bringing higher stress to teachers who do not use these strategies. However, according to Curtis *et al.* (2013), it does not matter how efficient these strategies are classified, if teachers do not perceive them to be acceptable for use within their current instructional environment, they will not successfully support the learner with ADHD in the classroom. Dort *et al.* (2020:12) add that the use of effective support strategies (as implied by the teachers) could indicate greater willingness to work with learners in the mainstream classroom on an equal level.

Results of a study by Khalil *et al.* (2019:338) indicate that teachers' teaching experiences of supporting learners with ADHD in the mainstream classroom have no significant influence on their use of behavioural support strategies, except for those who have received in-service training. Martinussen *et al.* (2011) agree that training affects teachers' choices of support strategies but indicate that the level of in-service training is relative to instructional support strategies and has no noteworthy connection with behavioural management strategies. Teaching experience has a very weak correlation with teachers' use of instructional and behavioural management strategies. Gaastra *et al.* (2020) also suggest no connection between the teaching experience and teachers' use of classroom management strategies. Blotnicky-Gallant *et al.* (2015) disagree, though, and believe that some strategies such as response cost and choral response techniques may require teachers to have specific training to implement and maintain effectively. This implies that training influences their choice of strategies as teachers would rather use support strategies that they know how to use effectively (Blotnicky-Gallant *et al.*, 2015). Multiple studies on teaching experience also reveal that teachers prefer strategies that are not time-consuming and positive in nature (Blotnicky-Gallant *et al.*, 2015; Gaastra *et al.*, 2020).

It is clear that teacher factors such as teachers' beliefs, knowledge and practical experiences of ADHD and of supporting learners with ADHD in the mainstream classroom influence the support strategies used by teachers to enhance the learning of Grade 1 learners diagnosed with ADHD. However, very little research is found in the context of South Africa. The majority of the previous research studies have occurred in other countries, in different education systems. Therefore, studies undertaken in South Africa, and specifically the Western Cape, may have some variabilities in their findings compared to these international research studies. No international or national study can be found that specifically investigated the impact of

teachers' beliefs, knowledge and practical experiences of ADHD on their choice of support strategies to enhance the learning of Grade 1 learners diagnosed with ADHD. The researcher is of the opinion that investigating and understanding these teacher beliefs, knowledge and experience of support strategies, may enable the use and implementation of more effective support strategies in the Grade 1 classroom. Subsequently, the researcher also includes this as an aim of this research study.

3.5 Conclusion

To summarise, this chapter explores and summarises literature through the lens of a social ecological approach on the following factors: the background of education in South Africa; Attention-deficit/hyperactivity disorder (ADHD); education, training and support services to teachers on supporting learners with ADHD in the mainstream classroom; Grade 1 teachers' experiences with supporting learners with ADHD in the mainstream classroom; ADHD support strategies; the influence of a teachers' experiences on choice of support strategies. After critically analysing, evaluating and synthesising previous literature on these stated factors related to this study's questions, the researcher has noted a dearth of research pertaining to these factors in terms of Grade 1 teachers' experiences (including their knowledge, perceptions, attitudes and beliefs) of supporting learners with ADHD in the classroom. Grade 1 teachers' experiences in supporting learners with ADHD also include their pre-service and in-service training and support experiences. There is an evident gap in the research investigating support strategies used by Grade 1 teachers in the mainstream classroom and the influence of Grade 1 teachers' experiences on their use of support strategies. Therefore, the researcher has investigated these aspects to answer this study's questions. The researcher utilises the literature that has been reviewed and synthesised in this chapter to indicate the best methods and instruments for gathering and analysing data. The next chapter discusses the research design and methodology, providing a framework for collecting and analysing data. The researcher uses the empirical and theoretical research that has been summarised and compared in this literature review to compare, contextualise and explain this study's findings (Gasa *et al.*, 2015:139).

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous two chapters highlight the theoretical framework and literature review based on empirical research, emphasising the importance of supporting learners with ADHD in the classroom. Furthermore, the theoretical framework and literature review offer insight into how certain learning models and concepts have the potential to guide teachers in supporting learners with ADHD in the mainstream Grade 1 classroom. It has also revealed a gap in the literature on Grade 1 teachers' knowledge, beliefs and experiences of supporting learners with ADHD in the mainstream classroom. In line with Yin (2018:26), this exploratory research is connected to this study's initial research questions and ultimately links to its conclusions.

This chapter presents the qualitative research design and methodology in displaying how rich, in-depth data, and reflecting on the knowledge, beliefs and experiences of Grade 1 teachers concerning guidance and support to learners with ADHD, attempts to answer the main and sub-research questions. To recap, the main research question asks: *What are Grade 1 teachers' experiences of supporting learners with ADHD?* The main and sub-questions will be discussed in depth in the data collection methodology in section 4.3.6. Thus, to conclude this introduction, the aim of this research design and methodology is to discuss and clarify the research approach, the research paradigm, mode of enquiry, site selection, participant selection, data collection, data analysis, and methodological rigour, including trustworthiness and ethical considerations, as illustrated in Figure 4.1.

4.2 Research design and methodology

According to Nieuwenhuis (2016b:72), a *research design* is a strategy or plan of how the researcher intends to conduct research, which transfers from the underlying theoretical assumptions. From the same perspective, Hancock and Algozzine (2016:92) define research design as an element used by the researcher to structure the research and to show how all the main parts of the study are designed to address the main research question. Nieuwenhuis (2016b:72) further explains that the main parts of the study that the research design guides are the selection of participants, the data collection methods to be used and the data analysis to be conducted (*cf.* 4.3.5 Site and participant selection; 4.3.6 Data collection; 4.3.7 Data analysis).

The point of departure for choosing a sound research design for a study is the research problem or question, as it points the researcher to the kind of study that is planned and the type of findings at which it aims (Hedges, 2012:23; Nieuwenhuis, 2016b:73). The researcher

matches the research design to the problem that the study address as well as to the main question of this research study, which is: *What are Grade 1 teachers' experiences of supporting learners with ADHD?* In attempting to answer the main and sub-questions, as well as addressing the research problem, the researcher utilises a research design that reflects an exploratory, interpretive, interactive and qualitative case study.

The methodology focuses on the research process of the study and the choices the researcher makes about the methods, the most objective (unbiased) procedures to be followed, and the kind of tools to be used (Waring, 2012:16; Nieuwenhuis, 2016a:51). In this section, the researcher justifies why specific methods are chosen for this study and clarifies her role during the implementation of each method in attempting to limit the influences of the researcher's own assumptions and values in the study. Figure 4.1 illustrates the research design and methodology flow that have been utilised in this research study.

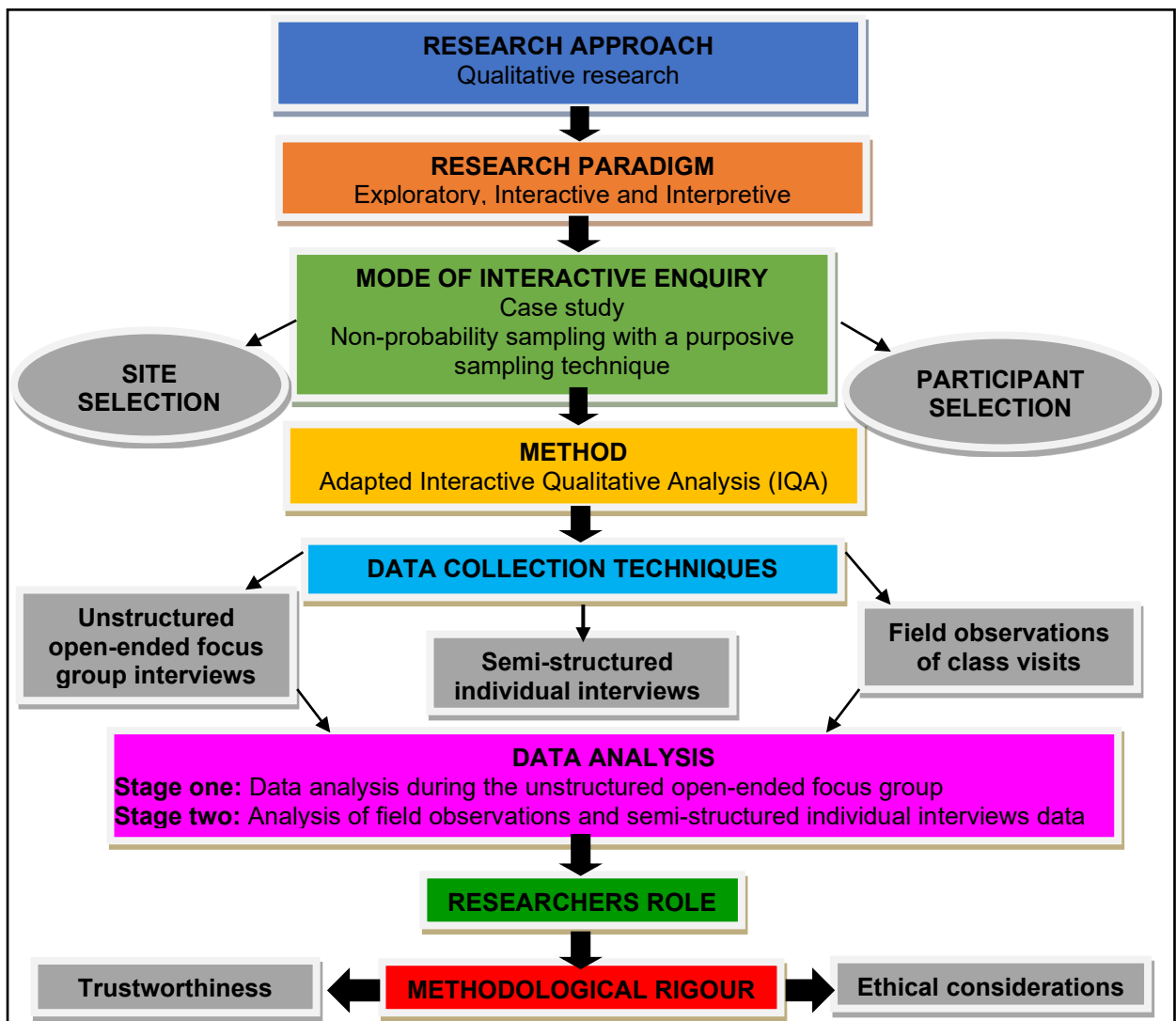


Figure 4.1: Research design and methodological flow of this study

4.2.1 Research approach: qualitative research

According to Merriam and Grenier (2019:87), *qualitative research* is described as research with the purpose to understand social or psychological phenomena from the perspectives of participants who have experienced it. Nieuwenhuis (2016a:50) elaborates that qualitative researchers believe that the world is made up of people with their own attitudes, beliefs, assumptions, intentions and values. He believes that the way of knowing reality is by exploring individuals' experiences regarding a specific phenomenon (Nieuwenhuis, 2016a:50). This occurs by asking them how they think, to understand how they construct reality (Nieuwenhuis, 2016a:50). Brynard, Hanekom and Brynard (2014:39) explain that the construction of reality can take place by means of collecting descriptive data, including participant experiences or perceptions regarding a particular context or phenomenon, in spoken or written words. Okeke (2015:209) states that generating rich descriptive data that represent participant voices or spoken words makes this data "thick" (meaning substantial and deep) and descriptive. According to Nieuwenhuis (2016a:68), "thick" descriptive data (results) cannot be generalised to a specific context as every culture and historical situation is unique; for example, the political, social, cultural and economic underpinnings. Therefore, uniquely described contexts in which phenomena are embedded should be analysed (Nieuwenhuis, 2016a:68). Thus, teachers' knowledge, beliefs and experiences of supporting Grade 1 learners with ADHD (the social and psychological phenomenon under study) in mainstream classrooms in the West Coast Education District in the Western Cape (the uniquely defined context) are explored to gain more insight in this phenomenon. This exploration is undertaken to accomplish the main aim of the research study: to establish Grade 1 teachers' experiences of supporting learners with ADHD, as well as the sub-aims, as follows:

- to give Grade 1 teachers a voice regarding their experiences of supporting learners with ADHD;
- to explore and describe Grade 1 teachers' experiences of supporting Grade 1 learners with ADHD in mainstream classrooms in the Western Cape;
- to identify challenges that Grade 1 teachers experience when supporting learners with ADHD in mainstream classrooms in the Western Cape;
- to investigate how the knowledge, beliefs and experiences of Grade 1 teachers impact their implementation of support strategies in augmenting the learning of Grade 1 learners with ADHD; and
- to render recommendations highlighting ADHD strategies and support mechanisms that could be used by mainstream Grade 1 teachers.

The rich descriptions that have been presented by Grade 1 teachers on their experiences regarding the reality of supporting learners with ADHD in the mainstream classroom have provided the researcher with an outline for the study's conclusions and recommendations.

Thus, based on the clarification of qualitative research and the descriptive nature of this study's aims and questions, the researcher employs a qualitative research approach.

4.2.2 Research paradigm: interpretive, exploratory and interactive

A *research paradigm* can be viewed as a worldview to which a researcher belongs in terms of thinking, propositions, assumptions and approaches to research, underpinning the choices of the researcher as to the research questions to be addressed and procedures to be employed (Bakkabulindi, 2015:19). According to Nieuwenhuis (2016a:60), the central endeavour of the interpretive paradigm is to interpret individuals' subjective beliefs and experiences. Interpretive educational researchers believe that educational reality is socially constructed and the goal of the research is to understand the meanings (why they say, act or do something in a specific way) people devote to reality (Nieuwenhuis, 2016a:52). The researcher has chosen to work within an interpretive paradigm, as it enables her to establish and describe Grade 1 teachers' knowledge, beliefs and experiences supporting Grade 1 learners with ADHD in the mainstream classroom. An interpretive paradigm enables her to describe the challenges that Grade 1 teachers' face when supporting learners with ADHD in mainstream classrooms, and to interpret how Grade 1 teachers' knowledge, beliefs and experiences impact their implementation of support strategies in the classrooms. Conclusively, the interpretive paradigm supports the researcher in attempting to attain the main and sub-aims of this study.

In the context of interpreting and describing Grade 1 teachers' experiences of supporting learners with ADHD in mainstream classrooms, the researcher has explored the meanings Grade 1 teachers give to their actions of supporting learners with ADHD and the issues that concern them, without definite expectations (Check & Schutt, 2012:11). This renders the research exploratory in nature. According to Reiter (2017:148), *exploratory research* seeks to understand a phenomenon by revealing new connections or fundamental meanings that have been previously overlooked. By investigating within an exploratory paradigm, the researcher has investigated Grade 1 teachers' knowledge, beliefs and experiences of implementing support strategies to enhance the learning of learners with ADHD and the connections between these teacher-concepts (knowledge, beliefs and experiences) and support strategies. This has been undertaken by the researcher as actively involved in the process of analysing the conceptual framework to allow her to raise new questions and provide new descriptions for new experiences, from a new approach (Reiter, 2017:144). Reiter (2017:145) further directs researchers of an exploratory study to make their own perspectives and beliefs on the phenomenon explicit, to integrate these into the process of interpreting and understanding, to make these integral to the conclusions and recognise finding limitations (*cf.* CHAPTER 5: DATA ANALYSIS AND FINDINGS).

According to Khaldi (2017:22), the researcher needs to be interactively involved during the research process. Therefore, by interpreting and describing what Grade 1 teachers experience while supporting learners with ADHD in their mainstream classrooms, the researcher is interactively involved. Schoonenboom and Johnson (2017:121) state that the interactive approach to a qualitative design is an interactive process in which the five components of a research design – study aims, research questions, conceptual framework, research methods and trustworthiness – are frequently compared and adapted to each other during the research process. The researcher has employed an interactive paradigm by continuously comparing these five components of the study's research design while exploring and interpreting data.

Consequently, the researcher believes that the research aims of this study are best met by applying a combination of an interpretive, exploratory and interactive research paradigm as they complement one another. This ultimately expands the researcher's knowledge and awareness of supporting Grade 1 learners with ADHD in the mainstream classroom.

4.2.3 Mode of enquiry: a case study

The most dominant feature of a case study is that it aims to gain in-depth understanding and appreciation of a single 'case' or a small number of 'cases' set in the naturally occurring context that result in learning of real-life behaviours and meaning to those involved (Hancock & Algozzine, 2016:30; Yin, 2018:5). Hancock and Algozzine (2016:30) define a *case* as a "bounded system". And Merriam and Tisdell (2015:39) explain 'a bounded system' as a "single entity" or person or group of people who are studied regarding a particular context and cannot be separated from these boundaries. Hancock and Algozzine (2016:30) add that these boundaries of individualities should be determined. The established boundaries of this case study are three-fold: firstly, all 12 participants are qualified Grade 1 teachers; secondly, the 12 participants have experiences in supporting learners diagnosed with ADHD in mainstream classrooms; and thirdly, the 12 Grade 1 teachers currently have learners diagnosed with ADHD in their classroom. Thomas (2015:14) concludes that case study research comprises of a subject, which is the case, but also has an object or analytical setting, which is the phenomenon under study. Here, the phenomenon under study is the Grade 1 teachers' experiences (including their knowledge and beliefs) of supporting learners with ADHD in the mainstream classroom.

According to Ashley (2012:102), gaining in-depth understanding in case study research is to describe something in detail or to explore a phenomenon about which not much is known. This qualitative research study has adopted a case study as its mode of enquiry as it aims to explore and describe Grade 1 teachers' knowledge, beliefs and experiences of supporting learners with ADHD. It is in line with an interpretive approach as, by exploring and describing the

phenomenon under study, it aims to gain an in-depth understanding of how participants make meaning of supporting Grade 1 learners with ADHD in the mainstream classroom and what practical support strategies they use to support these learners (Nieuwenhuis, 2016b:83).

A uniquely dove-tailed case study design has been adapted in ensuring a rich, true and clear understanding of this particular phenomenon. Thomas (2015:124) views the dove-tailing of a case study design as useful in answering specific research questions and further, that an interpretive case study method approaches research from the basic assumption that words and events carry different meanings for each individual in each situation; therefore, the social world is constructed by everyone differently. The interpretive case study method is thus best suited as this study's mode of enquiry, because the researcher attempts to interpret the different meanings of supporting learners with ADHD by different Grade 1 teachers in different contexts. The researcher describes and explores different Grade 1 teachers' experiences of supporting learners with ADHD in the classroom to answer the 'why' and the 'how' research questions and achieve the study's aims (Ashley, 2012:102). Conclusively, an interpretive case study method that is exploratory and descriptive in nature has been utilised as the research study's mode of enquiry.

The conceptual framework that guides the research study also directs the researcher to choose the type of case study (Yin, 2018:46). Thomas (2015:46) explains that a case study views a certain phenomenon as a sum of its parts and must be understood as a whole. This is in line with Bronfenbrenner's bio-ecological systems model that is included in the study's conceptual framework, which views teacher-factors (such as their experiences) within different levels of the environment that directly or indirectly influences child development and investigates the relationships and interconnections between these factors (Anderson *et al.*, 2014:5). Check and Schutt (2012:190) summarise that the case/combined unit "must be studied holistically and in its particularity".

A pivotal strength of utilising a case study as a mode of enquiry is that it enables the researcher to intensively investigate the case in-depth by using multiple sources of evidence and multiple data collection methods in a triangular fashion (Ashley, 2012:103; Yin, 2018:18). The researcher utilises a focus group interview, individual interviews and field notes of field observations as her data collection methods (*cf.* 4.3.6 Data collection). This has strengthened the emerging findings and enables her to point out contradictions and disagreements – in other words, to acknowledge the differences (Ashley, 2012:103; Yin, 2018:18). The case study allows the researcher to confirm research reports of the data obtained through the multiple data collection instruments, with the participants (Thomas, 2015). This has opened up the

possibility of conveying the individual voices of the previously voiceless (Nieuwenhuis, 2016b:83) – the Grade 1 teachers with little opportunity to be heard.

A limitation of this case study is that the researcher cannot generalise the study's findings to a larger population because the data collection has been conducted in specifically identified schools in the West Coast Education District in the Western Cape, so results may vary in other districts in other provinces in South Africa (Ashley, 2012:103). However, although the researcher will not generalise the study's findings, she envisages the results and findings as useful for other Grade 1 teachers in the West Coast Education District in the Western Cape for supporting learners with ADHD in mainstream classrooms.

4.2.4 Research methods

According to Clough and Nutbrown (2012:31), *research methods* are an intrinsic part of the research problem as they represent the nature of the research study. Hennink, Hutter and Bailey (2020:41) agree that the choice of research methods needs to suit the study's questions, aims and objectives and consequently, must reflect the study's paradigm. The researcher has decided to employ an adapted Interactive Qualitative Analysis: a systems method for qualitative research, or IQA (Northcutt & McCoy, 2004b:2), for the purpose of this exploratory and descriptive, interpretive, interactive, qualitative case study. Mampane and Bower (2011:116) define the IQA, developed by Northcutt and McCoy (2004), as "a[n] ... approach to research and functions within a constructivist and interpretivist frame". Ananth and Maistry (2020:3) explain that the reason for the IQA method as congruent to the constructivist framework of data collection and analysis is based on the principle that knowledge is socially constructed from human experience. The method is grounded in the interpretive approach, as the focus of this method is to actively involve participants in constructing and conveying their unique understanding and meaning of the phenomenon – experiences of supporting learners with ADHD in mainstream classrooms – being researched (Mampane & Bower, 2011:116).

Northcutt and McCoy (cited in De Beer, 2020:52) contend that the IQA includes four distinctive components: the research design, a focus group interview, individual interviews and reporting the analysed and interpreted findings. Although the researcher employs these components, she has however, added four adaptations to the original IQA method to realise the study's aims and objectives. Figure 4.2 depicts the adapted IQA design.

The first component of Northcutt and McCoy's IQA method (2004c:6) can be identified as the study's research design which embodies the study's research problem, the research question, the research statements, and the site and participant selection. In line with Northcutt and McCoy's IQA procedural steps (2004c:6) the researcher articulates these steps without

modifying this component (*cf.* 4.3.4.1 Research design: research problem, research questions, research statements, site and participant selection).

Northcutt and McCoy (2004) are quite specific regarding the IQA procedural steps in the next IQA component, namely the focus group interview. Although the researcher has adhered meticulously to the IQA procedural steps as advocated when she collected data, she, however, abandons theoretical coding and replaces it with field observations of classroom visits. Thus, the researcher has added another component to Northcutt and McCoy's research components and more specifically, to the data collection methods. The theme describing process is similarly implemented according to the above-mentioned IQA procedural steps, but the researcher has included ATLAS.ti9 to organise and manage the data collected under this procedural step. See 4.3.5.1 Data collection through a focus group interview for a detailed discussion.

As stated above, Northcutt and McCoy's IQA (2004c:6) has been adapted to include another data collection method: field observations of classroom visits (*cf.* 4.3.5.2 Data collection through field observation). This is to ensure the trustworthiness of the findings through triangulation (*cf.* 4.3.7.1 Trustworthiness). The third component, data collection of individual interviews, has been implemented according to the IQA method with no adaptations or modifications (*cf.* 4.2.5.3 Data collection through individual interviews).

A definite re-routing of data analysis through the original theoretical coding process of the IQA (Northcutt & McCoy, 2004b:4) has occurred as the researcher abandons the theoretical coding process of the IQA as the researcher believes that the theoretical coding process of the IQA is too technical. According to Northcutt and McCoy (2004b:4), the aim of the theoretical coding process of the IQ is to "explore the meanings of the affinities and their systematic relationship". In line with the qualitative research approach with its exploratory, interpretive and interactive research paradigm, the researcher opts to interpret, describe and understand the participants' knowledge, beliefs and experiences. As a result, the researcher has opted to rather use Zhang and Wildemuth's (2017) qualitative content analysis technique to analyse data (*cf.* 4.3.6 Data analysis, for a description of this data analysis technique).

Regarding the final component of the research methodology of Northcutt and McCoy (2004b:4) namely, reporting the data analysis and findings (*cf.* CHAPTER 5, DATA ANALYSIS AND FINDINGS), no adaptations are made.

Each of these components of the adapted Interactive Qualitative Analysis (IQA) that have been implemented in this study is thoroughly discussed in the following section.

RESEARCH COMPONENT	IQA PROCEDURAL STEPS	ADAPTED IQA
RESEARCH DESIGN	<ul style="list-style-type: none"> ➤ Research problem ➤ Research questions ➤ Research statements ➤ Site and participant selection 	No adaptation
UNSTRUCTURED OPEN-ENDED FOCUS GROUP INTERVIEW	Individual generation of knowledge, perceptions and experiences	No adaptation
	Research statement	No adaptation
	Group brainstorming and clarification of response	No adaptation
	Analysis of themes	No adaptation
	Inductive and deductive coding	No adaptation of inductive and deductive coding
Theoretical coding	Theoretical coding has been abandoned and replaced with field observations	
Theme describing process	No adaptation of the theme describing process but an adaptation occurs with the organisation and management thereof, have been complemented by ATLAS.ti9	
Interview framework	No adaptation	
FIELD OBSERVATIONS OF CLASSROOM VISITS	Not part of original IQA processes	Adaptation – it has been added to the IQA method.
SEMI-STRUCTURED INDIVIDUAL INTERVIEWS		No adaptation
DATA ANALYSIS	Theoretical coding to compare the meanings of the themes	Zhang and Wildemuth's (2017) qualitative content analysis complemented by ATLAS.ti9.
REPORTING THE ANALYSIS AND FINDINGS		No adaptation

Figure 4.2: Adapted IQA research design and methodology

4.2.4.1 Research design: research problem, research questions, research statements, site and participant selection

In the research design, the researcher examines the research problem the purpose of the study, to establish Grade 1 teachers' experiences of supporting learners with ADHD. Therefore, the main research question is articulated as follows: *What are Grade 1 teachers' experiences of supporting learners with ADHD?* To place this exploratory study into context, the researcher unpacks the main research question into the following sub-questions:

- What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?
- What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?
- How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?

During the unstructured focus group interview, statements regarding the questions are made to the participants. Northcutt and McCoy (2004c:26) refer to these statements as “issue statements” which should be created during the IQA method. Mampane and Bouwer (2011:117) explain that issue statements are “used to deconstruct and operationalise the research question”. Therefore, the research questions directed the researcher in creating the issue statements, which she prefers to call ‘research statements’. These research statements invite participants to reflect on the phenomenon under study. The research statements are as follows:

1. Share with me your knowledge, experiences, perspectives and feelings of the concept ‘ADHD’.
2. Share with me your knowledge, experiences, perspectives and feelings of the behaviour of learners with ADHD.
3. Share with me your knowledge, experiences, perspectives and feelings of support strategies with regard to learners with ADHD.

According to Northcutt and McCoy (2004c:25), after considering the research problem, the research aims and research questions, and creating the research statements, the researcher selects the “constituents” (participants) and sites.

Merriam and Tisdell (2015:38) emphasise the importance of selecting the right sample since it is described as the “unit of analysis” – the “bounded system” (*cf.* 4.3.3 Mode of enquiry: Case study). Northcutt and McCoy (2004c:21) guide the researcher in selecting the sample according to the sample’s knowledge regarding the phenomenon. Because teachers are inextricably connected to the phenomenon under study – experiences of supporting learners with ADHD in the classroom – they have the knowledge to reflect on their experiences of supporting learners with ADHD in their classrooms. However, teachers are only the population of the study – the group of the people from which samples (units of analysis) are taken (Lumadi, 2015:226). Therefore, the researcher has established the criteria for site selection to narrow this population to the sample of teachers who are participating in this research study.

The researcher chooses a non-probability sampling method, as it is the most appropriate sampling method for this qualitative research study. The non-probability sampling method is

used when the aim of the research study is not to generalise the findings to a larger population but rather to a specific, unique context (Merriam & Tisdell, 2015:96). According to Nieuwenhuis (2016a:53), every situation is unique and requires analyses of its specific context (in this case, different teachers from different schools in different towns). Subsequently, the researcher uses a purposive sampling technique to purposefully select sites based on the purpose of the study (Lumadi, 2015:235). In light of this sampling method, the following criteria for site selection have been identified:

- Schools in the West Coast Education District in the Western Cape. This study's research question can best be answered with a diversity of participants, coming from a diversity of schools, as a variety of teacher's experiences are explored.
- The DBE (2019) categorises schools into two categories: independent schools, and public schools. Furthermore, the South African government has categorised the country's public schools into five quintiles based on a school's socioeconomic status (Ogbonnaya & Awuah, 2019:106). Schools in quintiles 1 to 3 are non-fee-paying schools and quintiles 4 and 5 are fee-paying schools (Ogbonnaya & Awuah, 2019:106). Sim *et al.* (2018:17) argue that the sample size will be adequate if the researcher recruits a sample that is diverse enough to achieve the study's stated purpose. The researcher envisages that in-depth data, provided by including schools from both sectors and from all five quintiles, serves the purpose of giving Grade 1 teachers a voice regarding their experiences supporting learners with ADHD. In this regard, the researcher has sampled schools from the public sector (quintile 1, 2, 3, 4 and 5 schools) and from the private sector.
- Grade 1 classrooms with a learners who have been identified by the teacher to be referred for ADHD diagnosis, or learners diagnosed with ADHD by a psychologist. According to Kriegler (2015), a clinical diagnosis based on the DSM-5 criteria is necessary for the diagnosis of ADHD.

After determining the criteria for site selection, the researcher contacted the West Coast Education District office. The district office furnished her with a list of public schools with the identified quintiles under which they are categorised, and independent schools in the West Coast Education District. The researcher subsequently contacted the schools in close proximity while ensuring that they are situated in different towns spread across the West Coast Education District. This guarantees that schools from different socio-economic circumstances have been involved. Thus, the researcher has implemented a purposive convenience sampling technique when selecting schools based on convenience due to their geographic location.

Considering the above-mentioned site selection criteria, the researcher has selected participants who are knowledgeable about the phenomenon under study, who are willing to participate and who represent a variety of viewpoints on the phenomenon (Rubin & Rubin,

cited in Check & Schutt, 2012:105). According to Northcutt and McCoy (2004d:7), the IQA method adopted in this study requires 12 to 20 participants. Gibbs (2012:188) mentions that many studies advise focus groups to consist out of four to twelve participants. The researcher, therefore, has decided to invite 12 Grade 1 teachers to participate in the first phase of data collection – the unstructured open-ended focus group. Table 4.1 provides a detailed presentation of the sites and participants selected for phase one of data collection.

Table 4.1: Sites and participants selected for the first data collection phase

SITE AND PARTICIPANT SELECTION – PHASE ONE: OPEN-ENDED FOCUS GROUP INTERVIEW			
Participant	School	Category	Quintile
Participant 1	School 1	Public school	Quintile 1
Participant 2		Public school	
Participant 3	School 2	Public school	Quintile 2
Participant 4		Public school	
Participant 5	School 3	Public school	Quintile 3
Participant 6		Public school	
Participant 7	School 4	Public school	Quintile 4
Participant 8	School 5	Public school	Quintile 4
Participant 9	School 6	Public school	Quintile 5
Participant 10	School 7	Public school	Quintile 5
Participant 11	School 8	Independent school	-
Participant 12	School 9	Independent school	-

Subsequently, six Grade 1 teachers – five teachers representing each quintile and one teacher representing an independent school – have been purposefully selected from the focus group to partake in the processes of data collection, namely field observations and individual interviews. The researcher deems it an appropriate number of participants for the data collection to reach data completeness; it provides an overall sense of the meaning of a theme, and data saturation (Rubin & Rubin, cited in Check & Schutt, 2012:105). According to Merriam and Tisdell (2015:96), as the purposeful sampling technique is grounded in the researcher’s aim to explore, gain insight and understand the phenomenon, the researcher selects participants that are “information-rich”. Participants need to be selected from which one can learn the most about the matters of meaning central to the purpose of the research study (Merriam & Tisdell, 2015:96). Hence, the researcher has subjectively selected six participants for the field observation and individual interviews from the focus group that have, according to the researcher, conveyed in-depth insights and knowledge. See Table 4.1 for a detailed account of the selection of participants involved in the data collection. Table 4.2 contains

participants' biographical information reflecting their knowledge and experience of the phenomenon under exploration.

Table 4.2: Participants selected to participate in the data collection phase.

SITE AND PARTICIPANT SELECTION – PHASE TWO AND THREE: FIELD OBSERVATIONS AND SEMI-STRUCTURED INDIVIDUAL INTERVIEWS						
Participant	1	3	5	7	9	11
School	School 1	School 2	School 3	School 4	School 6	School 8
Category	Public school	Public school	Public school	Public school	Public school	Independent school
Quintile	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	-
Qualification	HODSPiv Education	B.Ed. Foundation Phase	B.Ed. Foundation Phase	B.Ed. Foundation Phase	B.Ed. Foundation Phase	B.Ed. Foundation Phase
Years of teaching experience after graduation	25	1	7	5	13	20
Years of teaching Grade 1	23	1	7	4	8	15
Number of learners in their classrooms diagnosed or in the process of being diagnosed with ADHD	2	3	1	2	2	2

4.2.5 Data collection

The researcher exploits various data collection methods, such as unstructured focus group interviews, individual interviews and six Grade 1 field observations utilising field notes as data collection instruments (Hancock & Algozzine, 2016:31; Burke & Soffa, 2018:134). This multi-method approach to data collection is called *triangulation* (Okeke, 2015:219). According to Okeke (2015:219), the purpose of triangulation is to attain a variety of data from participants to reach a point of comparison between methods and instruments in an effort to discover differences and similarities in the data. Burke and Soffa (2018:134) explain that data collected in qualitative research are constructed from variables in qualitative research – called concepts or constructs – which include behaviours, sociological facts (attributes of the participants, such as their occupation/degree), attitudes or opinions. The possible impact of these variables is analysed utilising Zhang and Wildemuth's qualitative content analysis (2017) in the data analysis component.

As explained in paragraph 4.3.4 Research methods, Northcutt and McCoy's IQA method has been modified and adapted. An in-depth discussion regarding the adapted IQA method and an explanation of how the adapted IQA research method has been implemented is now elucidated.

4.2.5.1 Data collection through an unstructured open-ended focus group interview

The data collection processes commence by collecting data from 12 participants during an unstructured open-ended focus group interview (*cf.* Figure 4.2 Adapted IQA research design and methodology). Gumbo and Maphalala (2015:338) define a *focus group* as a data collection method in which a group of people shares their beliefs, attitudes, perceptions and opinions about a concept. Nieuwenhuis (2016b:93) adds that an ‘open-ended’ focus group interview implies that the discussion intends to explore participants’ views, beliefs, ideas and attitudes about a certain phenomenon. According to Northcutt and McCoy (2004b:3), the aim of the focus group in the IQA method is to obtain categories of meaning, namely “affinities”, which include these beliefs, attitudes, perceptions and opinions towards a concept. The researcher preferred the term “themes”. This was done by using a specific set of research statements as open questions for participants to individually generate and convey their own beliefs, experiences, knowledge and feelings of the phenomenon under study (Merriam & Grenier, 2019:236).

According to Gumbo and Maphalala (2015:33), a focus group relies on the interactions between the focus group participants and not on the interactions between the researcher and the participants. The researcher merely directs and monitors the discussion, acting as a moderator and facilitator in undertaking the introductions, setting up the procedures and facilitating the discussions in the group (Gibbs, 2012:188). Gumbo and Maphalala (2015:340) interpret the interactions between the participants as a crucial strength of an interactive focus group, because they highlight their beliefs about and their meanings of a situation as well as reconsider and re-evaluate their own understandings of specific experiences.

Before conducting the focus group, the researcher acts as a planner and administrator, as she needs to prepare. She distributes informal consent forms to the participants; organises a date, time and venue for the focus group to commence; communicates this to the participants for their approval; and arranges materials that include audio recording devices and a stack of cards for each participant to write on (Thomas, 2015:164). Since the data collection has been conducted during the 2019-nCoV (COVID-19) pandemic, she has arranged for and supplied a scanner and sanitizer; she has communicated the COVID-19 procedures that need to be followed, in advance; and she has instructed each participant to bring their own pens due to COVID-19 safety procedures. In her role as an administrator, the researcher has created posters displaying the steps of the focus group (English and Afrikaans versions) (*cf.* Appendix G) as well as a poster depicting the three research statements. Furthermore, as an administrator, the researcher has provided a COVID-19 attendance register that the participants complete on arrival (indicating their names, temperatures, answer to of Covid-

related questions, their signatures, and stating whether they have experienced any COVID-19 symptoms or have been in contact with individuals who have tested positive for COVID-19).

The COVID-19 virus spread to South Africa in March 2020, with a National State of Disaster declared and lockdown regulations varying from levels 1 to 5. The focus group interview was conducted on 26 May 2021, during alert level 1 and the regulations, which applied to the focus group interview, included the following: individuals are allowed to travel between 04h00 and 23h00 daily; they have to wear face masks covering mouth and nose; all gatherings are permitted but limited to 250 persons or fewer for indoor venues; a distance of at least one and a half meters from each other must be maintained; and individuals must adhere to all health protocols (South Africa, 2021:3-7). These health protocols included taking temperatures. Individuals or participants with a temperature lower than 37 °C were barred from participating in the focus group interview. Individuals needed to be sanitised upon entry and during participation, and answer specific questions included in the attendance register (whether they had any COVID-19 symptoms or had been in contact with individuals who tested positive for COVID-19).

The focus group took place at a school in a town that was the most central site to all the participants' locations. Permission from the principal was obtained to utilise a classroom for the data collection of the focus group on 26 May 2021 at 15h00 – 17h00. All 12 participants arrived on time and the proceedings commenced promptly after the participants adhered to all COVID-19 regulations as set out in the above paragraph and submitted their original signed consent forms to the researcher.

The focus group was conducted in Afrikaans and English to accommodate each participant's language preference. The focus group commenced when the researcher welcomed the 12 participants to the focus group and expressed her appreciation for their willingness to participate in the interview. First and foremost, the researcher communicated the background of the research, the research topic and the purpose of the research, namely to gain insight into Grade 1 teachers' experiences of supporting learners with ADHD (Northcutt & McCoy, 2004d:16). She also informed the participants that they were welcome to withdraw and leave the room at any time during the interview if they felt uncomfortable. Once again, the researcher ensured them of the confidentiality of their contributions and anonymity of their own and their schools' identities by explaining that no names would be mentioned in any form of writing or report of the research findings. As an ice-breaker, the researcher followed Bragate's (2014:13) recommendation to start with a relaxation exercise. The participants visualised one learner with ADHD and reflected on meaningful incidents with this learner.

She then briefly explained the proceedings of the focus group and by referring to the posters displaying the procedures (Northcutt & McCoy, 2004d:16). The next procedure entailed the researcher, as the facilitator of the focus group interview, reading the three research statements, one by one, to the participants. The goal of the research statements was to invite the participants to engage in a brainstorming activity whereby they contributed to the phenomenon under study with their understanding, knowledge, experiences and perceptions.

The research statements were as follow:

1. Share with me your knowledge, experiences, perspectives and feelings of the concept 'ADHD'.
2. Share with me your knowledge, experiences, perspectives and feelings of the behaviour of learners with ADHD.
3. Share with me your knowledge, experiences, perspectives and feelings of support strategies with regard to learners with ADHD.

Focus group participants were then invited to participate in a silent brainstorming activity, during which the researcher encouraged group members to silently brainstorm and generate the most data possible on note cards or post-its (Northcutt & McCoy, 2004b:6). The researcher, in line with Barnard (2011:195), prefers to call these cards 'segments'. Thus, the researcher encouraged participants to write a concept or construct (knowledge, experience, perspective and feeling) in one word or sentence per card, on as many cards as necessary (Northcutt & McCoy, 2004b:6). The researcher allowed the writing to continue until she found that the participants reached a point of completeness (when everyone stopped writing). This process was repeated with the second and third research statements.

The following procedure entailed that the participants placed their cards on the wall. Once all the cards or segments had been posed, the researcher initiated the "clarification of meaning activity", in which the role of the researcher moved from "designer to facilitator" (Northcutt & McCoy, 2004b:6). This procedures of the focus group are described in Figure 4.2 as the 'Analysis of themes – deductive and inductive coding' activities. During these activities the facilitator first asked the group to "silently organise the segment cards into groups of meaning/affinities" – what the researcher prefers to call 'themes' (Northcutt & McCoy, 2004b:6). Gumbo and Maphalala (2015:341) indicate the dynamism of vocal participants that can dominate or divert the discussion as a weakness of a focus group. The organising of segment cards occurred in silence to address this weakness, preventing dominant participants from influencing other participants' decisions and ensuring that all participants are equal in power. Inductive coding occurred when the participants simultaneously clarified and grouped

(arranged) segment cards with similar meanings into sets or themes (Mampane & Bouwer, 2011:117,118). This is called the *clustering activity* (Northcutt & McCoy, 2004d:15). The participants each had a chance to move the cards they felt that should rather be placed into the proper group of their choice (Northcutt & McCoy, 2004b:6). The moving and sorting of the cards continued until the group reached consensus with the placement of the segments into groups (themes representing a collective view) and no more cards were being moved (Bargate, 2014:48).

Deductive coding followed inductive coding when the researcher requested participants to name the groups or themes. She acted as a facilitator by reading the segments in each theme and asking the participants their thoughts for an appropriate name of each theme. The participants were allowed to contemplate and suggest theme names, a process called 'refining' (Northcutt & McCoy, 2004d:15). The researcher wrote each name on a piece of paper and posted it on top of the group of segments as a theme heading (Northcutt & McCoy, 2004d:15). The researcher asked the participants what themes they thought could be grouped together to form a larger category after she noticed that several themes displayed a collective view. The participants were asked to place these themes next to one another. The refining process was repeated to generate names for the categories. The names of the categories were posted above the headings of the themes that had been grouped together. Figure 4.3 illustrates the categories and themes with their headings/names/titles.

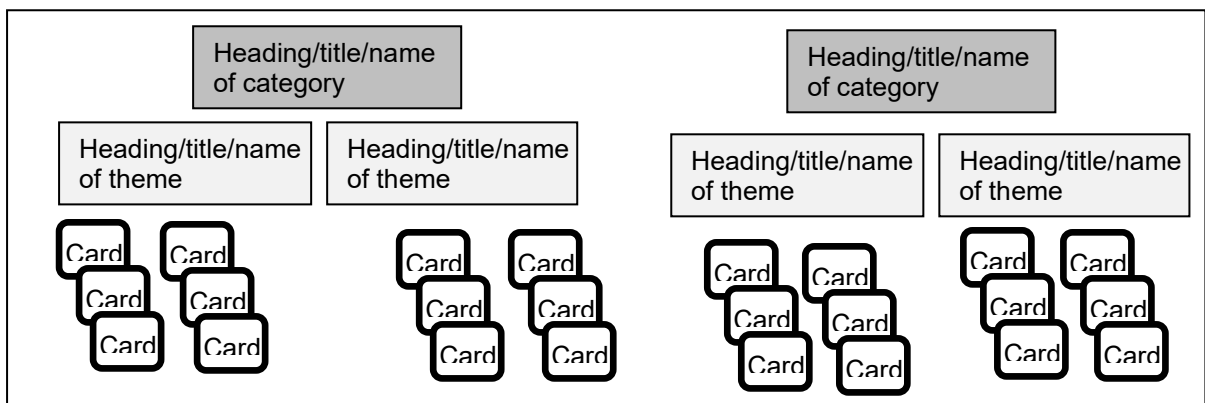


Figure 4.3: Categories and themes
(adapted from Northcutt & McCoy, 2004d:19)

After repeating the clarification of meaning activity on the focus wall several times, a final consensus was attained on the placement of the segments into groups, and on the names of the thematic groups. Categories were identified as follows: Characteristics, with the themes Inattention, Hyperactivity-impulsivity, and Emotional characteristics; Challenges, with the themes Lack of support, Feelings, and Complexity of ADHD; and Strategies, with the themes

Teaching resources and Classroom management methods. See Figure 4.4 for an example of the results of the analysis of themes: deductive and inductive coding activities of the focus group procedures.

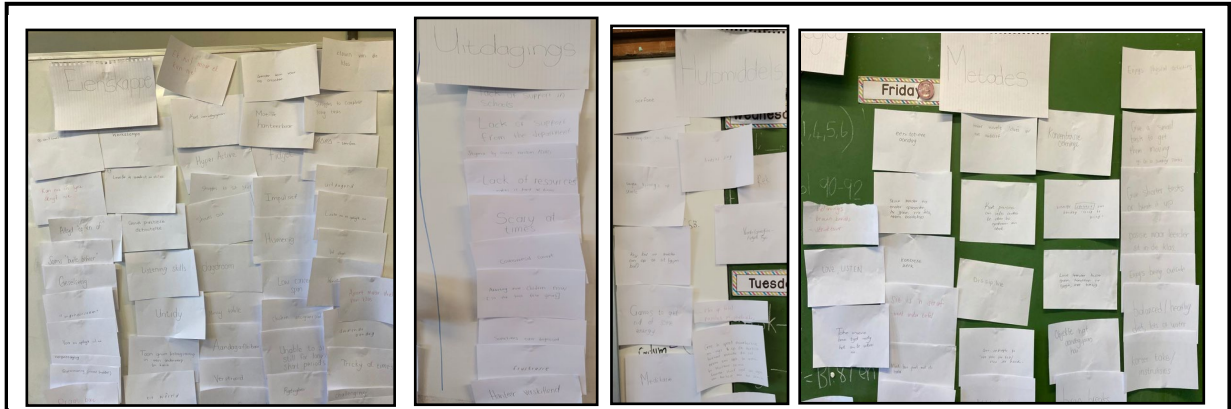


Figure 4.4: Example of the clustered groups of labelled categories, their themes with their headings/title/names and their segments generated by the unstructured open-ended focus group interview

The second to last procedure entailed the theme describing process that required the writing of paragraphs for each theme (Mampane & Bower, 2011:118). During the theme describing process, participants discussed each theme and constructed a short description or theme definition. This enabled the participants to build on one another's responses, thereby improving the richness of the description (Gumbo & Maphalala, 2015:340). The researcher, as facilitator, wrote each theme's paragraph on paper, utilising the segments as constructed by the participants (*cf.* Figure 4.5), and posted it on the wall next to it. Thereafter, she read each theme and its descriptive paragraph or definition to the group to ensure that all participants agreed with the meaning of the theme.

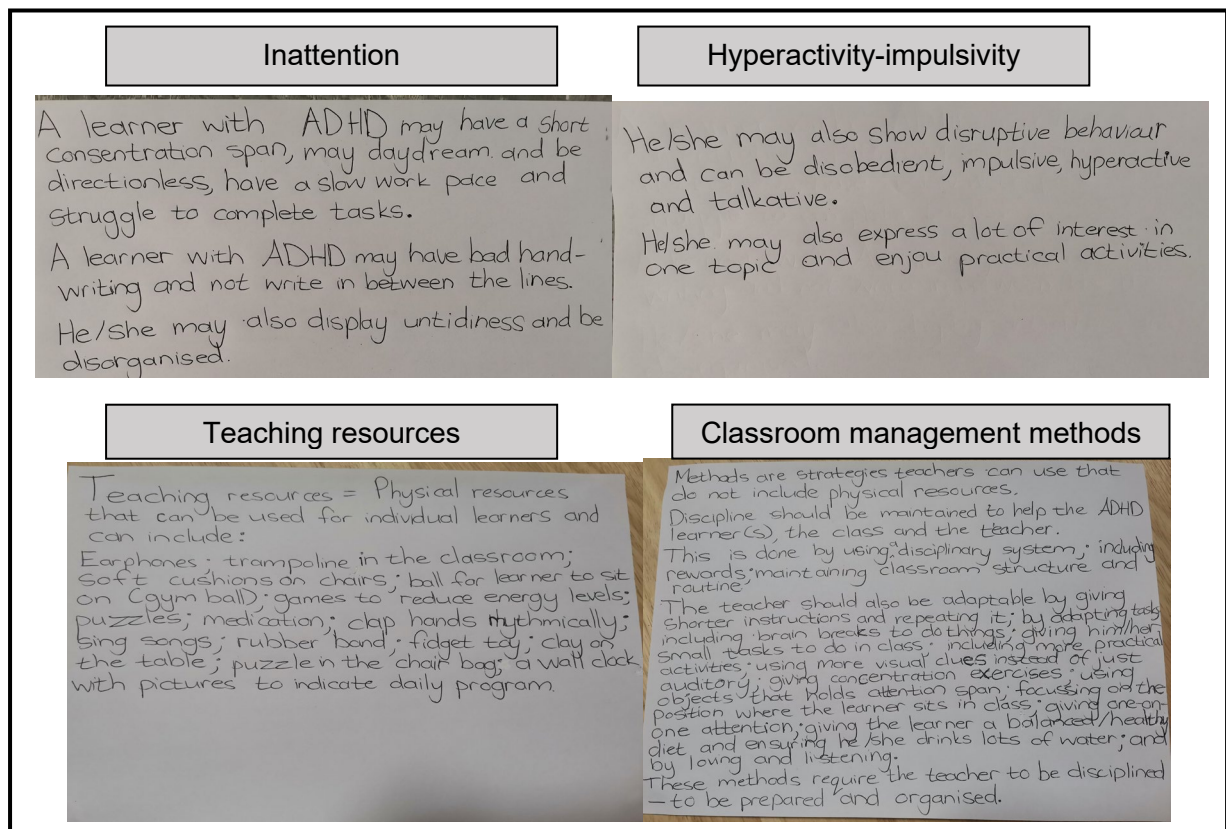


Figure 4.5: Example of descriptive paragraphs to explain the themes generated by the participants of the unstructured open-ended focus group

The final procedure (ending the focus group interview) commenced when the researcher thanked each participant for her participation in the focus group. She notified the participants that the results of the focus group (cf. Table 4.3) would serve as an interview framework that would direct the semi-structured open-ended individual interviews and guide the field observations. The interview framework was sent to each participant to ensure the authenticity thereof. Following the confirmation of the interview framework as a true and correct reflection of the focus group interview, the researcher contacted the selected participants (cf. 4.3.4.1 Research design: research problem, research questions, research statements, site and participant selection) regarding the arrangements of dates and times for field observations and individual interviews.

Table 4.3: Results of the focus group that served as a framework for field observations and semi-structured open-ended individual interviews

Open-ended Focus Group Interview: West Coast Education District		
Categories	Themes [Descriptive paragraph]	Segments from the brainstorming activity of Grade 1 teachers' knowledge, experiences, perspectives and feelings resulting into themes
Characteristics	<p style="text-align: center;">Inattention</p> <p>[Some learners with ADHD also have poor processing skills (visual/auditory), bad listening skills, a short concentration span, may daydream and be directionless, have a slow work pace and struggle to complete long tasks. A learner with ADHD may have bad handwriting and not write between the lines. He/she may also display untidiness and be disorganised]</p> <p style="text-align: center;">Hyperactivity -impulsivity</p> <p>[Learner may also show disruptive behaviour and can be disobedient, impulsive, hyperactive and talkative. Learner may also express a lot of interest in one topic and enjoy practical activities]</p> <p style="text-align: center;">Emotional characteristics</p> <p>[All of these characteristics make it tricky and difficult for the teacher to handle the learner with ADHD at times but is also very challenging for the learner to have these characteristics]</p>	<p>Own world; daydream; distractible; not focused; struggles to complete long tasks; lost; directionless; wandering attention; separate but part of the class; slow work pace; short concentration span; forgetful; poor listening skills; does not listen to given instructions given; does not execute commands; poor processing (visual/auditory); bad writing; can't write; untidy; messy table; unorganised</p> <p>Busy; always 'up and on the go'; sometimes out of control; talkative; learner does not sit still; enjoys practical activities; struggles to sit still; fidget; unable to sit still for too long; whirlwind; talks a lot/says everything on the mind; shouts out; impulsive</p> <p>I want to but I can't; learner appears to be uncertain; feels alone</p>
Challenges	<p style="text-align: center;">Lack of support</p> <p>[There are several challenges that teachers experience such as a lack of support from the school and the department, and a lack of resources received]</p> <p style="text-align: center;">Feelings</p> <p>[These challenges frustrate the teachers and the learners and make the support of learners with ADHD scary at times. Even though there are so many challenges it is important to have patience]</p> <p style="text-align: center;">Complexity of ADHD</p> <p>[It is a complex concept, therefore not all teachers and parents have the</p>	<p>Lack of support in school; Lack of support from the department</p> <p>Scary at times; frustration; patience</p>

	<p>same beliefs of supporting the child Parents' own stigma around ADHD also makes it hard to support learners with ADHD. It is more difficult to support learners in the last few years as more learners should be treated differently according to their specific needs. Learners are sometimes over-diagnosed]</p>	<p>Affecting more children now (in the last few years); sometimes over-diagnosed; treat differently</p>
<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Teaching resources</p> <p>[Physical resources in the classroom that can be used for individual learners include: Earphones, trampoline in the classroom, soft cushions on chairs, therapeutic ball for the learner to sit on, games to reduce energy levels, puzzles, medication, rubber band, fidget toys, clay on the table, puzzle in chair bag, a wall clock with pictures to indicate daily programme and a timer clock]</p> <p style="text-align: center;">Classroom management methods</p> <p>[Methods are the strategies teachers can use, that do not include physical resources. Discipline should be maintained to help the learner(s) with ADHD, the class and the teacher. This is done by using a disciplinary system; including rewards; managing classroom structure and routine. The teacher should also be adaptable by giving shorter instructions and repeating it; by adapting tasks; including brain breaks to do things; giving learner small tasks to do in class; including more practical activities; using more visual instead of just auditory methods; giving concentration exercises; using objects that hold attention span; focussing on the position where learner sits in the class; giving one-on-one attention; promoting a balanced/healthy diet and drinking lots of water; and by loving and listening. These methods require the teacher to be disciplined – to be prepared and organised]</p>	<p>Earphones; trampoline in the classroom; soft cushions on chairs; ball for the learner to sit on (therapeutic ball); games to get rid of some energy; medication; elastic rubber band; fidget toys; clay on the table; give a game or puzzle; puzzle in chair bag; use a wall clock with pictures on several minutes to identify when an activity begins and when an activity ends – learner moves the clock hand by himself as instructed by the teacher; timer clock</p> <p>The position where learner sits in the class; learner sits alone at desk/table; objects that hold attention span; routine; more visual clues instead of just auditory information; repeat the instruction given so that the learner listens; love, listen; one-on-one attention; have to talk a lot with the learner; discipline; rewards; brain breaks; adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books; tasks must not take a lot of time to complete; give shorter tasks or break it up; shorter tasks/ instructions; balanced/healthy diet and drink lots of water; clap hands rhythmically; sing songs; send learner to another teacher, e.g., send them to ask something/ with a message; sit is a punishment – give work under the table; give small tasks to do in class; short breaks to do things e.g., stand up and stretch; give instructions, e.g., touch your head or clap your hands; concentration exercises; clap hands rhythmically; sing songs; give a quick task to get the learner moving, e.g., do 10 jumping jacks; enjoys being outside; let the learner run outside for a bit with supervision</p>

In sum, the researcher, like Northcutt and McCoy (2004), employs a focus group interview to design an objective interview framework, which focusses the data collection from the field observations of classroom visits and individual interviews. During the focus group interview, the researcher has implemented the IQA procedural steps as advocated by Northcutt and McCoy (2004). However, the first deviation from Northcutt and McCoy (2004b:3,6) occurs when the researcher abandons the theoretical coding process which expects focus group participants to theoretically code the categories of meaning (or “affinities”) by analysing and “identifying their own perceived relationships of influence amongst these affinities” by stating “propositions” (explained as “statements of cause and effect”). According to Barnard (2011:197), this step during which the theoretical coding process takes place has “intensive and over-complicated technicalities” and, therefore, is “too technical for an interpretive case study” (Barnard, cited in De Beer, 2020). The purpose of the research study is not to identify relationships amongst these affinities, but rather to interpret, describe and understand the participants’ knowledge, beliefs and experiences. Therefore, the first adaption made to the IQA method is the abandonment of the theoretical coding process, which also entails the abandonment of the IQA’s third type of coding – theoretical coding.

The second amendment involves the use of a Scientific Software Program Computer-Aided Qualitative Analysis Software (CAQDAS), called ATLAS.ti9, to aid the researcher with organising, managing and recording the occurrences of themes as constructed by participants during the focus group interview (De Beer, 2020:45). Caliandro and Gandini (2017:193) establish Atlas.ti as a useful tool to assist in navigating and organising text with main meanings and themes known by the researcher, such as the open-ended focus group interview transcripts; and it accelerates and structures the process of organising, labelling, recovering, comparing and envisaging the themes used for coding texts (*cf.* 5.3 Data analysis).

Once the participants in the focus group interview had endorsed the interview framework, the researcher embarked on collecting data by means of field observations of Grade 1 classrooms and individual interviews.

4.2.5.2 Data collection through field observation

As discussed in paragraph 4.3.4 Research methods, a third adaptation transpires when the researcher adds field observations to the data collection process and includes notes of the field observations in the data collection and analysis process. This addition of another data collection technique contrasts with Northcutt and McCoy’s original IQA method which only focusses on data collection by means of a focus group interview and individual interviews (Northcutt & McCoy, 2004:6,7).

According to Chitiyo *et al.* (2015:281), field observations are one of several data collection methods used in qualitative investigations across the education field. Chitiyo *et al.* (2015:281) define *field observations* as the use of observational techniques to observe the actual phenomenon as it unfolds, or in this case, as the teachers perform the behaviours or actions to support learners with ADHD in the classroom. This is to understand teachers' roles, behaviours and actions. Attitudes and behaviours are not always congruent, because people do not always say what they do and do what they say (Chitiyo *et al.*, 2015:282). The researcher endeavoured to directly witness the teachers' behaviours, interactions and actions, thereby collecting rich data to identify whether what they have said in the focus group interview (about the categories and themes) reflects in practice – assessing the linkage of participants' words with their actions.

Hence, naturalistic observations are made as the researcher observes the phenomenon as it occurs naturally in its environment: she observed how Grade 1 teachers support learners with ADHD in their classrooms (Chitiyo *et al.*, 2015:282). Nieuwenhuis (2016b:90) explains that the researcher observes by using her intuition as well as all of her senses (hearing, seeing, touching, tasting, smelling) to gather bits of data. According to Smiley (2015:1813), field observations include the writing of field notes (detailed descriptions) to capture thick descriptions of these behaviours and interactions in the classroom. Consequently, the researcher included field notes as a data collection technique to write down everything she encountered in the field setting, descriptions of the classrooms, feelings harboured and emotions experienced by the teacher and other learners in the classroom (Chitiyo *et al.*, 2015:286).

As the researcher acted as a non-participant observer during classroom visits, she observed the lessons and practices from a distance and did not participate in any way in an attempt to avoid influencing the teacher and learners (Flick, 2018:217). According to Chitiyo *et al.* (2015:285), a *non-participant observer* is not focused on the totality of the context but rather on certain situations of interest to the researcher. Thomas (2015:165) identifies non-participant observations as structured observation. Nieuwenhuis (2016b:92) explains that structured observations are observations during which the observer observes pre-identified categories of meaning. Therefore, observations took place in a structured manner by including the categories and themes that were identified and coded from the focus group, in the field notes. The categories and themes as reflected in the interview framework guided the researcher with observations. Any occurrences relating to the category were written down under the corresponding category's heading. General notes on the classroom, the learners and the teacher, which did not suit the categories created by the focus group, were written under the 'general notes' heading.

Preparation of the observations included preparing the materials (field notes); obtaining informed consent from the principals of the schools of the teachers selected for field observations; and arranging times, dates and locations for conducting field observations. Flick (2018) explains data triangulation, which the researcher implements during data collection in this study, as the integration of various data collection methods, but also of the differentiation of participants, places and times. Accordingly, the researcher arranged different dates and times for different participants to be observed in their own Grade 1 classrooms, according to their own convenience and choice. Finally, the data collection was undertaken when the researcher conducted an individual interview with each of the six participants after observing their interactions with learners with ADHD in their classrooms.

Nieuwenhuis (2016b:90) defines *observation* as “a systematic process of recording behavioural patterns of participants, objects and occurrences”. Angrosino (2012:167) elaborates that observation is carried out in several phases, which the researcher pursues. The initial phase is called ‘descriptive observation’, during which the researcher makes field notes on the physical and social characteristics of the classroom (Angrosino, 2012:167). Thereafter, the researcher moved to the ‘focusing phase’, during which she made notes of occurrences or objects relating to the themes on the field notes (Angrosino, 2012:167). After writing down all her notes on the occurrences related to each theme, she entered the next phase, the ‘selective phase’. She specifically selected aspects related to each theme to observe and take notes, under the appropriate theme on the field notes; for example, under teaching resources she listed all teaching resources that the teacher used to support the learners with ADHD, which she had not yet written down (Angrosino, 2012:167). Observations reached a point of saturation when her notes consistently duplicated data already discovered (Angrosino, 2012:167).

Field observations have advantages as well as weaknesses. According to Nieuwenhuis (2016b:90), observations as a data collection technique enable the researcher to gain deeper insight and understanding of the phenomenon under investigation. Chitiyo *et al.* (2015:291,192) establish that as field observation complements other techniques of data collection, such as focus group interviews and individual interviews, it can therefore be used to confirm the accuracy of verbal reports given by participants of individual interviews and focus group interviews. Even though it can describe how certain actions are carried out, if used as the only technique of data collection, it has the weakness of an inability to tell the observer why certain individuals behave the way they do or why actions happen the way they do (Chitiyo *et al.*, 2015:192). The researcher counteracts these weaknesses by supplementing individual interviews as a data collection technique. This occurs by asking the participants exploratory

questions during the individual interviews. According to Nieuwenhuis (2016b:90), another risk associated with field observations is that they tend to be highly subjective and selective because they lean towards focusing on specific objects or occurrences within a whole. The use of an interview framework during the individual interviews limits the researcher's bias and therefore prevents this weakness of field observations from occurring. Nieuwenhuis (2016b:90) suggests that researchers be conscious of their preconceived beliefs and ideas, keeping them to a minimum to avoid reporting observations based on preconceptions. Chitiyo *et al.* (2015:192) advise researchers to limit these preconceptions and subjective views about a certain subject by determining what would establish "observation evidence". Thomas (2015:161) defines *evidence* as "data in support of some proposition". The researcher establishes the observation evidence of this research study by means of data from structured field notes directed by the themes as reflected on the interview framework compiled by the focus group interview.

The IQA was adapted to include field observations as a data collection method for rich data. It was envisaged that the field notes taken for the field observations would point to any potential inconsistencies between the data collected during the interviews (focus group and the individual interviews) and the field notes. Therefore, it establishes the realities of supporting learners with ADHD in Grade 1 mainstream classrooms.

Once data has been collected through an observation of a participant's classroom interactions, the researcher met with the participant to conduct an individual interview.

4.2.5.3 Data collection through semi-structured individual interviews

In line with Northcutt and McCoy's original IQA method (2004a:17), semi-structured individual interviews were conducted. Mears (2012:170) describes in-depth interviews as purposeful interactions in an attempt to discover what an individual knows, thinks, feels and has experienced about a topic; and what important personal meaning it holds. Northcutt and McCoy (2004a:17) identify the aim of the follow-up individual interviews in the IQA method as "to both elaborate and contrast individual meanings to that of the group". Semi-structured interviews are used to verify data emerging from other data collection methods (Nieuwenhuis, 2016b:93). Hence, they are used as a further data collection method to the focus group interview and field observations.

The semi-structured interview offers a sound balance between structure and flexibility (Matrakova, 2021:151). Gillham (cited in Matrakova, 2021:151) summarises the structured features of semi-structured interviews as follows: the same questions are asked to all the participants; several kinds of questions are prepared to ensure topic focus and that themes

are covered; prompts are used as supplemental questions to ensure coverage (taking subsequent comparative analysis into account) of sub-areas of significance (if not dealt with spontaneously); and semi-structured interviews with different participants are all based on an approximate time. Therefore, the themes that emerged from the focus group were used as an interview framework that directed the interview questions. According to Thomas (2015:163), the less structured features are the use of open-ended questions (for the reason of not determining or being pre-determined), the use of probes to encourage the participant to say more and that the interview schedule structure does not have to be fixed.

The researcher followed the five stages that Gillham (2005:76) proposes an interview should be conducted through: the preparation stage, the initial contact stage, the orientation stage, the substantive stage and the closure stage. During the preparation stage the researcher prepared an ice-breaker activity, sent the interview framework (*cf.* Table 4.3 Results of the focus group that served as a framework for field observations and semi-structured open-ended individual interviews) to the participants beforehand, and arranged a time, date, and location with each of the six teachers chosen to participate in the individual interview. These arrangements were in accordance with each participant's own convenience and choice. The individual interviews immediately followed the field observations, as the field observations and the individual interviews were conducted on the same day, either after school hours or during and continuing after recess. The interviews were conducted in the language in which the participants were most comfortable.

The individual interviews started at the initial contact stage, which is primarily social in nature (Gillham, 2005:76), with the researcher following Northcutt and McCoy's (2004e:12) recommendation of beginning with a friendly greeting, a brief discussion of confidentiality, handing out the interview schedule and explaining the procedures of the individual interview. Northcutt and McCoy (2004e:10) caution to not forget to gather demographic or other background information that can be used in later occurrences of the interview data. The researcher has adapted De Beer's (2020:78) ice-breaker as an orientation stage when she gathered background information about the participants' experiences and qualifications. During this ice-breaker activity, the researcher asked each participant a few simple personal questions to set the participant at ease and to gather background information (Check & Schutt, 2012:202):

1. How long have you been a Grade 1 teacher?
2. Tell me about your qualification. Did you receive formal training in teaching Grade 1? (If the answer is 'yes', ask question 3. If the answer is 'no', skip to question 4.)
3. Did your formal training during your studies include any training in ADHD?
4. Have you received in-service training workshops on ADHD during your time as a teacher?

See Table 4.4 for participants' answers to these questions.

Table 4.4 Background information of the participants

Participant	Years of teaching Grade 1	Qualification	Did your formal training during your studies include any training in ADHD?	Have you received in-service training workshops on ADHD during your time as a teacher?
Participant 1	23	HODSPiv Education	No	Yes (three or four workshops)
Participant 3	1	B.Ed Foundation Phase	One of the sub-modules of the Education Psychology subject they had received addressed ADHD	No
Participant 5	7	B.Ed. Foundation Phase	No	No
Participant 7	4	B.Ed. Foundation Phase	No	Yes (one workshop)
Participant 9	8	B.Ed. Foundation Phase	No	Yes (one or two workshops)
Participant 11	15	B.Ed. Foundation Phase	No	No

After the ice-breaker, the researcher moved to the substantive stage – the most fundamental part of the interview, the main focus for analysis (Gillham, 2005:76). This enabled the researcher to ask open-ended, semi-structured questions relating to each theme in the interview framework, while and after reading each theme's segments and descriptive paragraph. According to Flick (2018:155), the interviewer needs to be equipped with different types of open-ended and semi-structured questions for the participant to articulate knowledge, which are the explicit assumptions that are usually expressed openly, as well as the implicit assumptions. As an interview framework had already been prepared, the researcher formulated a few questions and probes to bear in mind that she could ask during the individual interviews to keep the conversation flowing. Probes can be verbal, such as 'go on' or 'continue', or non-verbal, such as a smile or nod of the head (Thomas, 2015:163).

Reid, Greaves and Kirby (2017:158) explain that interviewing should include a variety of questions, ranging from background questions (e.g., Do you have a degree?) to feeling questions (e.g., How do you feel about ...?), opinion and value questions (e.g., What do you think about ...? or What is your view on ...?), behaviour and experience questions (e.g., Tell me about your experience with ...?), sensory questions (e.g., What do you see when you enter the classroom?), and knowledge questions (What do you think about ...?). This prompted the researcher to predetermine questions and probes based on the categories, themes and the descriptive paragraphs. The probes and questions which were asked during each

category/theme were formulated as follows: Is there something that you would like to add? Which of the concepts really stands out for you or with which you can most associate? Tell me more. Tell how this makes you feel. Tell me about your experience with this concept. Is there anything you would like to add to this theme?

By using these open-ended and semi-structured questions, the researcher was uncertain exactly where the answers may lead. Therefore, the researcher needed to be flexible throughout the interview, looking for markers in the answers that point out other matters to explore while paying attention to non-verbal cues (such as expressions with symbolic meaning) and the flow and the ebb of the participant's interests and feelings (Check & Schutt, 2012:202). She listened carefully to the responses and if something seemed unclear or contradictory, she expressed her confusion or rephrased the question (Mears, 2012:172). If a participant did not understand a question or concept within a question, the interviewer explained it. The participant was allowed to disagree with a segment or sentence in the descriptive paragraph and eliminate, reformulate or change it on her copy of the interview schedule to a more appropriate segment of sentence of her choice (Flick, 2018:157). At the end of each theme, the researcher asked the participant whether there was anything else that she would like to add to that theme.

After discussing all the themes and reaching data saturation, the researcher concluded the interview and implemented the closure phase. The interviewer ended the interview by asking the participant whether there was anything else that she would like to add to the discussion and then, if not, the researcher proceeded in expressing her appreciation for the participant's contributions to the study (Gillham, 2005:78).

Even though semi-structured interview questions are less structured than those of structured interviews, they have the advantage of thoroughness and consistency (Check & Schutt, 2012:202). Burke and Soffa (2018:135) explain that the interviewer can establish the underlying reasons why the participant believes or does something, can probe the participant to clarify misleading responses or confusion, and can read and interpret the participant's body language. Dakwa (2015:301) adds that open-ended questions also give the participant flexibility in their answers which can often produce more meaningful and interesting results. Check and Schutt (2012:202) elaborate that the different types of questions also allow the interviewer to deal more clearly with pre-assumptions concerning aspects of the participant. Although semi-structured interviews have many advantages as a data collection method, they pose challenges that need to be addressed. Mears (2012:173) conveys that these interviews are time-consuming, demand considerable energy, require patience and involve organising an interview schedule around the participants' busy calendars. Semi-structured interviews are also challenging because they have an emerging design, with no clear steps to be followed

during data collection and no explicit suggestions for how to proceed to data analysis (Mears, 2012:173; Flick, 2018:161). This challenge was counteracted in the study by using an interview framework, created during the unstructured open-ended focus group, to structure the data collection process during the individual interviews. The researcher identified the methodological aspects of data analysis of this study to successfully proceed to data analysis and for data analysis to be successfully conducted. In the following section, the researcher addresses the data analysis flow and explains the methodological choices made regarding data analysis.

4.2.6 Data analysis

According to Merriam and Tisdell (2015:202), *data analysis* is the process of making meaning out of the data by following a complex procedure that involves moving back and forth between abstract concepts and actual bits of data, between inductive and deductive analysis, and between interpretation and description. According to Nieuwenhuis (2016c:109), qualitative data analysis is based on an interpretive approach aimed at examining the symbolic and meaningful content of qualitative data. For this study, qualitative data analysis is conducted to establish how Grade 1 teachers make meaning of supporting learners with ADHD in the mainstream classroom by analysing their knowledge, understandings, attitudes, perceptions, feelings, values and experiences (Nieuwenhuis, 2016c:109). These meaningful matters are captured as qualitative data (namely a focus group interview framework, transcripts of the individual interviews' audio recordings and field notes) gathered during data collection (Nieuwenhuis, 2016b).

Merriam and Tisdell (2015:195) express that in qualitative research, data collection and data analysis should be a dynamic, simultaneous and recurring process. According to Northcutt and McCoy's IQA method (2004b:3), the data analysis processes of IQA occur intertwined with the data collection processes. The IQA method offers a systematic interactive approach to generating and analysing qualitative research (Ananth & Maistry, 2020:3), as it "privileges the nature of socially constructed meaning" (Northcutt & McCoy 2004a:5). Data analysis in this study is implemented in two consecutive stages – stage one: data analysis during the unstructured open-ended focus group; stage two: analysis of field observations and individual interviews data – during which two types of data analysis techniques are used. These data analysis techniques entail an adaptation of Northcutt and McCoy's IQA data analysis technique with its focus on inductive and deductive coding as well as Zhang and Wildemuth's (2017) qualitative content analysis techniques. To explain this study's data analysis process and methodological choices, the researcher has designed a qualitative data analysis flow chart (*cf.* Figure 4.6 Qualitative data analysis flow chart). As McMillian and Schumacher (2015) advise

that data analysis should start with data preparation, each stage of data analysis includes the preparation of data as the initial step towards data analysis.

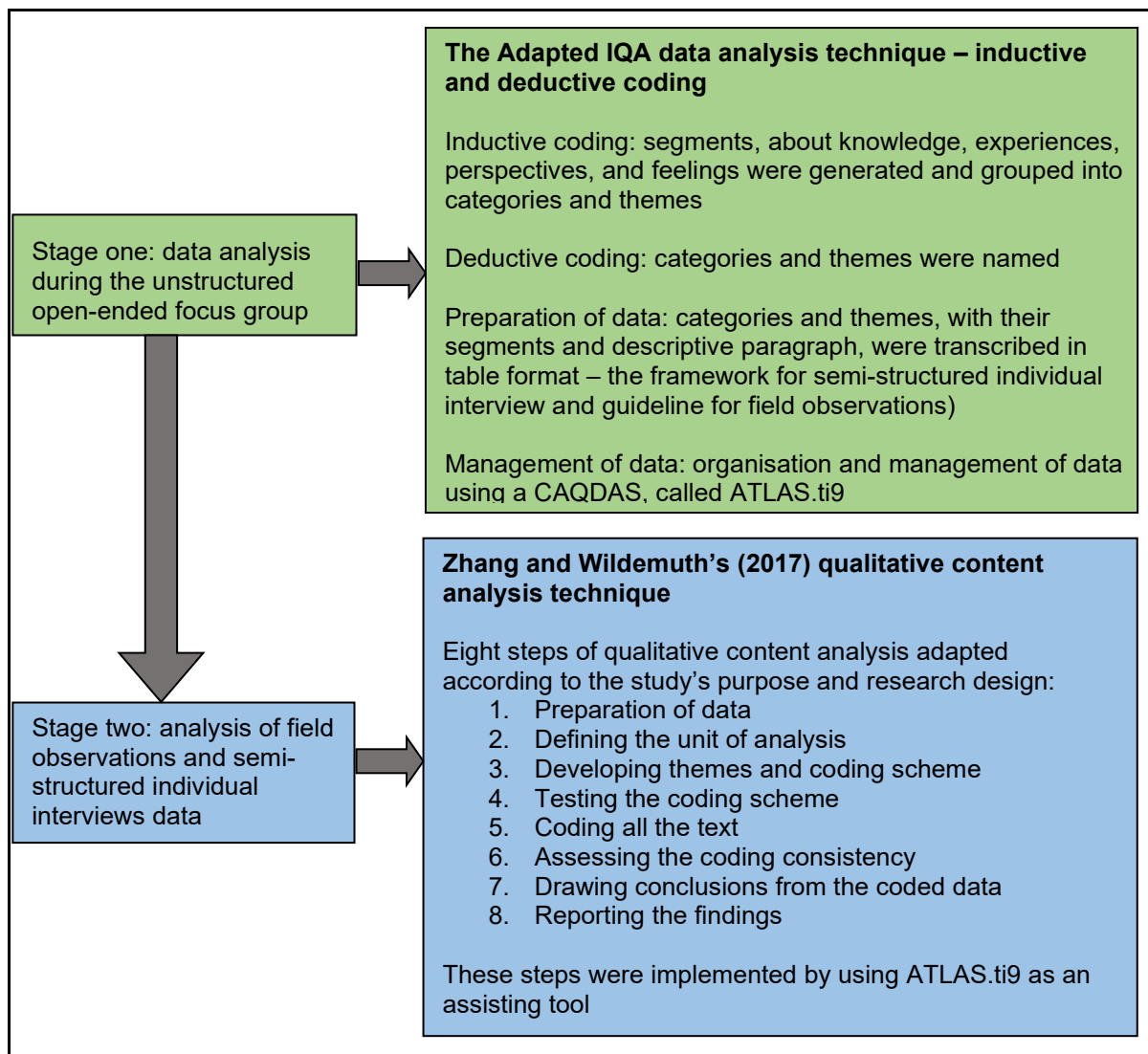


Figure 4.6: Qualitative data analysis flow chart

The first stage of the data analysis process involves focus group interview participants to generate data as well as analyse it concurrently by means of inductive and deductive coding. The interactive involvement regarding data analysis occurs firstly when focus group participants are requested to induce or generate categories of meaning by defining and redefining them (Northcutt & McCoy’s, 2004a:17). This data analysis activity is named *inductive coding* (Northcutt & McCoy’s, 2004a:17). The subsequent data analysis activity transpires as *deductive coding* when participants name and rename the categories of meaning as they contemplate over the names for each theme and category, and as they write a descriptive paragraph incorporating the various segments of each theme (Northcutt & McCoy’s, 2004a:17). These themes, with their segments and descriptive paragraph, are constructed solely by the participants, with the researcher only acting as a designer, facilitator

and administrator. Therefore, it is clear that participants play an integral, interactive role in the inductive and deductive coding processes of the focus group's data analysis.

The researcher, however, has discarded Northcutt and McCoy's original IQA third data analysis technique, namely theoretical coding (Northcutt & McCoy's, 2004a:17). The deviation from this theoretical coding is explained in depth in 4.2.5.1 Data collection through an unstructured open-ended focus group interview. Importantly, the purpose of this study is not to identify relationships, but rather to interpret, describe and understand the participants' knowledge, beliefs and experiences.

The data analysis process of inductive and deductive coding was completed when the researcher transcribed the focus group's results in a table format in a Microsoft Word document, which served as an interview framework for the individual interviews and as a guideline for the field observations.

To assist in the organisation and management of data, the researcher utilised a Computer-Aided Qualitative Analysis Software (CAQDAS) called ATLAS.ti9. This is another addition to the original data analysis procedures of Northcutt and McCoy by the researcher, mainly to aid her with organising, managing and recording the occurrences of themes constructed by the participants during the focus group interview (De Beer, 2020:45). Caliendo and Gandini (2017:193) establish that ATLAS.ti is a useful tool to assist in navigating and organising text with main meanings and themes that are known by the researcher, such as the open-ended focus group interview transcripts; and it accelerates and structures the process of organising, labelling, recovering, comparing and envisaging categories used for coding texts. According to Friese (2014:1), ATLAS.ti does not analyse data, it is simply a tool for supporting the process of qualitative data analysis by providing the researcher with a platform for storing large amounts of qualitative data collected from a variety of data sources and assigning and searching for codes in a quick and orderly fashion.

The researcher added the Microsoft Word document, in which the interview framework was created, to her research project in ATLAS.ti9 as "rich text" to be coded. To keep track of all the codes, the researcher created a Microsoft Excel spreadsheet in which she displayed the code names, their definition and an example of the codes. Nieuwenhuis (2007c:116) calls this list, with all the codes that were developed and used during data analysis, a "master list". This has also been added to the ATLAS.ti9 database. These codes were used in the second stage of data analysis.

The second stage of data analysis commenced by doing away with Northcutt and McCoy's (2004b:6) theoretical coding and replacing it with Zhang and Wildemuth's (2017) qualitative content analysis technique to analyse the data gathered from the individual interviews and field observations. According to the researcher, a content analysis method, as the second analysis technique of this study, is most suitable as it complements and enhances the first data analysis technique. Assarroudi *et al.* (2018:1) describe *qualitative content analysis* as a technique that uses the systematic process of coding for the interpretation and description of textual data. This technique includes inductive and deductive activities to analyse the collected data, resulting in the identification of categories, themes and patterns (Armat *et al.*, 2018; Assarroudi *et al.*, 2018). The researcher utilised Zhang and Wildemuth's (2017) eight steps of qualitative content analysis, described in Bezuidenhout and Cronje (2014:233), to analyse the data collected from the individual interviews and field observations. The researcher again used ATLAS.ti9 as an assisting tool for the implementation of these steps to simplify data analysis and to enhance this data analysis technique. The steps were adapted according to the purpose of the study as described below.

Step 1: The preparation of data

The researcher prepared the data collected from the individual interviews and field observations by transcribing it electronically in a Microsoft Word document format. This entailed transcribing the written field notes and observation schedules of each field observation; narratively transliterating and translating the audio recordings of each individual interview; and adding them to the ATLAS.ti9 database. After the transcriptions were completed, the researcher forwarded the transcripts (of the information provided by the participants) to the participants for confirmation. See Appendix H for the English and Afrikaans versions of the letter. Burke and Soffa (2018:157) call this technique "member checking". The researcher then subsequently made the changes, as suggested by the participants, and received approval of the transcripts from all participants. She then added all the data to ATLAS.ti9 and organised it according to each data type; for example, all the field notes and all the transcriptions of the individual interviews were grouped separately.

Step 2: Defining the unit of analysis

Defining the unit of analysis include identifying concepts, ideas, behaviours, incidents, interactions, phrases, terminology or patterns to facilitate understanding of the case under study (Nieuwenhuis, 2016c:112; Burke & Soffa, 2018:157). This step necessitates using the established themes and data segments (from the focus group) to deconstruct texts. This occurred by taking apart the transcriptions and field notes and identifying and highlighting text segments (units of the text), including words, sentences or paragraphs that the researcher has identified as meaningful to these established themes (Nieuwenhuis, 2016c:112; Burke & Soffa,

2018:157). To determine the essence of the information, the researcher continuously and repeatedly read and compared the data to identify whether the participants of the individual interviews agreed with the themes or made modifications; to compare the data for differences or discrepancies and similarities; and to identify the meaningful segments of data (Check & Schutt, 2012:303; Merriam & Tisdell, 2015:204). While doing so, the researcher made notes, queries and comments in the margins, an option that ATLAS.ti9 provides. Nieuwenhuis (2016c:116) articulates that this process of identifying significant units of text, making comments and asking questions, is already a type of coding called open coding.

Step 3: Developing themes and coding scheme

According to Nieuwenhuis (2016c:118), deductive coding or selective coding pursues the initial open coding. During the individual interviews, the participants were encouraged to add to the established themes while sharing their knowledge, experiences, perspectives and feelings regarding the coded themes and segments. The new themes (called emergent themes), which have emerged from deductive coding (comparing the highlighted data from the transcriptions of the individual interviews and field notes) were identified and added to the coding scheme (Bezuidenhout & Cronje, 2014:242).

Step 4: Testing the coding scheme

The coding scheme, consisting out of the predetermined themes, as well as the themes that emerged from the individual interviews, were tested for coding consistency. The researcher coded highlighted segments of an interview transcript to check if any data did not match the coding scheme. Significant data not matching the coding scheme were identified as emergent themes. These emergent themes were added to the coding scheme and the new coding schemes were tested on another individual interview to check if any new emergent themes occur. This process was repeated until the appropriate coding scheme was established.

Step 5: Coding all the text

According to Nieuwenhuis (2016c:116), coding all texts involves in vivo coding. In vivo coding involves reapplying the same codes established in the coding scheme to all the highlighted segments of data (from the transcripts of the individual interviews and field notes) (Nieuwenhuis, 2016c:116). The predetermined themes, as reflected on the interview framework deduced during deductive coding by the participants in the IQA focus group, as well as the themes that emerged from the individual interviews and testing of the coding scheme, served as the codes to all the units of text in the data identified as significant. ATLAS.ti9 has the option of coding data with in vivo codes, enabling the researcher to collect data segments quickly and easily (Friese, 2014:92). ATLAS.ti9 also assists the researcher in coding by simplifying it with its options of coding segments with multiple codes, of dragging and dropping

codes, of modifying the length of the coded quotations, and of deleting or changing codes (Friese, 2014).

Step 6: Assessing the coding consistency

After coding all the significant segments of data, the researcher placed these segments under their suitable themes and sub-theme (as coded) in a table format in Microsoft Excel to obtain a summarised and organised version of the overall themes and sub-themes with segments, thereby easily identifying dominant emergent patterns. ATLAS.ti9 facilitates quick and easy access to segments with the same codes, which simplifies and expedites the process of organising the codes into table format (Friese, 2014). According to Efron and Ravid (2013:174), dominant patterns between the themes guide the researcher in organising the existing and emergent themes into emerging categories. Nieuwenhuis (2016c:120) contends that categorising themes brings meaning to the themes and summarises text. As the participants of the focus group have already established categories under which they have felt the themes could be organised, the researcher organised the themes and their sub-themes under these categories. In this way, the researcher rechecked coding consistency. According to Zhang and Wildemuth (2016:5), coding consistency is essential because new codes may have been added since the first consistency check; researchers are exposed to fatigue and as coding proceeds, rendering them likely to make mistakes; and the coder's understanding of the themes and categories may have changed slightly in the process, resulting in inconsistencies. Nieuwenhuis (2016c:116) concurs that like the whole analysis process, coding is fluid, which means that as new understanding and insights emerge, the researcher may move back and forth between steps. Once the researcher has analysed and established the research study's coding scheme (i.e., the categories, themes and sub-themes) and has organised the coded data according to these, the researcher could draw conclusions and findings from the coded data.

Steps seven and eight of data analysis (namely, drawing conclusions from the coded data and reporting the research findings) will be presented in CHAPTER 5 DATA ANALYSIS of this study.

Step 7: Drawing conclusions from the coded data

Drawing conclusions entails a discussion of the dimensions of the identified categories, including a discussion of its themes and sub-themes and their characteristics (codes) (Zhang & Wildemuth, 2017:322). It also encompasses the identification of the relationships between the categories/themes, with an explanation of the patterns that occurred (Zhang & Wildemuth, 2017:322). This serves as a motivation for the researcher's choice of categories, themes and sub-themes and explains the reasons for emergent themes.

Step 8: Reporting the findings

Finally, the uncovered patterns, themes and categories (coded data) and their importance to the social reality are interpreted into findings. The content of each category, theme and sub-theme is discussed based on participant responses and is compared to the empirical and theoretical literature.

It is clear that the researcher's role shifted from an administrator, an organiser, a designer and a facilitator to an analyst during the process of data analysis. The role of the researcher during the process of practicing research included numerous challenges, especially the challenge to maintain a trustworthy study and to adhere to ethical principles and professional standards. Thus, before concluding this chapter and continuing to the presentation of steps seven and eight of data analysis in CHAPTER 5, the researcher clarifies how she has maintained standards of methodological rigour and adhered to the ethical considerations of this qualitative research study.

4.2.7 Methodological rigour

Merriam and Tisdell (2015:242) emphasise the importance of focusing on methodological rigour in a qualitative research study that functions within a constructivist framework (*cf.* 3.3.6. Data collection). Methodological rigour refers to what the researcher can do to ensure trustworthiness in her study (Merriam & Tisdell, 2015:242). The researcher understands that her own knowledge, experiences, perspectives and feelings of the phenomenon under study may impact study findings. Therefore, to limit the influence of the researcher's subjectivity on the study's findings, she has employed criteria, recognised by Lincoln and Guba (1985) and set forth by Koonin (2014), to ensure trustworthy results. Merriam and Tisdell (2015:239) believe that criteria used to establish the trustworthiness and authenticity of a study should be based on the worldviews and questions congruent with the theoretical assumptions underlying the paradigm. Further, this may lead to researchers changing the naming of concepts of proposed criteria. The well-known researchers of the criteria of trustworthiness, Lincoln and Guba (1985), did exactly this when they substituted the recognised proposed criteria internal validity, reliability, objectivity and external validity, with credibility, dependability, confirmability and transferability. Koonin (2014:258) explains Lincoln and Guba's (1985) proposed criteria that should be considered to constitute a trustworthy study. The researcher has decided to use Koonin (2014) as a research source to implement Lincoln and Guba's (1985) criterion to determine the trustworthiness of this study, as it is more recent and congruent to this qualitative research study's interpretive paradigm with its constructivist worldview. The following sub-sections address the particular concerns in interpretive qualitative research of trustworthiness, including credibility, dependability, confirmability and transferability, as well as the ethical considerations that ensure a rigorous study.

4.2.7.1 Trustworthiness

According to Koonin (2014:258) *credibility* refers to “the accuracy with which the researcher interprets the data that was provided by participants”. He further explains that credibility is increased when participants find the findings believable (Koonin, 2014:258). Merriam and Tisdell (2015:244-249) state that although qualitative researchers can never capture an objective “reality” or “truth”, the credibility of a research study can be increased by implementing five strategies: triangulation, member checks, adequate engagement in data collection, reflexivity (researcher’s position) and peer review (peer examination).

Okeke (2015:219) views triangulation as a combination of various methods and instruments. Triangulation was implemented in this study’s research design and methodology by using the focus group interview, individual interview and field observations, as data collection methods. The instruments used during the process of data collection were audio recordings and field notes. By using multiple data collection methods as well as multiple sources of data, the researcher compared and cross-checked data collected through observations at different times and different places, and interview data collected from Grade 1 teachers with different perspectives (Merriam & Tisdell, 2015:245).

Member checks were also implemented when a copy of the focus group results (the interview schedule) was sent to participants to check whether they agreed with the representation of the results of the focus group and whether they wanted to add or alter anything. The transcription of the audio recordings of each individual interview was checked for accuracy. The credibility of the findings was ensured by giving participants a copy of the established categories, analytical themes and conclusions and asking whether the findings were accurately captured or if they wanted to make any suggestions (Okeke, 2015:219). Merriam and Tisdell (2015:246) explain that although the researcher may have used different words because it is her interpretation of the findings, participants should be able to recognise their experiences in the interpretation or suggest some tweaking to better capture their perspectives.

Adequate engagement in data collection is ensured by selecting an appropriate number of sites and participants (*cf.* 3.3.5 Site and participant selection) and an adequate amount of time to participate in each phase of data collection, to reach data saturation. Data saturation is reached when the researcher began to see and hear the same answers repeatedly during the procedural steps of data collection, no new information surfaced and the researcher felt that she had gathered an adequate amount and variety of information to answer the research questions (Merriam & Tisdell, 2015:248).

Reflexivity, otherwise known as the researcher's position, refers to how the researcher affects or is affected by the research (Merriam & Tisdell, 2015:249). The researcher explained her own dispositions, biases, assumptions, experiences and theoretical orientation regarding the phenomenon under study to allow the reader to better understand how she might have arrived at the specific interpretation of the data (Merriam & Tisdell, 2015:249). This clarification of the researcher's position in the study ameliorates the research study's credibility.

The researcher further improved the credibility of the research study's findings by giving each chapter to her supervisors to review and make suggestions for improvement. The researcher also requested her supervisors to scan through some of the raw data and assess whether the findings, based on the data, were credible (Merriam & Tisdell, 2015:249). The final thesis was given to a critical reader to check that the data collected and analysed coincides with the results and therefore is plausible.

Koonin (2014:259) refers to *dependability* in qualitative research as the quality of the process of integration that occurs between the data collection method, data analysis and the results. Merriam and Tisdell (2015:251) further explain that dependability in the qualitative research design indicates whether the data collected are consistent with the study results. The dependability of the data sources and material can be assessed through various techniques of analysis and triangulation (Merriam & Tisdell, 2015:251). Thus, dependability was reached by comparing the transcriptions of the audio recording of the individual interviews with the transcriptions of the field notes of the field observations to ensure that the results were consistent and that a comprehensive picture was obtained. ATLAS.ti9 was utilised as a supporting tool in organising and comparing data from different data sources by using different data collection methods. Lincoln and Guba (1985) suggest an audit trail as a strategy for ensuring dependability. Friese (2015:171) establishes that ATLAS.ti9 increases the trustworthiness, credibility, dependability and confirmability of data analysis by providing an audit trail. Merriam and Tisdell (2015:252) describe an audit trail in qualitative research as a detailed description of how data were collected, how categories with themes and sub-themes originated, and how decisions were made throughout the enquiry. The researcher kept an audit trail of all raw data collected (audio recordings and field notes), as well as the transcripts of this data; a record of data analysis; and the results in the project's database on ATLAS.ti9 for the independent readers to follow and to authenticate the study's findings.

Confirmability, in preference to objectivity, implies how well the data collected support the interpretations and findings reported by the researcher (Koonin, 2014:259). Burke and Soffa (2018:156) state that confirmable results require an absence of bias. The researcher attempted to limit bias (subjectivity) by utilising the adapted IQA method. During the focus group,

participants generated data and the researcher acted only as designer and facilitator, meaning that the researcher was interested in participants' knowledge, beliefs and experiences of the phenomenon. The adapted IQA method required the researcher to use the results of the focus group as an interview framework for the individual interviews, further minimising researcher bias. Another way that the researcher restricted personal bias was to provide the reader with an audit trail (just the data) and through triangulation, as mentioned above. This ensures that the study's findings are the result of the ideas and experiences of the participants rather than the preferences and characteristics of the researcher, as the researcher was interested in gaining understanding and knowledge from the participants in supporting learners with ADHD in a Grade 1 classroom.

Transferability is described by Koonin (2014:258) as the ability of the findings to deliver the same results when applied to similar situations, the possibility in which it applies to other settings (i.e., populations and contexts) (Burke & Soffa, 2018:156). Cohen *et al.* (2018:19,284) portray that due to the emphasis on teachers' experiences and the uniqueness thereof (context-specificity), as well as the emphasis on subjectivity, this interpretive qualitative case study is largely non-generalisable. The nature of this study indicates that the findings are not generalisable across populations but might reveal certain patterns that may be generalisable across similar contexts with underlying connections (Cohen *et al.*, 2018:284). According to Merriam and Tisdell (2015:256), the primary focus of transferability of findings in qualitative research is reader transferability, meaning the researcher leaves the extent to which the study's findings apply to other situations up to the teachers who read this study to decide whether these findings can apply to their particular situations. Nevertheless, to enhance the possibility of transferring the qualitative study's results to another setting, the researcher provides rich, thick descriptions, described by Merriam and Tisdell (2015:256) as a "highly descriptive, detailed presentation of the setting and ... the findings". They further state maximum variation of participants and sites selected for the research study as another strategy to enhance transferability of the results, thereby enabling more readers to apply the findings to their unique situations (Merriam & Tisdell, 2015:256). As both these strategies are applied in this study, the possibility of transferability is optimised.

4.2.7.2 Ethical considerations

According to Merriam and Tisdell (2015:256), it is not only the above-mentioned criteria that are essential to ensure trustworthy findings, but that the ethical considerations should also be considered to trust that study findings were carried out with integrity and from an ethical viewpoint. According to Cohen *et al.* (2018:111), ethical issues are raised during each stage of the research process; ethical decisions are made from the initial deliberations to research planning, choice of topic, research design, methodologies, data collection, data analysis,

interpretation, to reporting and publishing research. The ethical considerations and ethical decisions made during the research process will now be discussed.

The researcher first obtained permission from the Education Faculty Ethics Committee (EFEC) at the Cape Peninsula University of Technology (CPUT) to conduct the research study through an ethical clearance application. The researcher received a letter of approval and was granted the ethics number EFEC 26-11/2020 (*cf.* Appendix B: CPUT research ethics letter of approval). The research study was allowed to be conducted following the criteria set forth by the EFEC of CPUT. Thereafter, a completed application form was sent to the Western Cape Education Department requesting permission to conduct research in primary schools in the West Coast Education District (*cf.* Appendix C: WCED application form to conduct research in schools). The researcher was granted approval, was given the reference number 20210225-1253, and was allowed to conduct research in schools in the Western Cape subject to the conditions outlined in the letter of approval (*cf.* Appendix D: WCED approval). Schools in the West Coast Education District were contacted to invite the Grade 1 teachers to participate. Informed consent was also obtained from principals and teachers of all the schools (*cf.* Appendix E: Faculty of Education Ethics informed consent: Participants – principals and teachers at the schools) as well as the parents of the learners from the selected schools. All participants were briefed on the aim of the study as well as the method of data collection and analysis, and were asked to sign consent forms prior to the data collection process. In the case of the learners, the researcher sent an information sheet, an informed consent form and an opt-out form (in their home language) home with the learners (*cf.* Appendix F Information sheet and informed consent form to parents). If the parents did not give permission, they signed and return the opt-out form. Teachers indicated which learners' parents returned the opt-out form and therefore were not present in the classrooms at the time that the field observations were conducted by the researcher.

The use of ethical practice in this research study is aimed at ensuring that a researcher adheres to ethical principles and professional standards that are crucial for practicing research (Louw, 2014:262). The researcher used the following ethical considerations, as described by Check and Schutt (2012:50), during the implementation of this research study:

- *Avoiding harm:* The researcher aimed not to cause any harm to any participants during the interviews and field observations. The researcher was clear in advance about the exact nature of the research and the kind of sensitive information that would be explored (Louw, 2014:266). The IQA approach prevented participants from feeling that their contributions were less valuable than those of other participants, by involving all participants equally.
- *Informed consent:* Participation in a research study should be voluntary and based on descriptive information about the study, including any anticipated risks to participants, the

benefits expected to come from it, any compensation offered, how confidentiality would be maintained, and withdrawal from the study at any time without consequences (Check & Schutt, 2012:54). All participants signed a consent form before the research study was conducted.

- *Maintain anonymity, confidentiality and privacy:* According to Louw (2014:267), when the researcher promises the participants anonymity, she ensures participants that she will not record their names at any stage of the research or that she will not match their identities to their responses in any way. The researcher made use of special identifying codes, called pseudonyms, to protect participant privacy (Check & Schutt, 2012:54). Furthermore, the researcher ensured confidentiality by undertaking that information would only be known to the researcher and her supervisors and would not be available to anyone else (Louw, 2014:268). The researcher would destroy the interview tapes and audio recordings after a set period to minimise the risk of access by unauthorised persons (Check & Schutt, 2012:54).

4.3 Conclusion

In this chapter, the study's research design with its methodological choices is presented and discussed. These choices are guided by the research problem and the research questions. This study employs an exploratory, interpretive, interactive, qualitative case study as the research design, directing the researcher's methodological choices. The researcher firstly discusses the research study's approach (qualitative approach), paradigm (interpretive paradigm) and mode of interactive enquiry (case study). Thereafter, the reasons for utilising an adapted interactive qualitative analysis (IQA) method are clarified. Subsequently, the researcher discusses the four adaptations made to the IQA method: discarding of the theoretical coding process; using a Scientific Software Program Computer-Aided Qualitative Analysis Software (CAQDAS), called ATLAS.ti9; adding field observations to the data collection process as the fourth component of the IQA; and lastly, employing Zhang and Wildemuth's (2017) qualitative content analysis method. An explanation for the selection of sites and participants for each data collection phase is followed by a thorough discussion of each of the three data collection techniques, including employing an unstructured open-ended focus group and conducting six field observations and six individual interviews. The analysis of data in two distinctive stages is discussed in depth. Finally, this chapter concludes with a discussion of how methodological rigour is obtained in this study by implementing the criteria of trustworthiness and reflecting on the ethical considerations. The next chapter, CHAPTER 5 DATA ANALYSIS, includes a discussion of the data analysis the findings of the study.

CHAPTER 5

DATA ANALYSIS AND FINDINGS

5.1 Introduction

The previous chapter discusses the research design and methodology of this study. Burke and Soffa (2018:203) point out that the analysis of data is directed by the research design. In CHAPTER 4, RESEARCH DESIGN AND METHODOLOGY, data analysis is presented in two phases: phase one focuses on the interactive qualitative analysis processes (coding and decoding) of the unstructured focus group interview (Northcutt & McCoy, 2004:16); phase two utilises the eight steps of Zhang and Wildemuth's (2017) qualitative content analysis technique when the collected data of field observations and individual interviews are analysed. Both data analysis techniques aim to provide answers and recommendations to the main research question and sub-questions. The main research question is: *What are Grade 1 teachers' experiences of supporting learners with ADHD?* The sub-questions to assist in answering the research questions are as follows:

- What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?
- What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?
- How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?

To interpret the analysed data and discuss the research findings, this chapter is divided into three consecutive sections. The first section entails the presentation of the data analysis outline. The second section contains the data analysis. The third section is the interpretation of data findings.

5.2 Presentation of the data analysis outline

Data has been collected by means of an unstructured open-ended focus group, followed by field observations and individual interviews. In section 4.3.6 Data analysis, the two specific data techniques for each phase of data analysis are described in detail.





Data is firstly analysed in phase one (data collected during the focus group) by employing an adapted IQA method, resulting in an interview framework that indicates the various categories, themes and segments. Secondly, data analysis occurred when Zhang and Wildemuth's (2017) qualitative content analysis technique with its eight steps was employed during phase two (data collected during the field observations and individual interviews). This technique endorsed categories, themes and corresponding segments of phase one. Furthermore, it enhances the themes by identifying the emergent themes. After emergent themes were

identified, Step 4 of Zhang and Wildemuth’s analysis technique (2017) enabled the researcher to test the coding scheme, created by focus group participants and individual interviews, for coding consistency. If the coding scheme was found to be incoherent, the researcher went back to Step 3 of Zhang and Wildemuth’s analysis technique (2017). Step 3: Developing themes and coding scheme, allowed the researcher to make alterations to the existing categories and themes, refine them into sub-themes and regroup the segments according to the sub-themes. This ensured coding consistency and formed a cohesive and detailed analysis of the collected data (see Table 5.1).

Table 5.1: Data analysis outline

Categories	Themes [with descriptive paragraph]	Sub-themes [as restructured by the researcher]	Segments
CHARACTERISTICS	Inattention Some learners with ADHD also have poor processing skills (visual/auditory), bad listening skills, a short concentration span, may daydream and be directionless, have a slow work pace and struggle to complete long tasks. A learner with ADHD may have bad handwriting and not write between the lines. He/she may also display untidiness and be disorganised.	Inattentive	<ul style="list-style-type: none"> • Own world • Daydream • Separate but part of the class • Distractible • Short concentration span • Not focused • Wandering attention • Struggles to complete long tasks • Lost • Directionless • Slow work pace • Forgetful • Poor listening skills • Does not listen to given instructions given • Does not execute commands • Poor processing (visual/auditory)
		Messy	<ul style="list-style-type: none"> • Bad writing • Can't write • Untidy • Messy table • Unorganised
	Hyperactivity-impulsivity A learner may also show disruptive behaviour and can be disobedient, impulsive, hyperactive and talkative. He/she may also express a lot of interest in one topic and enjoy practical activities.	Hyperactivity	<ul style="list-style-type: none"> • Busy • Always 'up and on the go' • Sometimes out of control • Talkative • The learner does not sit still • Enjoys practical activities • Struggles to sit still • Fidget • Unable to sit still for too long • Whirlwind
		Impulsivity	<ul style="list-style-type: none"> • Talk a lot/says everything that is in thought • Shouts out • Impulsive
	Emotional characteristics All of these characteristics make it tricky and difficult for the teacher to handle	Poor self-image	<ul style="list-style-type: none"> • I want to but I can't • Learner appears to be uncertain • Feels alone

	the learner with ADHD at times but is also very challenging for the learner to have these characteristics.	Challenging behaviours and negative emotions	←	<ul style="list-style-type: none"> • Being challenging • Tricky at times • Difficult to handle • Class clown • "Disobedient" • Moody
CHALLENGES	Lack of support There are several challenges that teachers experience such as a lack of support from the school and the department, and a lack of resources received.	Lack of support in schools	←	<ul style="list-style-type: none"> • Lack of support in schools
		Lack of support from the WCED	←	<ul style="list-style-type: none"> • Lack of support from the department
		Lack of pre-service training	←	
	Feelings These challenges frustrate teachers and learners and make the support of learners with ADHD scary at times. Even though there are many challenges, it is important to have patience.		←	<ul style="list-style-type: none"> • Scary at times • Frustration • Patience
	Complexity of ADHD It is a complex concept; therefore, not all teachers and parents have the same beliefs of supporting the child. Parents' own stigma around ADHD also makes it hard to support learners with ADHD. It is more difficult to support learners in the last few years as more learners should be treated differently according to their specific needs. Learners are sometimes over-diagnosed.	Affecting more children	←	<ul style="list-style-type: none"> • Affecting more children now (in the last few years)
		Diagnosis	←	<ul style="list-style-type: none"> • Sometimes over-diagnosed
		Differentiation	←	<ul style="list-style-type: none"> • Treat differently
Stigmatisation		←	<ul style="list-style-type: none"> • Stigma by parents around ADHD 	
Time		←	<ul style="list-style-type: none"> • It takes a long duration of time for a learner with ADHD to complete their work • The time constrictions complicate supporting learners with ADHD in the Grade 1 classroom. 	
STRATEGIES	Teaching resources Physical resources in the classroom that can be used for individual learners include: earphones, a trampoline in the classroom, soft cushions on chairs, a therapeutic ball for the learner to sit on, games to reduce energy levels, puzzles, medication, rubber band, fidget toys, clay on the table, puzzle in chair bag, a wall clock with pictures to indicate daily programme.	Earphones	←	<ul style="list-style-type: none"> • Earphones
		Trampoline in the classroom		<ul style="list-style-type: none"> • Trampoline in the classroom
		Soft cushions on chairs		<ul style="list-style-type: none"> • Soft cushions on chairs
		Ball for the learner to sit on (therapeutic ball)		<ul style="list-style-type: none"> • Ball for the learner to sit on (therapeutic ball)
		Games to get rid of some energy		<ul style="list-style-type: none"> • Games to get rid of some energy
		Medication		<ul style="list-style-type: none"> • Medication
		Elastic rubber band		<ul style="list-style-type: none"> • Elastic rubber band
		Fidget toys		<ul style="list-style-type: none"> • Fidget toys
		Clay on the table		<ul style="list-style-type: none"> • Clay on the table

		Give a game or puzzle		<ul style="list-style-type: none"> • Give a game or puzzle • Puzzle in chair bag 	
		A wall clock with pictures		<ul style="list-style-type: none"> • Use a wall clock with pictures on several minutes to identify when an activity begins and when an activity ends – The learner moves the clock hand by himself as instructed by the teacher 	
		Timer clock		<ul style="list-style-type: none"> • Timer clock 	
		Rolling apparatus under feet		<ul style="list-style-type: none"> • Hard cardboard roll to roll their feet on 	
		Sensory boxes		<ul style="list-style-type: none"> • Boxes that contain objects or materials with different textures, shapes and sizes 	
	<p>Classroom management methods</p> <p>Methods are the strategies teachers can use, that do not include physical resources. Discipline should be maintained to help the learner(s) with ADHD, the class and the teacher. This is done by using a disciplinary system; including rewards; managing classroom structure and routine. The teacher should also be adaptable by giving shorter instructions and repeating it; by adapting tasks; including brain breaks to do things; giving small tasks to do in class; including more practical activities; using more visual instead of just auditory methods; giving concentration exercises; using objects that hold attention span; focussing on the position where learner sits in the class; giving one-on-one attention; promoting a balanced/healthy diet drinking lots of water; and by loving and listening. These methods require the teacher to be disciplined – to be prepared and organised.</p>	Classroom structures		<ul style="list-style-type: none"> • The position where learner sits in the class • Learner sits alone at desk/table • Objects that hold attention span • Routine • More visual clues instead of just auditory information • Peer tutoring 	
					
		Management of discipline		<ul style="list-style-type: none"> • Repeat the instruction given so that the learner listens • Love, listen • One-on-one attention • Have to talk a lot with the learner • Discipline • Rewards 	
		Classroom support strategies		<ul style="list-style-type: none"> • Brain breaks • Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books • Tasks must not take a lot of time to complete • Give shorter tasks or break it up • Shorter tasks/ instructions • Balanced/healthy diet and drink lots of water 	

		Physical intervention strategies	<ul style="list-style-type: none"> • Clap hands rhythmically • Sing songs • Send learner to another teacher, e.g., send them to ask something/with a message • Sit is a punishment; give work under the table • Give small tasks to do in class • Short breaks to do things e.g., stand up and stretch • Give instructions, e.g., touch your head or clap your hands • Concentration exercises • Clap hands rhythmically • Sing songs • Give a quick task to get the learner moving, e.g., do 10 jumping jacks • Enjoys being outside • Let the learner run outside for a bit with supervision
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5.3 Data analysis

Steps three to seven of Zhang and Wildemuth’s (2017) qualitative content analysis technique involved analysing, interpreting and deriving findings and recommendations from the coded data. However, before conclusions could be drawn, data (collected from the individual interviews and the field observations) were organised and managed in terms of categories, themes, sub-themes and segments (*cf.* Table 5.1). Despite Naidoo (2019:56) recommending that the researcher break each category into thematic components, the researcher has opted to embark with the categories, themes and segments as per the interview framework of the focus group. Subsequently, the researcher refined the themes into sub-themes and then regrouped the segments accordingly, before she examined and evaluated the data to elucidate comprehensive findings. The analysis of each thematic component included copies of verbatim quotes (word for word) from the participants, created in ATLAS.ti.9, to validate the data presented under each theme. These verbatim quotes include pseudonyms for learners, as well as gestures or added text as indicated in square brackets. These verbatim quotes are juxtaposed with references to national and international literature.

Next, the analysis of data under each category, together with its themes, sub-themes and segments, is presented.

5.3.1 Category 1: Characteristics

The researcher employs Zhang and Wildemuth’s (2017) qualitative content analysis technique to analyse the category characteristics, themes and sub-themes (*cf.* Figure 5.1 Characteristics).

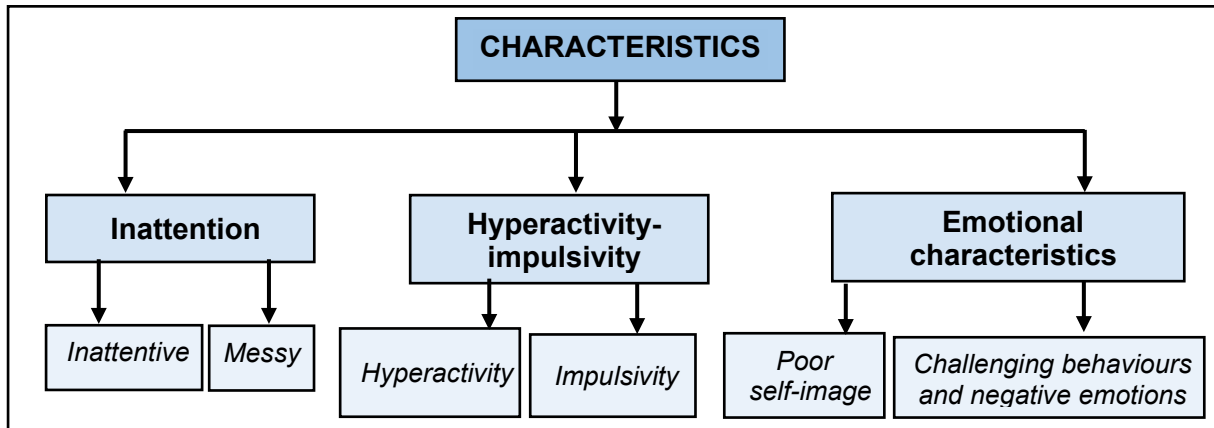


Figure 5.1: Category 1: Characteristics

In 3.3.1 Characteristics and presentations, it is stated that South Africa uses the DSM-5 criteria (APA, 2013) when diagnosing learners with ADHD. The DSM-5 (2013) classifies ADHD as a neurodevelopmental disorder (Rief, 2016:3). In analysing the data from the focus group, the data transcriptions of the individual interviews and the field notes, all participants have recognised inattention and hyperactivity-impulsivity as characteristics in learners with ADHD (cf. Table 3.1: Diagnostic criteria for ADHD). Thus, under the category Characteristics, the first theme is inattention and the second is hyperactivity-impulsivity. O'Regan (2019:13) adds that emotional characteristics are prevalent in learners with ADHD. In agreement with this statement, all the participants in this study have identified emotional characteristics in their Grade 1 learners with ADHD, in addition to the characteristics of inattention and hyperactivity-impulsivity. Hence, the third theme is Emotional characteristics.

Nel (2014:15) highlights that learners with ADHD differ regarding presenting characteristics in terms of the three categories of the DSM-5 (2013). All individual interview participants were knowledgeable in identifying the various characteristics of ADHD. They explained:

Hierdie twee [leerders met ADHD] is meer die "vocal kind". (Participant 9 - (1) [15:06])
These two [learners with ADHD] are more of the vocal kind. (Participant 9 - (1) [15:06])

So hulle twee het dieselfde probleem, maar die twee se gedrag is heeltemal verskillend. (Participant 1 - (1) [10:35])
So, they both have the same problem but their behaviours are completely different. (Participant 1 - (1) [10:35])

Theme: Inattention

During the focus group's brainstorming activity, participants mention segments relating to the theme Inattention. Some of these segments concur with the DSM-5 criteria's (APA, 2013) description of inattention as mentioned in section 3.3.1 Characteristics and presentations.

Subsequently, the two sub-themes emerge from the theme Inattention, namely Inattentive and Messy.

Regarding the sub-theme Inattentive, all participants agreed that learners with ADHD may experience short, distractible and wandering concentration spans, their work speed is slow, and learners seem to be daydreaming and unfocused. Therefore, it appears as if learners are lost, forgetful, directionless and not a part of the class, as they struggle to follow instructions to complete a task. The following quotations speak to the above-mentioned segments:

So Don is stil, maar hy verloor heeltemal sy aandag. Hy speel lievers hier met ander goedjies. (Participant 1 - (1) [09:14])

So, Don is quiet, but he completely loses his attention. He rather plays here with other things. (Participant 1 - (1) [09:14])

It's like he's in a different world ... in the middle of a full-on lesson and he will stand up with a piece of paper ... and just walk to the dustbin and throw it ... He doesn't even know what's going on in the rest of the class ... And he'll just walk back and sit down again. (Participant 3 - (1) [07:34])

Ek dink party van hulle werk stadig, want hulle werk 'n tydjie, dan speel hulle weer met die kryte en dan werk hulle weer 'n bietjie. Jy moet konstant praat met hulle. (Participant 7 - (1) [06:35])

I think they work so slowly because they work for a little, then they play with their crayons again and then they work a little again. You have to constantly talk to them. (Participant 7 - (1) [06:35])

The researcher's field notes also highlight learners being forgetful, having poor listening skills, and being unable to execute commands successfully:

- *Learner asks questions loudly after the teacher already told him what to do.* (School 1 – Participant 1)
- *Does not listen to instructions –does not do the correct pages and work.* (School 2 – Participant 3)
- *The teacher needs to repeat instructions a lot.* (School 4 – Participant 7)

The participants of the focus group have identified a segment, which refers to poor visual or auditory processing. Brown (cited in Rief, 2016:23) identifies six executive or cognitive functions that tend to be impaired in learners with ADHD as processing speed; therefore, they process information poorly (*cf.* 3.3.2. ADHD as a barrier to learning). However, neither the individual interview participants nor the researcher's field notes make any reference to the segment poor visual and auditory processing skills. The only references to this segment are implied in section 3.5 Category 3: Strategies, whereby participants in the individual interviews have indicated how strategies such as teaching resources and classroom management methods can be utilised to enhance poor processing of information.

The sub-theme Messy encompasses the focus group's clustering of the following segments: bad writing, can't write, untidy, messy tables, unorganised. The field notes endorse the segments bad writing and can't write:

- *L1 can do work on task 1 but can't rewrite words = unneat.* (School 8 – Participant 11)

All individual interview participants add that some learners with ADHD tend to be disorganised and irresponsible (loses things frequently), apart from being untidy, messy and unorganised:

Oh, my goodness! These things are always all over the show. Always, always, always a mess. (Participant 3 - (1) [19:08])

Jy kan nou sien net tot hier toon Zee en Quest al die eienskappe [oor slordigheid]. Hulle goed lê hier orals rond. Quest weet nooit waar sy potlood is nie. Die goed is slordig geplak. (Participant 9 - (1) [07:19])

You can see from here that Zee and Quest exhibit all the symptoms [about messiness]. Their stuff is lying everywhere. Quest never knows where his pencil is. These things are sloppily pasted. (Participant 9 - (1) [07:19])

To summarise, the theme Inattention focuses on learners as inattentive and messy. Due to learners with ADHD being unfocused and in their own world, important teaching and learning content, skills and attitudes can be lost or misunderstood. The fact that some learners with ADHD may demonstrate unreadable and poor handwriting skills means their workbooks are often disorderly and chaotic.

Theme: Hyperactivity-impulsivity

The DSM-5 (APA, 2013) categorises hyperactivity and impulsivity under the same diagnostic criteria, each with its separate characteristics (*cf.* 3.3.1 Characteristics and presentations). The participants of the focus group have affirmed this. In corresponding to step three of Zhang and Wildemuth's qualitative content analysis technique (2017), the researcher organises the theme Hyperactivity-impulsivity into two sub-themes: Hyperactivity and Impulsivity.

Participant 1 points out the importance of addressing symptoms such as hyperactivity in learners with ADHD, as it will result in an academic improvement in Grade 1:

Want hy kan nie stil sit nie en hy konsentreer nie vir lank nie, alhoewel hy van die werkies kan doen. As hy gaan stil sit, dan gaan hy beter vaar [in graad een]. Dis is dit belangrik om hom te help met sy hiperaktiwiteit. (Participant 1 - (1) [16:29])

Because he can't sit still and he can't concentrate for long, although he can do his work. If he can sit still, then he'll do better [in Grade 1]. It is therefore important to help him with his hyperactivity. (Participant 1 - (1) [16:29])

Colomer *et al.* (2017) substantiate that hyperactivity can have a negative effect on the learning process. Key aspects such as an attitude towards learning, persistence or motivation, may impact learning behaviours. Participant 5 exclaims:

Dis nie dat sy sukkel [om die werk te verstaan] nie, sy wil dit vinniger klaar hê om rond te stap. Sy gaan staan en werk in plaas van sit en sy sal die ander wil help, maar sy maak nie haar eie werk klaar nie. (Participant 5 - [32:39])
It's not that she struggles [to understand the work], she just wants to finish it sooner to walk around. She stands and works instead of sitting and she'll want to help the others, but she doesn't finish her work. (Participant 5 - [32:39])

With reference to the sub-theme Impulsivity, Brown (cited in Rief, 2016:23) reveals that learners with ADHD struggle with tasks that involve executive functioning, such as regulating and monitoring self-action. Segments created by the participants in the brainstorming activity of the focus group, which display the characteristics of impulsiveness, are 'talks a lot/says everything that he/she thinks' and 'shouts out'. Participants 5 and 9 identify the lack of regulation and monitoring of self-action as follows:

En sy het 'n manier van uit haar beurt uit praat. Sy praat kliphard. (Participant 5 -[21:00])
And she has a way of talking out of turn. She talks so loudly. (Participant 5 - [21:00])
Hy is so impulsief. Hy dink glad nie voor hy iets doen nie. Hy gaan onmiddellik na die aksie toe. (Participant 9 - (1) [11:43])
He is so impulsive. He never thinks before doing something. He immediately takes the action. (Participant 9 - (1) [11:43])

To summarise, all participants of the individual interviews affirm that they are knowledgeable about hyperactivity and impulsivity. Participants 1 and 5 acknowledge the negative impact that hyperactivity has on key aspects of the learning process. Participant 1 anticipates improvement in the performance of learners with ADHD in Grade 1 if their symptoms of hyperactivity-impulsivity are addressed.

Theme: Emotional characteristics

Inattention and hyperactive-impulsivity may lead learners with ADHD to depict emotional characteristics (Nel, 2014:117; O'Regan, 2019:13). The focus group has identified the third theme as Emotional characteristics. When the researcher looked at the segments (I want to but I can't, learner appears to be uncertain and feels alone), she subsequently realised that these segments need to be placed under their own sub-theme, namely Poor self-images. By looking at the rest of the segments (being challenging, tricky at times, difficult to handle, class clown, "disobedient", moody), she recognised that these segments should belong to another sub-theme, Challenging behaviours and negative emotions, as these segments are demonstrated by the learners in a Grade 1 classroom. In contrast, in 5.3.5 Category 3: Strategies, the focus is on how teachers utilise strategies to enhance positive and limit negative and challenging behaviour. Therefore, according to the researcher, emotional characteristics encompass poor self-image as well as challenging behaviours and negative emotions.

According to Boshomane *et al.* (2020), symptoms of ADHD arise from a primary deficit in specific executive functions (EF) domains, resulting in a poor self-image. Participants 3 and 11 highlight this:

I also really like the one or the one that stands out is “I want to, but I can’t.” Sometimes they want to but they just don’t have that focus. So, I agree with that. (Participant 3 - (1) [07:02])

In Job se geval het die ma met hom gepraat die middag en toe vra sy: “maar hoekom kry jy nie jou werk klaar nie?” en toe bars hy in trane uit en sê “maar ek hou nie by nie”. (Participant 11 - (1) [13:02])

In Job’s case the mother talked to him the afternoon then she asked: “But why don’t you finish your work?” And then he burst into tears and said: “But I’m not keeping up” (Participant 11 - (1) [13:02])

The field notes regarding the behaviours of learners with ADHD during the field observation of each participant reveal that all learners with ADHD are uncertain of their answers or what to do. They regularly ask the teachers or peers whether their answers to a task or tasks are correct:

- *L3 turns around to ask a peer to give the answer – uncertain. (School 4 – Participant 7)*
- *L1 and L2 can’t work on their own and kept on asking ... whether work is correct. (School 1 – Participant 1)*

All six individual interview participants believe that poor self-image may develop due to some learners with ADHD feeling isolated from teaching and learning activities. According to Participant 3, differentiated teaching and learning activities may lead to learners with ADHD feeling marginalised:

If the whole class is ... doing one activity and I give [the learners with ADHD] a separate activity, [learners might think]: “Why do they get to do something different?” ... [Learners with ADHD] may ... think to themselves: “Why can I not do what they’re doing?” (Participant 3 - (1) [09:29])

Interview participants elaborated further that a poor self-image does not mean a learner is not intelligent:

Die drie [ADHD leerders] wat vir my uitstaan is “heavy intelligent” ... As jy nie aandag gee nie dan besef jy nie die kind is intelligent nie, want jy sien dit nie in hulle boeke nie. (Participant 9 - (1) [18:46])

The three [learners with ADHD] that stood out to me are heavy intelligent ... If you don’t pay attention then you don’t realise how intelligent the child is, because you don’t see it in their books. (Participant 9 - (1) [18:46])

Hy is eintlik ‘n bitter sterk kind, maar as gevolg van so sit of so sit [kan hy nie sy werk doen nie]. (Participant 11 - (1) [10:58])

He’s actually a very strong child but due to sitting like this or that [he can’t do his work]. (Participant 11 - (1) [10:58])

The following sub-theme under the theme Emotional characteristics focuses on challenging behaviours and negative emotions, as demonstrated by learners with ADHD. Participant 9 relives a situation whereby a learner with ADHD demonstrated challenging behaviour that was tricky and difficult to handle:

Gister het Quest die kraan van die watertenk afgeskop ... Die volgende oomblik sien ek net water en die kinders skree dat Quest dit geskop het ... Ek kon die kraan indraai maar die oomblik wat ek dit sou doen sou die water mos spat. (Participant 9 - (1) [10:21])
Yesterday Quest kicked the tap off of the water tank ... The next moment I just saw water and the children yelled that Quest kicked it ... I could turn the tap in but the moment I do that, the water is going to splash. (Participant 9 - (1) [10:21])

The field notes have depicted learners with ADHD being the class clowns and disobeying rules:

- *Learner dances – impulsive – Peers laugh at her and the attention is not on the teacher. Walks around in class a lot. (School 6 – Participant 9)*
- *Disobedient – do not roll on the ball and she did. Goes to the carpet area while not allowed. (School 6 – Participant 9)*

In line with the literature (Nel, 2014:117; Loedolf, 2019; De Sousa, 2020), Participants 1 and 7 point out that disobedience is incorrectly classified:

Ek sê toe: “hy is nie stout nie, hy is woelig. Daar [is] ‘n verskil.” (Participant 1 - (1) [16:29])
Then I said: “he isn’t naughty, he is busy. There is a difference.” (Participant 1 - (1) [16:29])

Maar baie van hulle word geklassifiseer as “stout”, maar hulle kan nou nie help dat hulle so is nie. (Participant 7 - (1) [14:14])
But many of them get classified as “naughty”, but they can’t help that they’re like that. (Participant 7 - (1) [14:14])

Participant 7 further accentuates the importance of knowing the child. She highlights the fact that learners with ADHD sometimes perceive themselves to be seen as naughty and therefore, often do not feel noticed and important. Moreover, she stresses, learners with ADHD may find it very challenging to be obedient to rules, as they may be ignorant of what the rules entail and what the expected behaviour is, as these rules may not be common practices in their homes. Participant 7 believes that learners with ADHD do not deliberately misbehave. Hence, teachers are responsible to accommodate learners with ADHD:

Vir hulle is dit ook moeilik. Vir hulle voel dit lekker as jy vir hulle vra om iets te doen, want hulle voel dan jy sien hulle ook darem raak en dat hulle ook belangrik is. Mens weet ook nie altyd wat hulle omstandighede by die huis is nie en ek dink dis waar mens as opvoeder partykeer te gou reageer. Want dis wat jy verwag, maar die kind ken dit nie. Dis wat dit ook maar moeilik maak, dink ek. (Participant 7 - (1) [14:14])
For them, it is also hard. They feel nice and special when you ask them to do something because they also feel noticed and important. You don’t always know what the circumstances at their homes are and I think that is when you as a teacher react too quickly sometimes. Because that’s what you expect, but the child doesn’t know it. That’s also what makes it difficult, I think. (Participant 7 - (1) [14:14])

Challenging behaviours are not limited to the physical demonstrations thereof; they also affect the emotional well-being of learners. Lawrence (2012:3) notes that learners with ADHD may experience repeated failure with little promise of success; this can be demotivating and frustrating for them. Furthermore, literature also indicates that learners with ADHD exhibit low frustration tolerance (Wolraich *et al.*, 2011; Schellack & Meyer, 2016; Mokobane *et al.*, 2019; Boshomane *et al.*, 2020). Even though the focus group has identified moody as a negative emotion, Participants 9 and 11 have supplemented it by adding short tempers and anxiety:

Hulle raak vinnig kwaad ... ek sê vir Zee dat as sy stout is gaan sy nie 'n lekkertjie kan kry nie dan sê sy vir my: "I'm angry with you". (Participant 9 - (1) [14:32])

They get angry very quickly. I told Zee that if she's naughty, she's not going to get a sweet and then she looked at me and she said: "I'm angry with you". (Participant 9 - (1) [14:32])

Zu [sien] sy maatjies kry klaar [met hulle werk]. Daai kind sit met angs daar in homself. Want soos Zu [heeltyd] vroetel met sy vingers, hy gaan sy vingertjie ... stukkend maak. Hy sit heeltyd met sy vingertjies so [wys gebaar]. (Participant 11 - (1) [12:36]).

Zu sees that his friends finish [their work]. That child is sitting there with anxiety in himself. Because like Zu fidgets with his fingers, he's going to hurt his finger. He always sits with his fingers like this [gestures]. (Participant 11 - (1) [12:36])

To encapsulate the theme Emotional characteristics, the sub-theme Poor self-image entails a description of various factors contributing to poor self-esteem of the learner with ADHD; for example, primary deficits in cognitive capabilities; not knowing what to do and how to execute instructions regarding tasks effectively; and feelings of being excluded. Although the interview participants perceive that most learners with ADHD are cognitively proficient, they also believe that most learners with ADHD have a low sense of self-worth. The second sub-theme, Challenging behaviours and negative emotions, centres on disruptive and instinctive actions and conduct that impact their teaching and learning negatively. All participants clearly distinguish between learners with ADHD being regarded as naughty versus being unfamiliar with what is expected of them. Destructive emotions, such as temperamental, short-tempered and apprehensive, have been discussed.

5.3.2 Conclusions: Category 1

In reflecting on the category Characteristics (with emphasis on themes of Inattention, Hyperactivity-impulsivity and Emotional characteristics), the data analysis shows that participants were knowledgeable in identifying various symptoms of ADHD in Grade 1 learners. The participants' knowledge of the symptoms of ADHD is in line with the description of the symptoms and characteristics of ADHD set out by the DSM-5 criteria (APA, 2013). All participants have reflected that the symptoms and characteristics demonstrated by learners with ADHD are diverse, emphasising that identifying symptoms of ADHD in Grade 1 learners is important. Participant 1 alluded to the fact that if symptoms in Grade 1 learners with ADHD

are addressed early, learner performance will subsequently improve. The individual participants concur that poor processing can influence the abilities of learners with ADHD. All six participants agree with the DSM-5 that the inattention of learners with ADHD is not due to a lack of comprehension or disobedience (APA, 2013).

It is proven in literature (Pieterse, 2010; McKnight, 2015:16; Tshabalala, 2020) that ADHD is not only an intrinsic challenge for learners with ADHD, but it also poses challenges for classroom teachers. Whilst emotional behaviours are realised within learners with ADHD themselves, the next category elaborates on the challenges teachers experience in accommodating Grade 1 learners with ADHD.

5.3.3 Category 2: Challenges

Using Zhang and Wildemuth’s (2017) qualitative content analysis technique (*cf.* Figure 4.6 Qualitative data analysis flow chart), the researcher analyses the data relating to the category, challenges, with its themes and emergent themes (the latter) depicted in yellow (*cf.* 4.2.6 Data analysis). (See Figure 5.2 Category 2: Challenges illustrates reflects the said themes and emergent themes.)

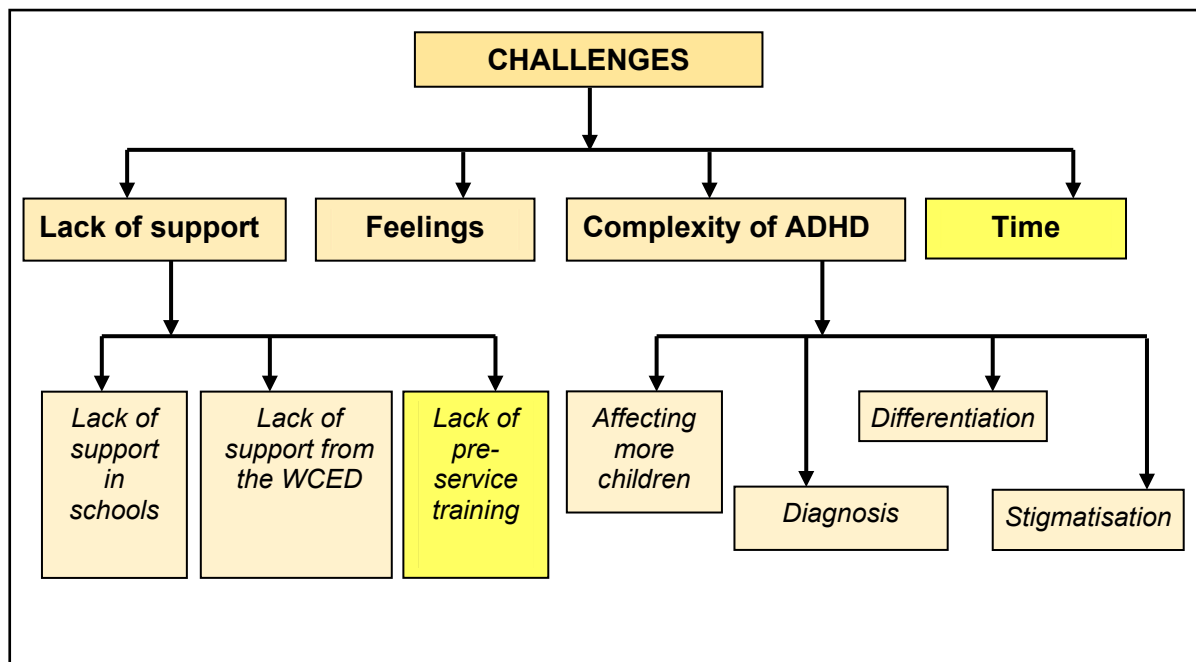


Figure 5.2: Category 2: Challenges

Theme: Lack of support

During the focus group, the participants identified two segments – Lack of support in schools and Lack of support from the provincial department, WCED, and the district office. These segments were then placed under the heading and/or theme, namely Lack of support. This theme with its descriptive paragraph, which included the two segments, form part of the

interview framework (cf. 4.2.5.1 Data collection through a focus group interview). During the individual interviews, the researcher discussed with the participants each segment as reflected in the interview framework. The interview framework also guided the field observations. When the researcher read and re-read the transcriptions of both the individual interviews and the field observations, she realised that the theme, Lack of support, should comprise two sub-themes, viz. Lack of support in schools and Lack of support from the WCED. See step three of Zwang and Wildemuth's qualitative content analysis technique (2017:321).

During the individual interview, Participant 9 noted that she regarded a lack of support during pre-service training as a serious deficit. The analysis of the other five individual interview transcripts strengthened this perception of insufficient pre-service training. Thus, an emergent sub-theme arose, namely a Lack of pre-service training (Nieuwenhuis, 2016c).

Sub-theme: Lack of support in schools

The sub-theme, Lack of support in schools, has come to the fore during the individual interviews, when the participants were asked to share their experiences of support whilst they were at their schools. All participants indicated that they experienced a lack of support in their schools. As discussed in section 3.4.1 Education, training and support services, Education White Paper 6 specifies the strengthening of support structures as a pivotal aspect of implementing inclusive education in mainstream schools (Nel *et al.*, 2016). These support structures include a school-based support team (SBST) which provides support to teachers in the school and monitors and supports learner progress (Landsberg & Matthews, 2019:94). The DBE (2014:29) specifies that the SBST should consist of various people including educators specialising in barriers to learning and developing learning support. In this team, the learning support educator (LSE) plays a crucial role. Participant 1 shares her frustration of not having the necessary school support:

So daar is nie eens inligting wat ek nou kan sê ek kan by die skool gaan kyk oor ADHD nie. Ek moet nou maar self google en uitvind wat dit is. (Participant 1 - (1) [19:58])
So, there isn't even information that I can say I can get from the school regarding ADHD. I have to google [it] myself and find out what it is. (Participant 1 - (1) [19:58])

Five participants made it clear that support from the SBST is mostly rendered to them by the LSE; however, some participants testified that they receive none or very limited guidance from the LSE in supporting learners with ADHD in the classroom:

Ja, want hier is nie iemand wat vir jou presies kan sê wat die kind se probleem is en wat jy kan doen daarmee nie. Die inligting wat ons het, is wat ons self ervaar. Ons het mos 'n OLSO juffrou, maar sy onttrek net die kinders vir skolastiese ... Nie vir ADHD spesifiek nie. Sy onttrek die swakker groepie. (Participant 1 - (1) [12:13])
Yes, because there's no one here who can tell you exactly what the child's problem is and what you can do about it. The information that we have we have to look up ourselves.

We have an LSE teacher but she only takes children for scholastic [reasons]. Not specifically for ADHD. She works with the weaker group. (Participant 1 - (1) [12:13])

But she is helpful, in terms of I can go and check things with her and she will give me paperwork to send the kids for tests ... That was related to ADHD, the other stuff's not really related. So that is the only support that we have - we go and ask for the form and she'll tell us how to fill out the form. (Participant 3 - (1) [12:49])

Ons het maar ons SGOS een keer 'n kwartaal wat vir jou terugvoering gee oor jou klas. (Participant 9 - (1) [22:59])

Once a term we have our SBST giving us feedback about our class. (Participant 9 - (1) [22:59])

In contrast to the other participants, Participant 5 affirmed that she does not experience a lack of support from the SBST:

Nee, want veral ons OLSO juffrouens help vir ons met dit en hulle staan ons nogals by. (Participant 5 - [09:16])

No, especially because our LSE teachers help us with it and they stand by us. (Participant 5- [09:16])

Despite the above support, Participant 5 indicated that she faced a lack of physical resources at her school:

Ja, daar is nogals 'n tekort aan [fisiese] hulpbronne. (Participant 5 - [15:48])

Yes, there is quite a lack of [physical] resources. (Participant 5 - [15:48])

The other participants are also in agreement that they lacked the necessary physical resources:

Ja, ons moet maar self improviseer soos die [karton] rol [waarop hulle hul voete sit] wat ek gevat het. (Participant 1 - (1) [19:58])

Yes. We have to improvise on our own, like with the [cardboard] roll [that they put their feet on] that I took. (Participant 1 - (1) [19:58])

I definitely feel that there is a lack of support ... Our teachers are expected to buy ... stuff with their own money ... So yes definitely [a lack of resources] like the [physical] resources. (Participant 3 - (1) [11:10])

Participant 7 ascribed the limited support to the immense workload of the LSE for rendering limited support, especially for guidance on supporting learners with ADHD in the Grade 1 classroom:

Jy kan seker na die leerondersteuning opvoeder toe gaan – [maar oor haar werkslading] is dit dan nog moeilik om vir haar ook ... om aktiwiteite en goed te gee. (Participant 7 - (1) [10:04])

You can probably go to the remedial teacher- [but because of her workload] it's also hard for her to give someone else activities and things. (Participant 7 - (1) [10:04])

Participant 11 is the only participant whose school does not have an LSE teacher. Nevertheless, she also confirmed that she receives support from her school by communicating with colleagues, from the private occupational therapist, and from assistants whom the parents pay for.

Sub-theme: Lack of support from the WCED

The focus group participants were adamant that they experienced limited support from their schools. In contrast, most of the interview participants encountered no or limited support directly from the provincial department, and more specifically, the district office. Participant 9 attributed the lack of support in schools to the deficiency of the WCED in this regard:

Die probleem is die [beperkte] ondersteuning [rakende leerders met ADHD] van die departement maak dat die skool nie vir jou die ondersteuning kan gee wat jy nodig het nie. (Participant 9 - (1) [22:59])

The problem is that the [limited] lack of support from the department makes that the school can't give you the support [regarding learners with ADHD] that you need. (Participant 9 - (1) [22:59])

Nel *et al.* (2016) assert that the DBE envisages strengthening the district-based support team (DBST). Section 3.4.1 Education, training and support services, stipulates the responsibilities of the DBST. Accordingly, the primary focus of these teams is the development and provision of ongoing support to the SBST (DBE, 2005b:21). Despite the intention of DBE support to the SBST, analysis of individual interview transcriptions revealed a stark absence of support. Participant 1 exclaims:

'n 100%. Uit-en-uit, ja! (Participant 1 - (1) [16:03])

A hundred percent. Fully, yes! (Participant 1 - (1) [16:03])

Sciutto *et al.* (2015) found that most of the participating primary and secondary school teachers attended none or at the maximum, two workshops or in-service training (by the provincial and the district department of basic education) focusing on ADHD. Analysis of the in-service training rendered to the participants (*cf.* Table 4.6 Background information) endorsed the participants' stand on the lack of in-service training by the DBE. Only one of the six individual participants declared that she had attended three to four workshops and courses on ADHD.

Nel *et al.* (2016) direct teachers to the DBE's (2014) Screening, Identification, Assessment and Support (SIAS) process as a tool to guide teachers in the referral of learners with barriers to learning (including learners with ADHD). In regards to the SIAS process, Participant 9 pointed out that the process of referral is compromised by a lack of personnel in the district office:

Daar is so min mense [in die distrik kantoor] wat jou kom help ... die horde van skole [word] deur een persoon gesien. (Participant 9 - (1) [22:59])
There are so few people [in the district office] who come to help you ... all the schools [are] seen by one person. (Participant 9 - (1) [22:59])

Participant 9 elaborated on her involvement with the SIAS process as follows:

Jy wil 'n kind laat toets? Kom laat ons dit eers oor 'n jaar doen. Dis wanneer dit eers gaan gebeur ... Jy moet maar met ouers op jou eie uitkom. Jy moet die ouers oortuig om terapie te laat doen, want die skool gaan nie dit doen nie. Die departement gaan dit nie doen nie. (Participant 9 - (1) [22:59])
Do you want to have a child tested? Come back in a year and we'll do it then. It's only then that something will happen. You have to get through to the parents on your own. You have to persuade the parents to consider therapy because the school won't do it. The department won't do it. (Participant 9 - (1) [22:59])

However, analysis of the above statement of Participant 9 indicated that this teacher confused the aim of the SIAS document with the actual rendering of specific therapeutic support to an individual learner. The SIAS document makes it clear that, firstly, support will be rendered in terms of acknowledging that there might be learners with barriers in the classroom (teacher: learner ratio). Secondly, the SIAS document makes provision for a specific school to request guidance from the DBST on how to support learners with ADHD in their Grade 1 classrooms. Thirdly, the SIAS document does refer to the assessment or intervention by an expert in placing learners with ADHD in suitable levels of support and programmes. In such cases, the intervention may be handled by the class teacher and the SBST under the guidance of learning support experts at the district office (DBE, 2014:1). Hence, Participant 9 emphasised the assistance of support incorrectly by assuming that the support entails individual therapeutic interventions for a learner. Participant 9 further ascribed the lengthy duration of time that it takes to get a child assessed by the department, to the lack of personnel in the department.

Participant 11, representing a private school, agreed that her school does not receive much support from the department because they do not really need it. However, they will receive support if they ask for it:

Ja, [as ons vra vir hulp] dan kom hulle [WKOD leerondersteuningspersoneel] na ons toe en hulle praat met ons. Ek dink dis omdat ons ondersteuning so baie van buite [privaat] af kom. (Participant 11 - (1) [20:29])
Yes, [if we ask for help] then they [WCED learning support personnel] come to us and they talk to us. I think it's due to our support coming so much from outside [private]. (Participant 11 - (1) [20:29])

In summary, the DBE has promised to provide teachers with appropriate in-service training and professional support services (DoE, 2001:29). However, this undertaking has not come to fruition as participants testified that they did not receive appropriate in-service training and still lack skills to support learners with ADHD in their Grade 1 classrooms.

Sub-theme: Lack of pre-service training (emergent sub-theme)

This theme was an emergent sub-theme as it emerged from the interview of Participant 3 (*cf.* 5.3.3 Lack of support). Participant 3 commented as follows:

So, I remember in this, I definitely put down the lack of support and I think that stems from university as well, as there has been a lack of support at university - well, in studies. That could be something to always add on. (Participant 3 - (1) [11:10])

Data derived from the ice-breaker activity at the beginning of the individual interviews further strengthened this emergent theme. The researcher invited participants to share whether they have received any formal training focusing on ADHD during their pre-service training (*cf.* Table 4.6 Background information).

The Minimum Requirements for Teacher Qualification (RSA, 2018:23) determine that inclusive education modules should form part of the curriculum of a B.Ed. degree in South Africa (*cf.* 3.4.1 Education, training and support). Although some of the individual participants indicated that their pre-service training did include inclusive education, they admitted to still lacking skills and strategies for supporting and guiding learners with ADHD.

Die fokusgroep het my baie gehelp, want het ek dit baie meer verstaan. (Participant 5 - [28:03])

The focus group helped me a lot because I understood it a lot more. (Participant 5 - [28:03])

Of soos daai bespreking ... wat daar uitgekóm het. Dit het my baie gehelp. Ek het baie opgevang daar, want ek het nie regtig geweet nie. Ek het so 'n gevoel of idee in my kop gehad oor hoe ek gedink het dit was, maar ook nie presies wat die simptome is nie. Toe hulle nou gepraat het daai dag, toe tick ek nou in my kop: "O ja, dit is hoe dit is." So daai ... sessie het nogal baie vir my gehelp. (Participant 1 - (1) [12:13])

Or like that discussion... and what came out of it. That helped me a lot. I caught up on a lot there because I didn't really know. I had a feeling or an idea in my head of what I thought it was but not exactly what the symptoms are. When they talked that day, I ticked in my head: "Oh yes, that is how it is." So that ... session helped me quite a lot. (Participant 1 - (1) [12:13])

Participant 9 revealed that pre-service training did not include inclusive education as her training was completed before the implementation of the Minimum Requirements for Teacher Qualification:

Nee, [ek het nie tydens formele onderrig op universiteit ADHD onderrig ontvang nie]. Ek dink nie nense het eers oor dit so gepraat nie. Daar was besige kinders in jou klas en daar is kinders wat aandagafleibaar was, maar ek dink eers nadat ek in die skool gekom het het ek daarvan geleer. (Participant 9 - (1) [02:54])

No, [I have not received formal training about ADHD in my studies]. I don't think that people even talked about it. There were busy children in your class and there were distractible children, but I think I only learned about it after I went to the school. (Participant 9 - (1) [02:54])

To sum up, the theme Lack of support indicates that all but one of the individual participants experience a lack of support in their schools regarding knowledge, support, physical resources and training. In contrast, Participant 5 indicated that she did receive sufficient support from the LSE in supporting learners with ADHD in the classrooms. Participant 11, representing a private school, clarified that the private school did not have an LSE teacher, as the school receives sufficient private support, guidance and therapeutic services.

Theme: Feelings (conflicting feelings by the teacher)

In analysing this theme under the category Challenges, the participants displayed conflicting feelings about accommodating learners with ADHD in their Grade 1 classrooms. Five of the six participants admitted that they experienced only negative feelings in this regard.

Participant 1 voiced her frustration and uncertainty on how to handle or support a learner with ADHD in the Grade 1 classroom:

Ja [ek ervaar frustrasie], want jy weet nie regtig wat jy met die kind moet doen nie en dis ook nie 'n goeie idee om die heeltyd te skel en te skree nie. Dan sny hulle hulle heeltemal af van jou af. So die frustrasie bou op as jy nie goed het om te doen of 'n idee het wat jy moet maak met die kind nie. (Participant 1 - (1) [24:51])

Yes [I experience frustration], because you don't really know what you're supposed to do with the child and it's also not a good idea to yell and shout all the time. Then they cut themselves off from you completely. So, the frustration builds up if you don't have a good idea of what to do, or an idea of what you must do with the child. (Participant 1 - (1) [24:51])

Participant 3 shared her frustration when a learner, due to ADHD symptoms, was distracted and fell behind:

Because the whole class will be finished then he will still be here. And that's why I find it frustrating because then I'm like: "How do I go on?" Because then he's going to get distracted on the other stuff that is going on- [and also, he'll miss his work then] ... He takes forever and I think that's what's frustrating. (Participant 3 - (1) [23:10])

Participant 5 admitted feeling scared and overwhelmed in accommodating learners without having prescribed medication:

Ja [dit is "scary at times"] ... Of as die kind nog nie op 'n pil is nie, wat kan die kind nie doen nie? Omdat hy so besig is. Hy kan seerkry. Hy hardloop hier rond, want hy kan nie stil sit nie. So dit is nogal met tye. (Participant 5 - [16:58])

Yes [it is scary at times] ... Or if the child's not yet on the pill, what can't the child do? Because he's so busy. He can get hurt. He runs around here because he can't sit still. So, it is at times. (Participant 5 - [16:58])

Another frustration that emerged was when parents refused to acknowledge the teacher's observation of their child's ADHD symptoms. Some participants indicated that they felt anxious

to approach the parents when they suspected that the learner displayed ADHD symptoms. Participant 7 declared:

Ek dink mens is skrikkerig om vir die ouers te sê ... Dit is mos maar skrikkerig, want ek dink baie ouers kan dink: "Wie's jy om my kind te diagnoseer dat hy ADHD is?" (Participant 7 - (1) [12:43])
I think people are frightened of saying to the parents ... It is quite frightening because I think that many parents can think: "Who are you to diagnose my child with ADHD?" (Participant 7 - (1) [12:43])

Participant 9 explained the difficulty in convincing parents to accept that their child may display ADHD symptoms. She further insisted that this difficulty leads to parental non-cooperation with her support strategies:

Maar dis nou wat ek vir die pa probeer verduidelik. Ek probeer Quest ... leer om te dink voordat hy iets doen en [die ouers] lag net en sê: "hy's vriendelik". (Participant 9 - (1) [11:43]).
But this is what I'm trying to explain to the father. I'm to teach Quest to think before he does something and [the parents] just laugh and say: "he's friendly". (Participant 9 - (1) [11:43])

Participant 7 agreed with Tshabalala (2020) that additional demands, such as the protocols that needed to be followed to support the needs of learners with ADHD (which included extra paperwork), lead to negative feelings and frustrations in teachers, conveyed as follows:

Nee, dis 'n hele proses waardeur jy moet gaan om al daardie vorms in te vul. Ek moet eerlikwaar sê ek dink dit kom maar daarop neer dat wanneer kinders getoets moet word, dit baie papierwerk vereis en die opvoeders sal dan net dink aan die werkslading en admin wat alkaar so baie is, wat jou besig hou. Ek dink baie opvoeders probeer dit maar eerder vermy. (Participant 7 - (1) [11:07])
No, you have to go through a whole process to fill in all those forms. I must honestly say I think it comes down to when children need to be tested, a lot of paperwork has to be completed and so many of the teachers will just think of the workload and admin they have that is already so much, which keeps them busy. I think many teachers try to avoid it. (Participant 7 - (1) [11:07])

In contrast to the above negative feelings, Participant 11 viewed supporting learners with ADHD as primarily positive. When asked if she experienced supporting learners with ADHD in her classroom as 'scary at times', she replied:

Nee. Dis eintlik lekker. Dis lekker om te sien wat werk en wat nie werk nie. (Participant 11 - (2) [05:36])
No. It's actually fun. It's fun to see what works and what doesn't. (Participant 11 - (2) [05:36])

Yet even this participant acknowledged that she felt frustrated and overwhelmed when learners with ADHD needed to be assessed:

Jy is net een mens. En om vir elkeen te kry om op sy plek te wees en jy moet die taak NOU doen ... dan soek ek net 'n bietjie hulp. Dan voel dit vir my 'n bietjie erg ... [dit is] dan te veel. (Participant 11 - (2) [09:03])

You're just one person. And to get everyone to be in their place and you have to do the task NOW ... then I feel like I'm looking for help. Then I look for just a little help. Then it feels a little too bad for me. [it is] then too much. (Participant 11 - (2) [09:03])

Data analysis of the six individual interview transcriptions highlighted that some participants were frustrated with themselves for being impatient when they sometimes interacted with learners with ADHD. Participants 3, 5 and 9 made the following remarks:

I think that the 'patience' ties in with 'frustration'. It's frustrating ... when you don't have enough patience. (Participant 3 - (2) [00:00])

Ek kan nie altyd geduld [met die leerder] hê nie. Want dan is daar dae waar ek myself verloor ... Dit is nogal 'n baie groot uitdaging. (Participant 5 - [25:20])

I can't always have patience with [the learner]. Because there are days when I lose myself ... It's quite a big challenge. (Participant 5 - [25:20])

Dit is [uitdagend]. Sodra jy daai frustrasie voel, moet jy ook jou geduld uithaal. (Participant 9 - (2) [02:03])

It is [challenging]. As soon as you feel that frustration, you have to have patience. (Participant 9 - (2) [02:03])

Therefore, five of the six participants viewed teaching and supporting learners with ADHD as anxious and discouraging. A determining factor in the negative emotions of some participants could be attributed to teaching a large number of learners in one class. Participants 1, 3, 5, 7, and 9 had between 30 and 40 learners in their classes; consequently, they found it more complicated and difficult to handle learners with ADHD in their classrooms. Participant 3 found it particularly difficult to support learners with ADHD in a large class:

But I think it is also extremely difficult for the teacher ... when you have a full class. You can't always just be by Bless or I can't always be by Red. So, I think it is challenging for the teacher. (Participant 3 - (1) [09:29])

Participant 11, however, empathised with the other five participants for having large numbers of Grade 1 learners in their classes. She, in contrast, had only a small number of three learners with ADHD in a Grade 1 classroom of approximately 15 altogether.

Ek dink [om 'n groot klas te hê] gaan baie erger wees. Vir my is dit fine. En omdat hulle net 15 is ... Ek voel nie of ek my cool nou verloor nie. Dit voel nie vir my soos dat ek heeldag gil en skel nie. (Participant 11 - (1) [10:58])

I think [to have a large class] would be a lot worse. It's fine for me. And also, because they're just 15 [in total in the class] ... I don't feel like I lose my cool. It doesn't feel to me like I shout and yell all day. (Participant 11 - (1) [10:58])

Despite being positive about accommodating learners with ADHD, Participant 11 experienced conflicting emotions regarding her capabilities:

Party dae dink ek ek is 'n swak juffrou. (Participant 11 - (2) [36:35])

Some days I think I'm a poor teacher. (Participant 11 - (2) [36:35])

In summary, the theme Feelings epitomises the conflicting emotions that the participants experienced: frustration, anxiety, impatience, fear and a lack of confidence. These feelings were portrayed when participants accommodated learners but also when they had to interact with parents regarding support strategies for learners with ADHD. A major frustration was experienced by the demands of administrative protocols placed on a teacher when learners with ADHD needed to be assessed and referred. However, despite being the only positive participant, Participant 11 still believed that sometimes she is not good enough.

Theme: Complexity of ADHD

In the focus group, participants identified during their brainstorming activity, various segments that indicated ADHD as a complex concept (*cf.* Table 5.1). Based on the segments and the descriptive paragraph of the labelled theme Complexity of ADHD, the researcher decided to incorporate the following sub-themes: Affecting more children, Overdiagnosis, Differentiation, and Stigmatisation.

The first sub-theme entails Affecting more children. All six participants agreed with the focus group participants whereby they suggested that lately more Grade 1 learners demonstrated ADHD symptoms. They attributed several reasons for this occurrence.

The participants believed that the early as well as longer duration of exposure and engagement with technology (cell phones, I-pads, tablets, televisions, video games and computers, for example) from an early age, might have an impact on learners' abilities to learn. Participant 3 contributed as follows:

The kids are also starting to be on screen-time at a younger age and I think because of all of that the kids struggle to focus. (Participant 3 - (1) [19:04])

Participants 1, 3, 7, 9 and 11 credited the access to knowledge and research to have enlightened the parents and the general society of contributing factors of ADHD. Subsequently, parents and caregivers were synthesised and were thus more informed. As more informed, some parents and caregivers were more inclined to have their learners assessed.

*Daar word soveel navorsing daaroor gedoen. (Participant 9 - (1) [32:46])
There is so much more research done on it. (Participant 9 - (1) [32:46])*

Additionally, Participant 3 ascribed the decline of nutritious food consumed by learners as another reason for increasing numbers of learners displaying ADHD symptoms:

I think ... that the food that ... is [being eaten] ... now doesn't have as much nutrition as in the past. (Participant 3 - (1) [19:04])

According to Participant 3, the next sub-theme, Overdiagnosis, might contribute to the increased occurrences of learners being identified with ADHD symptoms on the one hand, but also not necessarily on the other hand.

There is definitely over-diagnosis, and also there is underdiagnosis. (Participant 3 - (1) [18:29])

Participant 5 disagreed with the statement that children are sometimes over-diagnosed with ADHD because she had not encountered a learner who was over-diagnosed with ADHD:

*Nee [ek stem nie saam dat leerders met ADHD word somtyds oorgediagnoseer word nie], [want] nee [ek het nog nie iemand ervaar wat oorgediagnoseer is nie]. (Participant 5 - [24:46])
No [I do not agree that learners with ADHD are sometimes over diagnosed], [because] no [I have not experienced someone that had been over-diagnosed]. (Participant 5 - [24:46])*

Participant 11 explained that underdiagnoses may be because teachers are not knowledgeable regarding various ADHD symptoms as symptoms can also be found in other psychological impairments:

*Dit kan wees. Omdat ADHD en Sensory en Asperger en daai goed so na aan mekaar is, is jy geneig om te sê dat die kind op die spektrum is. Maar dan is dit nie eintlik so nie. Omdat daai drie goed so na aan mekaar is. So dis vir my baie moeilik. (Participant 11 - (2) [10:58])
It can be. Because of ADHD and Sensory and Asperger and those things being so close to each other, you tend to say that the child is on the spectrum. But then it's not actually like that. Because those three things are so close to each other. So, it's very difficult for me. (Participant 11 - (2) [10:58])*

Following the sub-theme of Overdiagnosis, the next sub-theme entailed Differentiation. Swart and Pettipher (2019:9) recommend that each individual learner needs to receive a learning experience that “fits” his or her needs. Except for Participant 5, all participants shared the belief that every learner with ADHD should be accommodated according to unique, diverse needs, while still remaining part of the classroom:

*[Zee] ... het nodig om bietjie “leeway” te hê, maar ek kan nie met almal [die ander graad een leerders] so wees nie. So [sy] word anders behandel, maar solank [sy en die ander leerder in die klas] nie besef [sy] word anders behandel nie. (Participant 9 - (2) [00:03])
[Zee] ... needs a bit of leeway, but I can't be like that with everyone [the other learners in the class]. So [she] gets treated differently, as long as [she and the other Grade 1 learners] don't realise that [she's] being treated differently. (Participant 9 - (2) [00:03])*

Participant 5 differed with the belief that the needs of the learners with ADHD should be provided with differentiated teaching and support strategies:

Ek stem nie saam dat mens hulle verskillend moet behandel nie. Maar dit is 'n uitdaging om hulle nie verskillend te behandel nie. (Participant 5 - [23:47])
I don't agree that they should be treated differently. But it is a challenge not to treat them differently. (Participant 5 - [23:47])

Participant 11 further pointed out that it is especially challenging to individualise, because all learners need to complete tasks on the same difficulty level and in a specific timeframe:

Soos as al die kinders dieselfde taak moet doen in assesseringstyd. (Participant 11 - (2) [09:03])
Like when all the children need to do the same task during assessment time. (Participant 11 - (2) [09:03])

In attempting to ensure that learners' diverse needs are addressed, the participants shared strategies for differentiating by using different apparatus (*cf.* Sub-category 3.1 Teaching resources) and methods (*cf.* 3.2 Methods), as well as adjusting to the tasks to be completed by the learners with ADHD in Grade 1:

You can use different methods [and resources] for different children. (Participant 3 - (1) [06:52])

Dis mos meer 'n geval van ... [dat] jy die werk ... 'n bietjie makliker ... maak en meer op hulle vlak maak. (Participant 7 - (2) [02:27])
It is more a case of ... [to make] the work ... a little bit easier ... and more on their level. (Participant 7 - (2) [02:27])

Conclusively, all but one participant agreed that the needs of every learner with ADHD should be accommodated differently. Nonetheless, accommodating learners with and without ADHD symptoms makes differentiation challenging, especially when there has been no additional provision made for teacher assistants in the Grade 1 classroom.

The final sub-theme under the theme Complexity of ADHD refers to the different understandings of *stigmatisation*. The Merriam-Webster Dictionary (2021) defines *stigma* as “a set of negative and often unfair beliefs that a society or group of people have about something”. The sub-theme Stigmatisation indicates that the focus group participants perceived that some children with ADHD are stigmatised by parents. Although Participant 11 agreed with the focus group, she justified this parental behaviour as stemming from ignorance:

Dit voel vir my hulle word later 'n label aangesit [deur die ouers]. Ek voel die ouers kort meer ... opleiding as die onderwysers. (Participant 11 - (1) [13:18])
It feels to me that they are later given a label [by the parents]. I feel the parents need more ... education than the teachers do. (Participant 11 - (1) [13:18])

The analysis of the transcribed individual interview of Participant 9, however, broadened the scope of stigmatisation of children being branded harmfully by others:

Dis [die stigma is] negatief. Ouers wil nie hê kinders moet "gelabel" word nie. (Participant 9 - (1) [26:47])
It's [the stigma is] negative. Parents don't want their children to be labelled. (Participant 9 - (1) [26:47])

Participants 9 and 11 further cautioned that parents are hesitant to accept that their children might display ADHD symptoms as explained by the teacher. Subsequently, some of the parents, according to Participants 9 and 11, are wary of their learners being negatively stigmatised:

Ouers wil nie daai woord aanvaar nie. "Hy's net besig." Die ding is dat ouers hartseer is as hulle dit hoor. Hulle voel asof dit [so 'n] ... negatiewe ding is en dis nie nodig om so te wees nie ... Jou kind is bietjie "anders." (Participant 9 - (1) [24:31])
Parents especially don't want to accept that word. "He's just busy." The thing is that parents get sad when they hear it. They feel as if it's such a negative thing and it isn't necessary for it to be like that ... Your child is a bit different. (Participant 9 - (1) [24:31])

[Die] kind kry swaar. Maar dan kry jy soos in Jake se geval waar die ouers net sê: "Nee, jammer." ... [en wil] ... niks weet ... nie ... Daar is 'n nare stigma oor die goeters [ADHD]. (Participant 11 - (2) [00:13])
The child is suffering. But then you get cases like with Jake where the parents just say: "No, sorry." ... [and don't] want to know anything ... There is a nasty stigma with such things [ADHD]. (Participant 11 - (2) [00:13])

Data analysis of the focus group and individual interviews revealed that parents and teachers have diverse perceptions of the meaning of stigmatisation. On the one hand, teachers believe that parents of Grade 1 learners with ADHD deem stigmatisation of their children as negative due to their own ignorance. On the other hand, due to society's labelling that leads to stigmatisation, some of the parents are hesitant to acknowledge that their children might display ADHD symptoms.

Thus, under the theme Complexity of ADHD, all six participants of the individual interviews shared the interpretation that more children are more recently exhibiting ADHD symptoms. However, participants held contrasting perspectives about learners being over- or under-diagnosed with ADHD, namely exposure to technology, learners' over-indulgence with technology, intake of less nutritious food, and parents being more attuned to literature on ADHD.

Theme: Time (emergent theme)

This theme was brought to light from the transcripts of four individual interviews and field notes from field observations. Participant 3 voiced her frustration with the inability of learners with ADHD to complete their work in a given time:

And like ordering. Like this activity took him - it's not like he can't, he's clever, it's just the time and it's really challenging because the whole class will be finished then he will still be here. (Participant 3 - (1) [23:10])

Field notes highlighted another complexity to the emergent theme Time, namely, the balancing act of teachers. Whilst the teacher is to give enough time and support for learners with ADHD to complete their tasks, the teacher simultaneously needs to focus on the teaching and learning of the other Grade 1 learners. Field notes confirm that the teachers either spend most of the time or very little time supporting the learner/learners with ADHD:

- *Challenging to give attention to other learners while L1 + L2 need a lot of attention.* (School 1 – Participant 1)
- *Attention is at L1 [learner demonstrating an ADHD symptom – lack of attention] a lot and [the teacher] struggles to give attention to the reading group.* (School 6 – Participant 9)

Furthermore, three participants upheld the viewpoint of Pieterse (2010) that workload and time constrictions are challenges complicating and leading to additional demands (e.g., administration and curriculum demands) on the teacher to support learners with ADHD in the mainstream classroom. Their responses were unanimous:

Ek dink net partykeer is daar so baie goed wat mens moet doen met die kurrikulum. Dit voel partykeer asof daar nie rerig eers tyd is vir ekstra ondersteuning nie. (Participant 7 - (2) [06:58])

I just think sometimes there are so many things that need to be done in the curriculum. It feels sometimes as if there isn't even time for extra support. (Participant 7 - (2) [06:58])

Ek het nie altyd tyd vir al die goed wat ek weet [wat] ek wil doen nie. (Participant 9 - (1) [27:38])

I don't always have the time to do the things that I want to do. (Participant 9 - (1) [27:38])

Dit is [uitdagend]. Jy hardloop tog healtyd uit tyd. (Participant 11 - (2) [10:06])

It is [challenging]. You are always running out of time. (Participant 11 - (2) [10:06])

In sum, the emergent theme Time emphasises the complexity for teachers to ensure that learners with ADHD are guided and helped whilst curriculum requirements are met in their mainstream classrooms.

5.3.4 Conclusions: Category 2

Data analysis of the individual interviews and field observations determined a prominent lack of support in schools by SBSTs and the WCED. Both SBSTs and the WCED failed to render sufficient support regarding physical resources or apparatus or effective in-service training. The lack of in-depth pre-service training by higher education training institutions and organisations specifically focussing on how to support learners with ADHD was also prominent in the data analysis. Despite the abovementioned deficiencies, some participants tried to compensate for the limited training by requesting support and guidance from a more

experienced and knowledgeable colleague in addressing the needs of Grade 1 learners with ADHD.

Numerous emotions were experienced by participants in accommodating learners with ADHD in their Grade 1 classrooms: being uncertain, frustrated, impatient and anxious, especially when in doubt about whether or not learners are using medication. Frustration was expressed with the cumbersome referral processes of learners with ADHD. These negative feelings by other participants are further intensified as the teacher:learner ratio of 1:30 and sometimes even 1:40 contributed to teachers feeling overwhelmed. Despite Participant 11 being the only participant with a positive outlook on supporting and accommodating learners with ADHD, she however, acknowledged that she occasionally felt unsure about how to best support Grade 1 learners with ADHD in her classroom.

The complexity of ADHD is not straightforward, as participants held various perspectives regarding the fact that more learners are affected by ADHD. Thus, learners, according to some participants, are over- and underdiagnosed. The participants strongly expressed their desire for supplementary help in the form of classroom assistance when they must differentiate. Undesirable and prejudiced opinions by parents and society indicated marginalisation and stigmatisation of learners with ADHD, increasing the complexity of teaching and learning in a mainstream Grade 1 classroom.

The final theme under the category Challenges was an emergent theme. This theme, namely Time, portrayed a three-folded implication for teaching and learning in a mainstream Grade 1 classroom; for example, difficulty in finishing tasks on time, rendering support and completing the curriculum.

In the next category, Category 3: Strategies, the different strategies are analysed and discussed.

5.3.5 Category 3: Strategies

This section of analysis focuses on analysing the data regarding the support strategies implemented to support learners with ADHD in the Grade 1 mainstream classroom by means of Zhang and Wildemuth's (2017) qualitative content analysis technique (*cf.* Figure 5.3 Strategies).

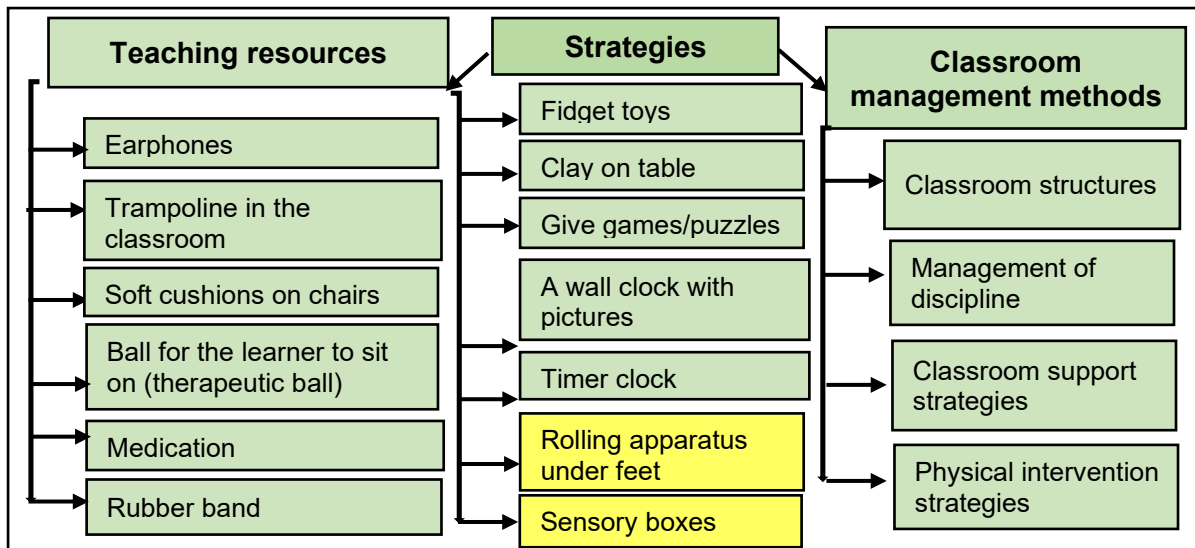


Figure 5.3: Category 3: Strategies

Table 5.2: Support strategies implemented

SUPPORT STRATEGIES							
Segments	Participants						Total per participant
	P1	P3	P5	P7	P9	P11	
TEACHING RESOURCES							
Earphones		X			X		2
Trampoline in the classroom							0
Soft cushions on chairs	X						1
Therapeutic ball					X	X	2
Medication			X		X	X	3
Rubber band						X	1
Fidget toys	X		X	X		X	4
Clay on the table				X	X		2
A wall clock with pictures							0
Timer clock						X	1
Give a game or puzzle	X	X		X	X	X	5
Rolling apparatus under their feet	X						1
Sensory boxes						X	1
Total resources per teacher	4	2	2	3	5	8	
CLASSROOM MANAGEMENT METHODS							
Rewards	X	X	X	X	X	X	6
Seating arrangements	X	X		X	X	X	5
Visual clues of instructions						X	1
E-learning	X				X	X	3
Verbal presentation of the daily schedule					X		1
Repeat the instruction	X	X	X	X	X	X	6
Have to talk a lot with the learner	X	X	X	X	X	X	6
Teacher maintains discipline	X	X	X	X	X	X	6
Give love and attention	X	X	X	X	X	X	6
One-on-one attention	X	X	X	X	X	X	6
Peer tutoring						X	1
Brain breaks	X	X		X	X	X	5
To adapt, be adaptable, e.g., break tasks up, extra time, partially prepare books	X	X	X	X	X	X	6
A balanced/healthy diet and drink lots of water	X	X		X		X	4
Physical activities		X		X	X	X	4
Total methods per teacher	11	11	7	11	12	14	
Total strategies per participant	15	15	9	14	17	22	

Due to the complexity of ADHD, (cf. Theme 2.3 Complexity of ADHD), teachers must remember that class planning must not be 'one size fits all' (Nombuso, 2016). Teachers must evaluate which of the many different teaching and support strategies are appropriate for addressing the needs of the learners with ADHD in their classrooms (Nombuso, 2016). The participants of the unstructured open-ended focus group identified two themes: Teaching resources and Classroom management methods. In terms of Zwang and Wildemuth's qualitative content analysis techniques (2009), and more specifically, Step 3: Developing themes and coding scheme, the researcher grouped these two themes under the category Strategies. Data analysis of these two themes, as depicted in the interview framework of the focus group interview, the transcribed individual interviews and the field notes of the researcher, points to various teaching and support strategies that Grade 1 teachers can implement in the mainstream classroom to accommodate the learners with ADHD. Table 5.2 Support strategies implemented, above, gives a synopsis of the various teaching resources and classroom management methods that individual interview participants employ in their Grade 1 classrooms.

Theme: Teaching resources

The participants of the focus group defined *teaching resources* as "physical resources in the classroom that can be used for individual learners". The interview framework portrayed these resources as follows: earphones, a trampoline in the classroom, soft cushions on chairs, a ball for the learner to sit on (therapeutic ball), medication, a rubber band, fidget toys, clay on the table, a wall clock with pictures, a game or puzzle, timer clock, rolling apparatus under feet, sensory boxes. This interview framework was endorsed by all six participants during their individual interviews. Furthermore, the researcher discovered in her analysis of her notes of field observations that most of these teaching resources were being utilised daily. Table 5.2 Support strategies implemented, reflects participants' use of teaching resources in the Grade 1 classroom.

Although earphones were identified as a resource, only two participants indicated that they utilised earphones to support learners with ADHD in the classroom:

And then also earphones. (Participant 3 - (2) [05:09])

Oorfone ... het [vir hom] gewerk. Net terwyl hy werk, het hy net die oorfone aangesit. Sonder musiek sodat hy net stilte het. Hy kon glad nie "cope" met kinders wat langs hom praat nie. Hy het "frantic" geraak ... kon nie "cope" met die geraas nie. (Participant 9 - (1) [28:28])

Headphones ... worked ... for him. He only uses them while he works. Without music so that he can just have some silence. He couldn't cope with all the children that would talk next to him. He got quite frantic ... couldn't cope with the noise. (Participant 9 - (1) [28:28])

Despite the claim of using earphones by the above participants, the researcher did not observe the usage of earphones during the field observations.

Although the possibility of a trampoline in the classroom was identified by focus group participants, none of the participants indicated that they utilised trampolines. The field notes did not make any reference to this resource either.

Participant 1 was the only participant who applied soft cushions on the children's seats. In addition, Rief (2016:103) believes that the use of a therapeutic ball to sit on accommodates learners' need to wiggle and squirm in their seats. However, in contrast to this belief of Rief (2016:13), Participant 9 considered the therapeutic ball as ineffective for all learners with ADHD:

En die bal werk goed met een, maar nie altyd met die res nie. (Participant 9 - (2) [10:11])
And the ball works well with the one, but not always with the rest. (Participant 9 - (2) [10:11])

According to Participant 9, learners are unable to sit on the balls for the whole day, but only for short periods:

Hy kan nou nie heeldag daarop sit nie, want hy val af en rol rond, want hy is TE besig. Hy kan sekere tye daarop sit. (Participant 9 - (1) [03:33])
He can't sit on it the whole day, because he falls off and rolls around, because he's TOO busy. He can sit on it at certain times. (Participant 9 - (1) [03:33])

Reid and Johnson (2012:111) advise that prescribed medication merely reduces the frequency and degree of symptoms associated with ADHD. Three participants experienced medication as beneficial in supporting learners with ADHD in the classroom. Participant 5 shared her experience on this as follows:

As sy die pil in het kyk sy net rond en sy voltooi nie haar werk nie. Sodra sy nie die pil in het nie werk sy, maar dan is sy weer te besig. (Participant 5 - [07:56])
When she takes the pill, she just looks around and doesn't finish her work. When she doesn't take the pill, she works. But then she's too busy. (Participant 5 - [07:56])

Participant 11 believes that medication is not a quick fix. In fact, she views it as the last resort. She believes it is important for teachers to initially investigate the causes of the behaviours while taking the learner's background and socio-economic circumstances into account. She is also a firm believer in utilising natural remedies in supporting learners with ADHD in the Grade 1 classroom:

So in ADHD se gevalle ook, mens dink heeltyd quick fix met 'n pilletjie, maar eintlik is daar so baie goed... dit stel ook mos nou omega olies ... Dit sal vir my lekker wees as ek hom kan hanteer sonder medikasie ... Ek glo in natuurlike goed. (Participant 11 - (1) [14:20])

So, in ADHD cases as well, one always thinks quick-fix with a pill but there is actually so much more ... omega oils ... It would be nice for me if I could manage him without medication ... I believe in natural things. (Participant 11 - (1) [14:20])

Königs and Kiliaan (2016), reviewing several studies that investigated the contribution of omega-3 supplements to the treatment of ADHD symptoms, found that omega-3 has a positive effect on the treatment of ADHD symptoms experienced by children (Königs & Kiliaan, 2016). Contrarily, Abdullah, Jowett, Whittaker and Patterson (2019) found little supporting evidence to validate the positive influence that the usage of omega-3 supplements has on the degree of symptoms experienced by children with ADHD. Händel *et al.* (2021) concur that polyunsaturated fatty acids, such as omega-3, do not affect the core symptoms of ADHD in children, as well as on their behaviour difficulties. Hence, despite Participant 11's belief in omega oils, it might not yield a positive effect on the symptoms experienced by Grade 1 learners with ADHD.

One teaching resource entailed using elastic rubber bands. Again, Participant 11 was the only participant who used rubber bands to control the learner's urge for movement. Participant 11 explained:

Dit moet eintlik ... weerstand bied. Hy moet dit [sy voete] agter dit [die rekkie] sit sodat hy sy voete ... vorentoe kan druk [terwyl die rekkie om sy stoel se pote gebind is]. (Participant 11 - (2) [25:43])
It actually has to ... give a little resistance. He must put it [his feet] behind it [the rubber band] so that he can always push his feet forward [while the rubber band tied to his chair's feet]. (Participant 11 - (2) [25:43])

Fidget toys are teaching resources that are employed as a strategy to calm a learner with ADHD. Four of the six participants admitted using fidget toys in the classroom. Nevertheless, Participant 9 found fidget toys a distraction rather than an aid:

Ek sal byvoorbeeld nie "fidget toys" gebruik [tydens werk] nie. Want hy sal net die heelyd daarmee speel en glad nie werk nie. Ek het ander goedjies gebruik, maar nie daai nie. Ek sal hom tydies gee [nadat sy werk voltooi is] waar hy met dit mag speel. (Participant 9 - (2) [08:20])
I wouldn't use fidget toys [during work]. Because he'll sit the whole day and play with it without working. I've used other things before, but not them. I would give him times to play with it [after completing his work]. (Participant 9 - (2) [08:20])

Participant 1 disagreed with Participant 9, arguing the efficiency thereof to hold the attention of a learner with ADHD during a lesson:

Dat ek die pipe-cleaners kan vat ... vir hom in sy hand [gee], dan kan hy dit draai om die stokkie terwyl hy luister ... iets in sy hand hê om sy aandag te behou en dan konsentreer hy. (Participant 1 - (1) [29:32])
That I could take the pipe-cleaners ... give it to him in his hand, then he can fold [a pipe-cleaner] around the stick while he listens ... something in his hands to hold his attention and then he concentrates. (Participant 1 - (1) [29:32])

Clay as a teaching resource was used by Participants 7 and 9 to support learners who fidgeted. The clay is stored in learners' chair bags, not on the table:

Ek gee eerder die ... klei in stoelsakke wat hulle kan uithaal. (Participant 9 - (2) [09:06])
I would rather give them ... clay in chair bags that they can take out. (Participant 9 - (2) [09:06])

Participants 1, 3, 7, 9 and 11 furnished learners with games and puzzles once their work was completed. Participant 9 explained her provision of puzzles as follows:

Ek gee eerder die legkaart ... wanneer hul werk klaar is. (Participant 9 - (2) [09:06])
I would rather give them a puzzle ... when their work is done. (Participant 9 - (2) [09:06])

The wall clock with pictures is a teaching resource that can be used to identify when an activity begins and when an activity ends. This is a manual clock and not an automatic clock. Therefore, learners move the clock hand to the next picture of an activity, as instructed by the teacher or a timer clock, once it is time for the next activity to begin. The wall clock with pictures was originally identified by the focus group as a teacher resource. Despite the fact that all participants (both focus group and individual interviews) regarded a wall clock with pictures as a helpful resource, the field notes depicted that none of the participants applied this resource strategy in their classrooms. However, although Participant 3 did not use a wall clock, she is inspired by the explanation of the focus group for using this resource with a timer clock:

So, something that I really liked that the other teachers mentioned was the clock thing with the schedule ... also - and I'm going to try it with Red from next week on - the idea of that little timer, because then they can see the time actually move. (Participant 3 - (2) [03:19])

Although a timer clock can be used simultaneously with the wall clock as a physical teaching resource, it can also be very helpful in the classroom when used separately. Once again, Participant 11 was the only user of the timer clock as a teaching resource. According to her, the timer clock motivated the learner with ADHD to finish his work:

As ek vir Jake dit gebruik dan sê ek vir hom dat hy die klokkie moet wen. So die timer stel ek net vir hom. (Participant 11 - (2) [25:19])
If I use it for Jake then I tell him that he has to beat the clock. So, I only set the timer for him. (Participant 11 - (2) [25:19])

Researcher notes on the field observation of Participant 11 indicated that the timer clock was also used to instruct learners when they could stand up and stretch their legs:

- *Timer – stretch legs when it goes off. (School 8- Participant 11)*

The data analysis of the transcripts of the individual interviews as well as field observations conceded that besides the above-mentioned resources – earphones, trampolines in the classroom, soft cushions on chairs, therapeutic balls, medication, elastic rubber bands, fidget toys, clay, games, puzzles, wall clock with pictures and a timer clock – two additional resources emerged: a rolling apparatus under their feet and sensory boxes.

Participant 1 acknowledged during the individual interview that she did not sufficient resources. Therefore, she improvised by placing long cardboard rolls under the feet of learners with ADHD. The purpose of the cardboard roll under the child's feet is to accommodate him with his hyperactivity by lessening his urge to stand and tap his feet which will make a noise and distract the other pupils. She commented:

Dis seker die maniere hoe jy hom kry om stil te sit, soos hoe ek vir Don die pyp gegee het. Toe begin die kinders vra: "hoekom kry hy dan dit?". Toe sê ek: "julle weet dan, hy kap sy voetjies. Dis hoekom hy dit kry sodat hy sy voete kan stilhou. Anders kan ons nie lekker hoor nie". (Participant 1 - (1) [25:59])
It's probably the ways in which you get him to sit still, like how I gave Don the little pipe. Then the children started asking: "Why does he get it?" Then I said: "You know, he taps his feet. That's why he gets it, so that he can keep his feet still. Otherwise, we won't be able to hear properly". (Participant 1 - (1) [25:59])

Participant 11 added to the list of teaching resources of the interview framework. She elaborated that items with different textures could be used to make a sensory box to address fidgeting and movement by Grade 1 learners with ADHD:

Daai sensory boxes werk nogals. Want dit hou hulle stil. Dit hou hulle besig. Daai goed kos vir jou [min]. Ek het die bokse ... sand ... sopgoed ... mielies ... kersies ... 'dinasours' ... [gekleurde] boontjies, rys en die pasta. (Participant 11 - (2) [21:28])
Those sensory boxes work quite well. Because it keeps them still. It keeps them busy. Those things cost you [little]. I had the boxes ... sand ... soup stuff ... corn ... candles ... dinosaurs [coloured] beans, rice, and pasta. (Participant 11 - (2) [21:28])

Thus, participants in this study concluded that teaching resources are effective in supporting learners with ADHD. However, the participants varied in their utilisation of these resources due to their various beliefs regarding prescribed medication, as well as having various opinions concerning the effectiveness of fidget toys. For example, although some participants agreed that a wall clock can be useful, others ignorance regarding this teaching resource. In addition, two participants developed their own resources from natural and waste materials in their environments.

Theme: Classroom management methods

During the focus group interview, participants sorted the segments into a group which they subsequently labelled as the theme Methods. However, this theme Methods, with its descriptive paragraph entails more than just methods. Corresponding to Zwang and

Wildemuth's Step 3: Developing themes and coding scheme (2009), the researcher has decided to expand the original theme's name with Classroom management methods. To further ensure that the expanded theme, Classroom management methods, reveals the true meanings of the segments and descriptive paragraph, the researcher has also divided the theme into four sub-themes: Classroom structures, Management of discipline, Classroom support strategies and Physical intervention strategies (cf. Figure 5.3 Strategies).

In line with the sentiments shared by participants regarding the theme Classroom management methods, Participant 3, in her individual interview, verbalised the advantages of using various methods in an inclusive Grade 1 classroom as follows:

The methods are free ...you can use different methods for different children. And sometimes, the methods like brain breaks, can also be done for your entire class.
(Participant 3 - (2) [06:52])

In unpacking the theme Classroom management methods, and more specifically, the first sub-theme, Classroom structures, Reiber and McLaughlin (2004) and Rief (2016) recommend that the environment (classroom) be divided into a physical and schedule structure.

The participants of the focus group described the *physical structure* as the position where a learner sits in the class; a learner sits alone at a desk; and teaching and learning resources induce attention span. Even though the focus group has classified the segment 'more visual clues than auditory information' under physical structure, Pfiffner (2011:32) and Rief (2016:58) suggest a schedule structure include a daily classroom routine along with visual instructional strategies in supporting learners with ADHD. Therefore, the researcher has opted to discuss visual clues under schedule structures in the classroom.

The physical structure has a direct reference to seating arrangements in the classroom. In all but one of the classrooms in which field observations took place, the learners sit in a row seating pattern. This is in line with the opinion of Alanazi and Al Turki (2021:1217), whereby the traditional row-seating pattern works best for learners with ADHD. In contrast, though, Participant 5 has organised the tables in her classroom to form an s-pattern. The set s-pattern was motivated by the limitations placed on seating arrangements due to the COVID-19 restriction protocols (cf. 4.3.5 Data Collection). Lawrence, Estrada and McCormick (2017) recommend that learners with ADHD should be placed in the front of the room in close proximity to the teacher's action and away from distractions such as learners sitting in front of them. Although five participants have implemented the above strategy, only Participant 3 differed and preferred to give the learner with ADHD options from which he may choose:

I use to have him seated in front of my class because I felt like I didn't want him to be distracted. And it actually made him keep turning around and looking back. He kept wanting to know what was going on behind him. So, then I told him: "You choose your own table." I asked him where he would like to sit. He moved a few times and then he actually chose this table (gesture). So, he sits here (in the middle of the classroom) ... then he can kind of see what's going on around him. For me, that was very interesting, because I just assumed it would be better for him to be in the front, but for him, I think according to his personality – I don't know – if there's a noise behind him or something, he needs to always know what's going on. (Participant 3 - (2) [08:05])

Several participants indicated that they utilised interactive learning and teaching resources, such as interactive whiteboards and television sets, provided by the government for employing Information and Communication Technologies (ICT), known as e-learning, in their classrooms (South Africa. 2004). Participants 1, 7 and 9 used interactive whiteboards, whilst Participant 11 preferred a television for educational videos. Participants 1 and 11 explained as follows:

*Ek het baie PowerPoints gemaak wat ek wil speel dan klanke ons van die PowerPoint af. Vir hulle is dit nou soos cartoons. (Participant 1 - (2) [02:57])
I've made many PowerPoints from which I want to play the sounds. For them, it's like cartoons. (Participant 1 - (2) [02:57])*

*Dit lekker dat ons 'n televisie ... Want, baie van hulle is visueel ... [ons] doen Jack Hartman ... telgoed ... En klanke... klanke stories. (Participant 11 - (1) [30:17])
It's nice because we have a television ... Because a lot of them are visual (learners) ... we do Jack Hartman ... counting things ... And sounds ... sound stories. (Participant 11 - (1) [30:17])*

In addition to the physical structure, a schedule structure can also augment the classroom. Rief (2016:58) emphasises the crucial importance of providing a clear and consistent structured daily schedule to guide the sequence of daily activities, as well as consistent instructional strategies in supporting learners with ADHD.

In analysing field observations, it was clear that all participants followed a set routine in their classrooms. Nevertheless, none of the participants has presented their daily programme visually against the wall as a daily reminder. Yet, when implementing the structured daily schedule, Participant 9 started each day with a verbal presentation of the daily schedule:

*Elke oggend sê ek wat ons gaan doen vir die dag, sodat hulle weet wat kom. Ek gee die dagprogram vir hulle deur en Quest weet dan as ons klaar geskryf het, gaan hy 'n breuk kry. Die roetine is vir hulle goed. (Participant 9 - (2) [12:39])
Every morning I say what we're going to do that day, so they know what's coming. I give them the daily schedule and Quest knows then that when we're done writing, he's going to have a break. The routine is good for them. (Participant 9 - (2) [12:39])*

Apart from the structured daily schedule, which primarily intends to direct the sequence of the daily activities, the focus group participants suggested that visual clues are important in a Grade 1 classroom. Participant 11 utilised visual reminders which explain, step-by-step,

graphically or pictorially, the specific instructions for ensuring that a task is understood and completed:

*Dis hoekom ek die visuele goed daar plak. Want hulle kom druk mos die boeke hier onder my neus in. Dan sê ek maar jy weet wat om te doen. Nou het ek daai ding in plek [die visuele leidrade] so doen net wat daar op die bord wys. (Participant 11 -(2) [15:02])
That's why I paste the visual stuff there. Because they come and push the books under my nose. Then I say: "But you know what to do." Now I have that in place (the visual steps) so just do what is shown on the board. (Participant 11 -(2) [15:02])*

Several individual interview participants opted to make use of visual clues in different ways. Instead of using visual clue cards, some preferred utilising interactive teaching and learning resources, especially interactive whiteboards to display visual reminders. Nevertheless, in line with the recommendation by Alanazi and Al Turki (2021:1219), the researcher observed during her site visits that all participants displayed classroom rules on the walls as visual reminders.

The effectiveness of all the above-mentioned methods to enhance the schedule structure is dependent on good time management. The participants have identified time as a challenge when it comes to supporting learners with ADHD in the classroom (*cf.* 5.3.3 Category 2: Challenges). In addition, the individual interview participants augmented the interview framework by pointing out that peer tutoring as a strategy was extremely beneficial to ensure that classroom time is managed effectively. Participant 11 is the only participant that made use of peer tutoring in her classroom:

*Ek sit partykeer vir [leerder se naam] as sy klaar is by Ally. Dan mag sy nie vir haar die antwoorde gee nie, maar net sê wat sy moet doen soos plak ... kan ook help met 'n ADHD kind wat nie klaarmaak nie. Die maatjie kan mos vir hom knip en hy kan dit plak. (Participant 11 - (2) [31:28])
And the classmates help me. I sometimes put [learner's name] when she's done with Ally. Then she mustn't give her answers but only say what she must do like paste ... it can also help with an ADHD child who doesn't finish. The friend can cut it and then he can paste it. (Participant 11 - (2) [31:28])*

In conclusion to the sub-theme Classroom structure, two main structures emerged, namely physical structure and schedule structure. The physical structure in the Grade 1 classroom focuses on seating arrangements and physical interactive teaching and learning resources. The schedule structure focuses on the daily schedule and consistent visual instructional strategies, as well as utilising peer tutoring to manage time more effectively.

Although the above-mentioned classroom structure plays a major role in enhancing discipline amongst Grade 1 learners, the second sub-theme Management of discipline focuses more on the development of positive behaviour and not so much on the structure. De Jager (2013:91) emphasises the importance of parental involvement, pointing out that the absence of it may contribute to behavioural problems. According to De Jager (2013:91), parental involvement is

imperative in establishing traditional values in the classroom. Participant 11 endorsed this viewpoint and validated her perception with the following statement:

Maar dit begin maar by die ouers. Hoe hanteer hulle hom by die huis? Wat eet hy by die huis? Oefen hy by die huis? Dit raak in die ou end my probleem in die klas. En dan sukkel jy om die kind te kry om sy werk te doen. (Participant 11 - (2) [02:32])
But it starts with the parents. How do they treat him at home? What does he eat at home? Does he exercise at home? In the end, it becomes my problem in class. And then you struggle to get the child to do his work. (Participant 11 - (2) [02:32])

Some of the methods to enhance learners' behaviour include repeating instructions and having a one-to-one dialogue with the learners, assist in focussing learners to listen and thereby reduces negative behaviour (*cf.* Table 5.1). Participant 3 accentuated that discipline can be preserved by repeatedly talking to the learners and being consistent:

Discipline is about being consequent and talking to them all the time. (Participant 3)

Participant 5 added that when she gives her learner with ADHD love and attention, the learner's listening skills improve, leading to positive discipline:

As jy 'n bietjie liefde toon dan luister sy. Jy kry darem ietsie reg dan. (Participant 5 - [35:59])
If you show a bit of love then she listens. You get something right then (Participant 5 - [35:59])

It has come to the fore during field observations that the teachers interacted frequently with the learners with ADHD in their Grade 1 classrooms, pointing out desired behaviour. Furthermore, they often repeated instructions:

- *Repeat instructions. Remind not to shout out. Remind of reward (sweetie). (School 6- Participant 9)*
- *Teacher has to repeat instructions. No discipline system – only yells/ scolds at learners repeatedly. (School 3- Participant 5)*

In attempting to limit verbal interaction, Participant 11 utilised visual picture cards as a disciplinary aid. She, therefore, did not repeat instructions that often and did not scold learners, thus limiting any disciplinary problems that might have come to the fore. Participant 11 shared the other individual interview participants' perspective that for discipline to be maintained in the classroom, the teachers themselves should be disciplined, prepared and organised. Participant 7 elaborated further in this regard:

Jy moet voorbereid wees en jou beplanning moet reg wees, of jy moet darem weet wat jy met die kinders gaan doen die dag. (Participant 7 - (2) [13:11])

You have to be prepared and your planning needs to be right, or you must at least know what you're going to do with the children on the day. (Participant 7 - (2) [13:11])

The field observations confirmed that all participants were well organised and 'practiced what they preached'.

Furthermore, in encouraging positive behaviour of Grade 1 learners, all interview participants conceded to applying rewards in their classrooms as a motivation method. Participant 5 added that she rewards all learners in her class:

Ek doen die beloninkies. Ek doen dit met die hele klas ... om die beloningstelsel elke week met hulle te doen. Vir haar [leerder met ADHD] ook, net sodat sy haar werkies kan voltooi. (Participant 5 - [32:03])
I do the rewards. I do it with the whole class ... to do the rewards system with them every week. For her [the learner with ADHD] as well, so that she can finish her work. (Participant 5 - [32:03])

Participant 3 explained that she used a sticker system as a reward to motivate learners with ADHD to complete their homework:

I use the sticker system ... So, what I do is at the end of the week ... if they have completed it [homework] ... then they get the homework sticker. (Participant 3 - (2) [08:50])

Participant 11 was the only participant in this study to broaden the scope of rewards by concentrating on the learner as a unique being. In her application of a reward strategy, she preferred building up learner self-images, which in return leads to positive self-regulatory behaviour:

Ek het regtig vir hom gesê: "kom deel jy nou bietjie die boeke uit". Jy sal nie dink watter verskil dit aan daai kind gemaak het nie. Net om 'n leiertjie te wees ... Ek het 'n baie groot ophef daarvan gemaak. (Participant 11 - (2) [25:36])
I really did say: "Now you come to hand out the books". You wouldn't think what a difference it made to that child. Just to be a leader ... I made it very uplifting. (Participant 11 - (2) [25:36])

In addition, she utilised token reinforcement to strengthen positive behaviour:

Ek [maak gebruik van 'n] boontjieselsel ... dan voel die kind ... meer gemaklik. (Participant 11 - (2) [06:56])
I have that bean system ... then the child ... feels comfortable. (Participant 11 - (2) [06:56])

The above token reinforcement strategy was clarified by the field notes: attached to each learner's desk is a ten-block sticker card. A sticker is rewarded for desired or expected behaviour. When the sticker card is full (ten stickers), it is exchanged for a bean. At the end of each week, the learner with the most beans is honoured with classroom privileges.

Apart from her dominant focus on token reinforcement for positive behaviour, Participant 11 addressed negative behaviour by means of a response cost strategy. She explained:

As die kind [die eerste keer] praat dan kom sy naam op geel [robotlig] ... en as hy weer praat dan kom hy nou [op die rooi lig] in die moeilikheid. (Participant 11 - (2) [32:27])
If the child talks [for the first time] then his name comes on the yellow [robotlight] ... if he talks again, then he comes [on the red light] in trouble. (Participant 11- (2) [32:27])

Thus, the learner lost a privilege or a bean when behaving inappropriately.

In sum, the sub-theme Management of discipline recommends various methods in ensuring the development of desired behaviour, contributing to a positive self-image and limiting disruptive behaviour. Participant 11 was the only participant who acknowledged that the background of learners and their parents' interaction with their children's progress influences the principles and discipline of the Grade 1 classroom.

The third sub-theme, namely Classroom support strategies speak to the role of the teacher in supporting learners with ADHD in Grade 1. The DSM-5 criteria (APA, 2013) stipulate that learners with ADHD have frequent difficulty sustaining attention in tasks or play activities (e.g., have difficulty staying focused during lessons, conversations or lengthy readings). For this reason, interview participants implemented brain breaks during lessons. Participant 3 listed a few brain break activities that she used in her classroom:

We do a lot of stand-up ... line crossing ... pick[ing] the apple[s]. (Participant 3 - (2) [17:16])

Participant 7 employed inhaling activities as a brain break activity:

Wat die kinders wat dan net diep asemhaal ook - die asemhalingsoefeninge. (Participant 7 (2) - [06:13])
With the children that just take a deep breath as well - the breathing exercises. (Participant 7 (2) - [06:13])

Analysis of the notes of the field observations confirmed that all interview participants demonstrated that they changed the environment, simplified instructions, rendered extra time, and used different learning styles to meet the diverse needs of the learners with ADHD in their Grade 1 classrooms (Yoro *et al.*, 2020:3). Participants 3 and 11 explained their use of adaptation, breaking-up tasks and partially preparing books:

Hulle is maar geselserig, maar mens moet ook dan iewers bietjie grasie gee - mens kan ook nie die heeltyd net sê: "Bly stil, bly stil, bly stil" nie. (Participant 7 - (2) [08:45])

They just are more chatty [sic], but also at some point you must give a little grace somewhere - you can't always just say: "Be quiet, be quiet, be quiet". (Participant 7 - (2) [08:45])

Using the little sentences that they copy ... breaking into smaller pieces. He doesn't even have to write the date anymore, which wastes time. (Participant 3 - (2) [17:16])

Teken ek ... 'n getallelyn in sy boek, dan maak ek 'n pyl. So, hy moet weet, maar steeds kan hy dit nie alleen gedoen het nie. Ek skryf al sy werk vir hom af; hy vul net die antwoorde in. (Participant 11 - (2) [36:35])

I draw a number line in his book, then I make an arrow. So, he must know, but he still couldn't have done it alone. I write all his work down for him, he just fills in the answers. (Participant 11 - (2) [36:35])

All six individual interview participants agreed that a balanced and healthy diet and drinking water frequently are strategies that can be implemented by teachers to support learners with ADHD in the classroom. Nevertheless, only four participants have implemented this strategy in their classroom routine. Two teachers have indicated that the food scheme at their school makes the implementation of this method easier for them. Participant 3 justified that healthy eating habits have improved the behaviour of a learner with ADHD in her classroom:

I notice a slight improvement in his behaviour if he eats the porridge in the morning before he comes to class. (Participant 3 - (2) [16:11])

Kozyra *et al.* (2020) recommend that diet influences the behaviour of a learner with ADHD. Three participants suggested that learners should first eat a meal and afterward their sweets, as sweets influence their sugar levels and induce hyperactivity:

Hulle moet eers hulle kossies eet en dan kan hulle pouse hulle lekkergoed eet, want die "sweets" maak hulle nog hiperaktief. (Participant 7 - (2) [09:50])

They must first eat their food and then they can eat their sweets at break, because the sweets do make them more hyperactive. (Participant 7 - (2) [09:50])

Also, every day we do water fill-ups ... I encourage my kids to drink a lot of water ... I think if you can ... have a more balanced diet and get different nutrients, it will also help with your energy levels when you are ADHD compared to now when you are already hyperactive and you're sitting and eating a whole slab of chocolate. (Participant 3 - (2) [13:33])

Vrydae ... gaan hulle snoepie toe ... Die suiker is te veel en party raak so slaperig en party is heel aan die gang. Ally sit nie op haar stoel as sy by die snoepie was nie. Sy sit nie stil nie. Mens kan dit duidelik agterkom. (Participant 11 - (2) [40:22])

Fridays ... they go to the tuck shop. The sugar is too much, and some gets sleepy and some are on the go the whole time. Ally doesn't sit on her chair if she's been to the tuck shop. She doesn't sit still. You can see it clearly. (Participant 11 - (2) [40:22])

Participants 3 and 7 pointed out that learners' poor socio-economic backgrounds make proper diet difficult:

I know it's incredibly difficult for these kids to also eat healthy [because] they're poor. (Participant 3 - (2) [12:10])

Dis moeilik. Met ons (armer) kinders is dit baie moeilik. (Participant 7 - (2) [09:46])
It's hard. With our (poorer) children it's very hard. (Participant - (2) [09:46])

To conclude, the sub-theme Classroom support strategies, as endorsed by the individual interview participants, stressed the important role of the Grade 1 teacher in supporting learners with ADHD. Various support strategies such as brain breaks, inhaling activities, classroom adaptation, simplifying instructions, rendering of extra time and employing different learning styles were utilised by the interview participants. Although an emphasis was placed on a wholesome diet in conjunction with frequent drinks of water, the lack thereof impacts the behaviour of learners with ADHD. Learners' socio-economic backgrounds make it challenging to promote a balanced and healthy diet.

According to Alanazi and Al Turki (2021:1215), the learning of young learners with ADHD flourishes by participating in physical activities. Hence, in the sorting and grouping of the segments, the focus group classified all physical activities under the theme Classroom management methods. Participants endorsed the important role of physical strategies. However, after analysing the theme Classroom management methods, the researcher has found that the original grouping is too wide-ranging. Therefore, in terms of Zhang and Wildemuth's Step 3: Developing themes and coding scheme (2017), she has regrouped all segments relating to physical activities under the sub-theme, Physical intervention strategies (cf. Table 5.1).

During field observations, the researcher has observed several practical activities integrated into the participants' maths and language lessons, as indicated in these field notes:

- *Child enjoys physical activities – star jumps. Listens to instructions. Attention grabber – Eyes on me eyes on you; Zip it, lock it, put it in your pocket. Gives learners jobs to do – hold key/ help with key. Breathing exercise – 5-finger breathing. Action sound songs – do what I do, what sound is this. Write 'm' on the desks. Has to stand up to fetch the book (doesn't give it to him). Line writing song. Quick movements to grab attention, feet together and pull up a string. Finger songs. (School 2- Participant 3)*
- *L1 fidgets with fidget toy during the whole Group Guided Lesson. L1 enjoys practical activity – word building. L1 + L2 enjoy stretch video and movements – are disciplined. Practical – build words. Watch educational video on dinosaurs + movements (run, sit, stretch). When work is done – do a dance and song. (School 8- Participant 11)*
- *Practical activities – such as clapping patterns. Simon says, show me ten / half of 10 fingers, slap 4 times. 10 + 10 (sums) your name, good / naughty. 1, 2, 3, look at me and fold our arms – attention grabber. L1 plays teacher and writes the answers on the board. Gives the learner tasks to do in between lessons example, wipe the board. Count backward from 5 for discipline. (School 6- Participant 9)*

During individual interviews, participants elaborated on how they integrated practical strategies within lessons:

Wiskunde ... is baie prakties. En dan as ons klanke ook doen - hulle het klankkaartjies waarmee ons mos nou woorde bou. (Participant 1 - (2) [02:57])

Maths ... are very practical. And when we do sounds - they have sound cards with which we build words. (Participant 1 - (2) [02:57])

Ek het ... boontjiesakke ... Hulle was mal daaroor. Ek gee die opdrag [en die leerder] sit dit op [hulle] kop[pe] en doen middellynkruising – vat hom met jou regterhand, sit hom op jou linkervoet ... soggens ... doen ek wiskunde speletjies met hulle. Die dobbelstene wat so groot is gooi ek vir hulle en dan vra ek waarop dit val. Sê dit land op 5, dan vra ek vir hulle om dit te verdubbel. (Participant 11 - (2) [34:04])

I had ... beanbags ... They were crazy about it. I give the command to put it on [their] heads and to do middle-line crossing - take him with your right hand, put him on your left foot ... in the mornings ... I do math games with them. I throw the dice, which are so big, to them and then I ask where it landed on. Say it lands on 5, then I ask them to double it. (Participant 11 - (2) [34:04])

According to De Beer and Barnard (2021:249), the South African curriculum for Life Skills makes specific reference to Grade 1 learner exposure to numerous physical activities to enhance their formal learning and development. In summary, the final sub-theme Physical intervention strategies consider various strategies that are fundamental for the development of the Grade 1 learner in totality. Participants have indicated that they integrate different physical activities during the four subjects in Grade 1: Home Language, First Additional Language, Mathematics and Life Skills. Moreover, the focus group and interview participants underlined the pivotal necessity of physical intervention strategies to address the particular needs of the learners with ADHD to move, manipulate physical objects and interact socially.

5.3.6 Conclusions: Category 3

Data analysis of this category determined that all individual interview participants concurred that the various strategies discussed above were valuable teaching resources and various classroom management methods as strategies. Yet analysis of the transcriptions of the individual interviews and field notes revealed that some participants seemed ignorant concerning various strategies and how to implement them effectively in their Grade 1 classrooms. The individual interview participants were especially ignorant about utilising trampolines and a wall clock with pictures as teaching resources. Various viewpoints were expressed regarding therapeutic balls and the application of medication to learners with ADHD in Grade 1. Two teaching resources came to the fore during the individual interviews of two participants as emergent sub-themes to the theme Teaching resources, namely rolling apparatus under feet and sensory boxes.

Different methods and strategies overflow in the four sub-themes (Classroom structure, Management of discipline, Classroom support strategies and Physical intervention strategies) as they are depicted under the theme Classroom management methods (*cf.* Table 5.3). Regarding the classroom structure, the individual interview participants employed various methods in adhering to the requirements of a physical structure (seating arrangements and electronic interactive teaching and learning apparatus) and a schedule structure (daily

schedule, visual strategies, peer tutoring and time management) to support learners with ADHD in the classroom.

Management of discipline as the second sub-theme plays a major role in ensuring that the third and fourth sub-theme can be realised. On the one hand, the focus of discipline should rather be on the development of positive behaviour and building character. But this, on the other hand, does not exclude disciplinary systems and structures; it attempts to limit challenging behaviour. According to both the focus group and individual interview participants, classroom management methods include establishing healthy interaction and good communication between the teacher and learner, showing care and love, regarding the learner as unique, and respecting the individual's particular needs.

In sum, all six participants believed that they need to be professional and live up to expectations as role models to young learners.

The crux of the third sub-theme, Classroom support strategies, centres on the Grade 1 teacher and what she does to support and address the diverse needs of her learners. The participants in this study perceived teaching and learning as relying on learners displaying a consistent focus and active participation. Adaptations to instructions, varying teaching and learning styles, as well as ensuring that Grade 1 learners regularly break and eat healthily can ensure that all learners thrive physically, cognitively and emotionally.

In line with the above emphasis on learners as actively engaged, the fourth and final sub-theme, Physical intervention strategies, concentrates on how both the teacher and Grade 1 learners execute movements kinaesthetically and manipulate apparatus. By working together and interacting social with one another, the learners' development of the different concepts and learning outcomes in the four subjects are mastered.

In this section, the researcher has presented and analysed the data. In the next section, the focus is on interpreting the above analysed research data.

5.4 Interpretations of data findings

Burke and Soffa (2018:207) delineate the interpretation of data as "answering the research questions by thoroughly interpreting the data". Research questions act as an organisation vehicle (Burke & Soffa, 2018:207). In this section, the researcher answers each of the research questions by comprehensively discussing the research findings, linking data analysis and literature control (*cf.* 5.3 Data analysis) to the conceptual framework. To recap, the conceptual framework (*cf.* CHAPTER 2 CONCEPTUAL FRAMEWORK) comprises Bronfenbrenner's

bioecological model of human development and Feuerstein's model of mediated learning experience. Data is interpreted to answer the main research question: *What are Grade 1 teachers' experiences of supporting learners with ADHD?* as well as the sub-questions in the following order:

- What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?
- What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?
- How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?

As these sub-research questions build on one another regarding the understanding of the concepts ADHD and support strategies, answering the main research question follows after each sub-question is discussed in depth.

5.4.1 Sub-question one: What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?

In reflecting on Category 1 Characteristics, the data analysis determined that all participants were familiar with the characteristics of the three main symptoms of ADHD, as defined by the DSM-5 criteria (*cf.* 3.3.1 Characteristics and presentations). The participants in this study were *au fait* in recognising that not all learners with ADHD have the same characteristics and are thus heterogeneous. According to Nel (2014:15), not all learners with ADHD display the same symptoms. The perspective of teachers as knowledgeable concerning ADHD symptoms is in line with Braude and Dwarika's view that knowledge of ADHD is based on informal classroom experiences (2020:5). The rich contributions of Participants 1 and 11 are a testament to their experiences of teaching in Grade 1 classrooms. The said participants' experiences in a Grade 1 classroom vary between 15 and 23 years. Participant 11 was not exposed to any in-service training, whilst Participant 1 attended only three to four in-service ADHD workshops. Thus, these two participants have acquired valuable didactic knowledge and practices on how to accommodate and support Grade 1 learners with ADHD in their classrooms. Braude and Dwarika (2020) contend that these informal classroom experiences are more powerful than knowledge obtained from formal instruction or training. In contrast with Braude and Dwarika (2020), South African researchers such as Perold *et al.* (2010), Kern *et al.* (2015), Kalid *et al.* (2019), Naidoo (2019), De Sousa (2020) and Jaye *et al.* (2020) argue for no positive correlation between teachers' years of experience of teaching a learner with ADHD and their knowledge of ADHD. Nevertheless, this research study finds that Grade 1 teachers are knowledgeable regarding ADHD symptoms, irrespective of formal training (in-service and pre-service training),

or whether they gained this knowledge through having living experiences of learners with ADHD in their classrooms.

This study finds further that some Grade 1 teachers hold pessimistic beliefs concerning the potential of learners with ADHD:

Hy is so impulsief. Hy dink glad nie voor hy iets doen nie. Hy gaan onmiddellik na die aksie toe. (Participant 9 - (1) [11:43])
He is so impulsive. He never thinks before doing something. He immediately takes the action. (Participant 9 - (1) [11:43])

De Sousa's study (2020:132) justifies that negative beliefs about the abilities of learners with ADHD are influenced by learners displaying ADHD symptoms such as inattention and hyperactivity-impulsivity. Some learners with ADHD are incapable of controlling and managing this disruptive conduct, which disturbs the learning process (De Sousa, 2020:132). In line with Colomer *et al.* (2017) as well as Pascual *et al.* (2019), data analysis draws attention to the fact that when support is rendered to learners with hyperactive and impulsive symptoms, their learning outcomes show improvement.

All participants except one intoned negative perceptions of ADHD. Only one positive characteristic was mentioned by Participant 3: "he is very determined". The negative perceptions of ADHD that were held by most of this study's participants coincide with the findings of a study by Nel (2014). The teachers participating in Nel's study (2014:117) similarly perceived learners with ADHD as disorganised, emotionally sensitive, disobedient and irresponsible (loses things frequently). Despite the negative beliefs of the participants, this study determined that a specific positive perception was shared by all participants, namely they viewed learners with ADHD symptoms as intelligent. In contrast with this positive belief, the personal growth of some learners with ADHD is counteracted by feelings such as being inadequate and cut off from the rest of the class, especially during differentiated activities. The literature (Wolraich *et al.*, 2011; Schellack & Meyer, 2016; Colomer *et al.*, 2017; Mokobane, Pillay & Meyer, 2019; Pascual *et al.*, 2019; Boshomane *et al.*, 2020) endorse that the symptoms of ADHD, as well as the impaired executive functioning associated with learners with ADHD influence their holistic development.

The participants further believed that a direct negative consequence of the inability to deal effectively with some of the ADHD symptoms is that some learners display a poor self-image. This was evident through the learners' uncertainties and a need for affirmation of whether their work is correct:

*Hy weet by watter prentjie watter woord behoort. Alhoewel hy vir my vra “wys net vir my die regte woord.” “Dis so nê juffrou?” Dan sal ek net sê “ja” ... So hy is onseker van homself, maar hy weet tenminste wat hy moet doen. (Participant 1 - (1) [09:43])
He knows which picture belongs with which word. Although he would ask me “just show me the right word.” “Like this, right?” Then I would just say “yes” ... So, he is unsure of himself but he at least knows what he’s supposed to do. (Participant 1 - (1) [09:43])*

The overwhelming negative and minimal positive beliefs confirm the participants’ perception that ADHD is complex. Hence, teachers’ beliefs and opinions on ADHD are not always in alignment. All participants agreed that there is a surge of Grade 1 learners who display ADHD symptoms. They further agreed that this increase of learners presenting ADHD symptoms in their Grade 1 classrooms can be associated with various influences such as engagement with technologies, better parental information about ADHD, and the decline of nutritious foods. The data analysis pointed out that the participants viewed the diagnosis of ADHD differently. Some participants perceived Grade 1 learners, on one hand, to be over-diagnosed whilst, on the other hand, some participants believed in an underdiagnosis of Grade 1 learners in their classrooms. Another participant perceived the underdiagnosis of learners with ADHD symptoms stemming from some Grade 1 teachers confusing other psychological impairments with ADHD symptoms. Researchers such as Kriegler (2015:609) and Kazda, Bell, Thomas, McGeechan, Sims and Barratt (2021) confirm that over-diagnosis does occur.

The final perception based on the analysed data of the individual interviews centred around stigmatisation. It can be concluded that all participants were in agreement that Grade 1 learners with ADHD symptoms are vulnerable to being stigmatised by other people. Thus, the participants believed some parents were cautious as they do not want their children to be labelled.

All participants experienced the allocated time, in terms of the Foundation Phase curriculum (DBE, 2011b; 2011c; 2011d; 2011e) wearisome, as it complicates their teaching and learning. It furthermore aggravated their administrative tasks concerning learners with ADHD. The participants agreed that they regarded the limited time available as negative, as learners with ADHD symptoms find it difficult to complete their tasks within the allotted time allocated to a specific subject.

In conclusion, negative and positive beliefs and experiences were upheld by the participants when they engaged with learners with ADHD symptoms in their Grade 1 classrooms. Even though the participants’ knowledge varied about the concept of ADHD, they ascribed their experiences of teaching and supporting Grade 1 learners with ADHD symptoms as priceless.

The above discussions answered sub-research question one regarding participants' knowledge, beliefs and experiences. However, it is clear from this study's interpretations of the data analysis that all participants regarded experiences of teaching and supporting learners with ADHD symptoms in Grade 1 classrooms to be the most proficient teacher.

5.4.2 Sub-question two: What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?

The first sub-question centres around the knowledge, beliefs and experiences of the participants regarding the concept of ADHD in their Grade 1 classroom, as depicted in Category 1 Characteristics and part of Category 2 Challenges. The second sub-question accentuates why participants deem it necessary to employ ADHD support strategies in their classrooms. The emphasis in sub-question two is again on understanding (What is the understanding of ADHD support strategies?), beliefs (Why are ADHD support strategies necessary?), and experiences (How can support strategies enhance learning in the classroom?). Therefore, the interpretation and findings of the data analysis of Category 2 Challenges and Category 3 Support strategies are prevalent.

Feuerstein *et al.* (2010:118) view the role of the teacher as a knowledgeable mediator to provide a quality mediated learning experience (MLE) to learners with ADHD in the mainstream classroom. So, the question arises, what is the understanding of the participants about ADHD support strategies? An example of a support strategy is Differentiation, depicted under the theme Complexity of ADHD (Category 2 Challenges), as an MLE. Participants understood the concept of differentiation not only as the provision of different activities, but also including the responsibility of choosing the most effective support strategies to suit the specific needs of learners with ADHD. Below is an example of a practical experience of differentiation and what it specifically entails:

Ek kry meer die leerder jammer. Dit voel vir my ... om hulpmiddels vir hulle te kan gee om dit beter te maak ... Met die ADHD kinders sal jy differensieer met die apparaat. Die een sit in 'n stoel, die een het 'n rek, die een het 'n bal. (Participant 11)
I feel more sorry [sic] for the learner. I feel ... to give them resources to make it better ... With the ADHD children, you will differentiate with the apparatus. The one sits on the chair, this one has an elastic band, this one has a ball. (Participant 11)

The above understandings of differentiation are congruent to the principles of Feuerstein and Feuerstein's (1991:13) MLE model. This model recommends that teachers exercise the option of choosing and tailoring various support strategies according to the diversity of cognitive abilities and deficits, emotional and social needs and behavioural tendencies of a learner with ADHD (Feuerstein & Feuerstein's, 1991:13). Even though the participants agree that learners

with ADHD need different support strategies, some of the participants experienced the support strategy, differentiation, as a challenge. They justified this challenge by their experiences of inadequate pre-service training and limited school-based and district-based support. Therefore, most participants believed that the quality of MLE could improve if pre-service is offered on various specific support strategies. Apart from limited in-service training workshops, none of the participants experienced any on-site training for supporting learners with ADHD.

The findings in terms of sub-question two were interpreted on the prominence of what the participants understood and believed concerning ADHD support strategies. The following interpretations are based on how the participants experienced the implementation of support strategies to enhance teaching and learning in their Grade 1 classrooms. The emphasis of the interpretations of the data findings now shifts to Category 3 Support strategies, and more specifically to the themes, Teaching resources and Teaching management methods.

Notwithstanding, it is evident that all participants displayed a comprehensive understanding of the variety and types of teaching resources available (*cf.* Table 5.1 Categories, themes, sub-themes and segments, generated by an open-ended focus group interview and endorsed by field observations and individual interviews); it is also evident that not all teaching resources are utilised due to a lack of access at schools. It is further clear that some teachers relied on their own creativity and initiative to develop cost-effective teaching resources, such as fidget toys, rolling apparatus under their feet and sensory boxes.

A discrepancy is evident among the participants' perceptions and experiences about medication as a support strategy. Most of the participants believed that Grade 1 learners who displayed ADHD symptoms should be officially diagnosed so the administering of medication could render support to these learners' symptoms. However, one participant believed in first implementing teaching resources as support strategies rather than merely administering medication.

In discussing the findings of the theme Classroom management methods, the same emphasis on knowledge, beliefs and experiences as during the interpretation of the findings of the theme Teaching resources is applied. It is clear that the participants viewed discipline as central in all teaching and learning and support interactions between teachers and learners, as well as between learners themselves. Therefore, the participants regarded disciplinary systems, management of classroom structures and classroom support strategies as vital in managing a Grade 1 classroom. It was determined that all participants regarded physical intervention strategies as essential in supporting learners with ADHD. In interpreting the data analysis of the sub-theme Management of discipline, the participants experienced a reward system as

effective in focusing the attention of learners with ADHD symptoms. The participants perceive positive discipline to be more than just rewards. They emphasised that the human interactions between the teacher and the learners should include individual acknowledgment and effective communication with unconditional respect and mutual trust as of utmost importance.

The management of discipline is increased when the classroom structure provides effective seating arrangements for learners with ADHD symptoms to regulate their own behaviour. According to the participants, the utilisation of interactive teaching and learning resources impacted teaching and learning positively. Although all the participants reckoned a daily routine to be beneficial for all Grade 1 learners, it was observed by the researcher that none of the Grade 1 classrooms displayed such a daily classroom routine visually. Thus, another inconsistency is found in what the participants know and believe about routine (and the necessity for visual clues for learners with ADHD), and how the set routine is implemented. In contrast with the lack of visual representation of the routine, it is evident that all participants experienced visual clues (irrespective of whether on a card or in an electronic format) as a practical support strategy to focus attention and guide learners with ADHD. A further paradox is noted as only one participant acknowledged that she makes use of a peer tutor to manage the allocated time:

Ek sit partykeer vir [leerder se naam] as sy klaar is by Ally. Dan mag sy nie vir haar die antwoorde gee nie, maar net sê wat sy moet doen soos plak ... kan ook help met 'n ADHD kind wat nie klaarmaak nie. Die maatjie kan mos vir hom knip en hy kan dit plak. (Participant 11 - (2) [31:28])

I sometimes put [learner's name] when she's done with Ally. Then she mustn't give her answers but only say what she must do like paste ... it can also help with an ADHD child who doesn't finish. The friend can cut it then he can paste it. (Participant 11 - (2) [31:28])

The field notes of the researcher pointed out clearly that participants in this study took the task of rendering classroom support strategies seriously. Therefore, it is found that all participants implemented a variety of strategies, endeavouring to support the learner with ADHD in simplifying concepts and tasks. Again, all participants believed in their role as teachers to advocate healthy habits, such as drinking water and physical exercise. A distinction was made between classroom support strategies (the role of the teacher to simplify concepts and break into achievable sections), and physical intervention strategies (whereby learners are involved in various physical and practical activities to integrate different learning content). The participants implemented a range of physical intervention strategies (to enhance active and critical learning), whereby it is expected from learners with ADHD to grasp concepts through bodily and sensory experiences (kinaesthetically), master concepts by handling 3-D apparatus (concrete) and make their own 2-D graphical representation (semi-concrete) as learner-friendly (DBE, 2011c:4;11-12).

In sum, in answering sub-question two, it can be concluded that participants demonstrated their knowledge, beliefs and experiences of support strategies as per the data analysis of the focus group, individual interviews and field observations. However, it cannot be ignored that participants lack in-depth knowledge and skills, specifically regarding behavioural support strategies (daily report cards and behavioural contracts), self-management strategies and social skills training (*cf.* 3.4.3 Support strategies) (DuPaul *et al.*, 2011; DuPaul & Stoner, 2014; Rief, 2016).

5.4.3 Sub-question three: How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?

Sub-questions one and two above (*cf.* 5.4.2 and 5.4.3) pointed out that participants are well informed about the characteristics associated with ADHD symptoms in learners. Sub-question two alerted the researcher that participants require training in implementing support strategies to augment the abilities and skills of learners with ADHD in Grade 1. Sub-question three focuses on how participants implemented support strategies, despite the disparity between what they know and what they implement.

The characteristics associated with learners with ADHD hinder the ability of these learners to attain the skills and content that is to be achieved in Grade 1 (*cf.* Appendix A: The Grade 1 subjects' content areas with their topics and an overview). Bronfenbrenner's bioecological model of human development perceives that to select or generate effective support for learners with ADHD, teachers should be guided by their knowledge of the characteristics of learners with ADHD (Bronfenbrenner & Morris, 2006:795). Swart and Pettipher (2019:12) widened Bronfenbrenner's bioecological model by suggesting that teachers need to be well-informed about the socio-economics and education demands that the immediate environment in which the school is located necessitates. Thus, Grade 1 teachers need to be especially sensitive about the time period in which Grade 1 learners develop in general, bearing in mind the specific needs and backgrounds of learners with ADHD in their classrooms. Based on the above discussion of knowledge about characteristics, the environment and specific time period constraints, the teaching and learning of Grade 1 learners with ADHD will be enhanced if effective support strategies are implemented.

To accommodate the diverse characteristics, participants implemented a variety of support strategies, which, based on their knowledge, beliefs and experiences, were perceived to be the most appropriate and effective. Data analysis reflected that before the participants designed and implemented support strategies, they first considered the context of the school as well as the physical aspects of their classrooms. They particularly pondered on ways to

address challenges which they anticipated they might experience in the physical classroom and the school environment. Hence, they focused on the physical layout of the classroom (e.g., seating arrangements), as well as supplementing apparatus and resources listed in the classroom inventories by improvising apparatus (e.g., sensory boxes and fidget toys).

In answering research sub-question three, it is essential to be aware of how different support strategies the participants implemented supported the diverse characteristics associated with learners with ADHD. Feuerstein and Feuerstein (1991:15) recommend three universal guidelines for teachers in selecting and implementing support strategies to augment the teaching and learning of learners, regardless of their diverse characteristics. The first criterion requires any meaningful intervention opportunity to encompass intentionality and learner reciprocity (Tzuriel & Caspi, 2017:303). The teacher should deliberately select, organise and change content and presentation of content for it to be more notable and imposing for the learner (Feuerstein *et al.*, 2010:41; Tzuriel & Shomron, 2018:240). There should be a receptive response from the learner for a support strategy to be effective (Todor & Gomoescu, 2019:299). The second guideline requires the teacher to communicate the importance and value of the apparatus or intervention to the learner by identifying it and expressing attention and meaning to it (Tzuriel & Shomron, 2018:240). The third criterion entails that interactions go beyond (transcend) the here-and-now (the specific context). This means that strategies, concepts and principles taught to the learners should not only address their immediate needs but should be internalised and applied in similar situations in the future. This criterion, therefore, depends on the first two criteria: making content meaningful to the learner for it to be internalised. All three criteria are important to follow to guide the teacher in selecting and implementing effective support strategies to support the diverse characteristics of learners with ADHD.

Table 5.3 gives an account of the characteristics (themes and sub-themes as per Table 5.1), observable actions/behaviour/emotions (segments as per Table 5.1), support strategies, and recommendations on implementing these support strategies. The researcher provided guidance on how to implement support strategies based on the data analysis of the focus group, individual interviews and observations during school visits. Certain support strategies can be utilised for more than one specific characteristic and are therefore indicated with an asterisk (*) in the table below.

Table 5.3: Characteristics, observable actions/behaviour/emotions, support strategies and recommendations on how to implement support strategies

Characteristics (themes and sub-themes)	Observable actions/behaviour/emotions (segments)	Support strategies	Recommendations on how to implement support strategies
Inattentive	Own world/ daydream	Medication	Adhere to medical prescriptions when and how to administer medication.
		Peer tutoring	Pair a learner that is able to assist the daydreamer with completing tasks and activities. Give specific instructions to a “buddy” to remind the daydreamer to concentrate e.g., verbal reminder to give attention.
	Distractable/ not focused/ wandering attention/ short concentration span	Medication*	Medication*
		Peer tutoring *	Peer tutoring*
		Earphones	Earphones can be used to block out other distractions (auditory and visually). Earphones with auditory content can focus the learner who is daydreaming or whose concentration has wandered.
		The position where the learner sits in the class	Learner should not share working space with other learners. The learner is placed preferably in the first row to prevent distraction. The learner must not be placed at a door, window, or a display wall, nor teamed up with very active learners. The learner needs to be in close proximity to the teacher to feel safe, as well as to make it easy for the teacher to observe this learner and to make the learner aware of inattention.
		Content/ information/ instructions to be presented in a multi-sensory model (interactive learning and teaching resources used during ICT/e-learning).	Learners’ attention is captured and distractibility is limited when more than one sense is used during the presentation of content/information/instructions. Using visual clues, such as pictures and objects, to support auditory information or instructions is highly advantageous. Interactive learning and teaching resources are a very good example of a method that engages multiple senses to focus the learners’ attention on teaching and learning. It portrays content through pictures, sound and sometimes movement. The learner can be involved physically by the option of an interactive whiteboard to click on/touch the screen by using a computer to complete assignments, or by using technology to give the learner instructions to do movements/actions physically.
		Visual reminders of the instructions of a task	Auditory instructions should visually be displayed step-by-step, by using pictures or objects. For example, during a task in which the learner must cut out pictures, paste them into blocks and write the word representing each picture, next to it, the

			teacher will paste pictures of scissors, glue and a pencil (demonstrating the cutting out, pasting and writing steps) underneath one another and will number the pictures. This support strategy is used to keep their eyes from wandering while listening to instructions, therefore limiting distractions. It also helps them if they did not listen to the instructions or if they forget what to do next while completing the task/activity.
		Repeat the instruction given so that the learner listens	By repeating instructions, learners are allowed to listen to the instructions given a second time, if their attention has wandered and they did not focus during the first time it was given.
		Brain breaks	Providing the learner with a short break in between activities/tasks or when attention starts to wander, will instruct the brain to pause/rest, to refocus attention. Brain breaks can include physical activities, such as finger songs, standing up, midline crossing exercises (e.g., touching your left shoulder with your right hand), stretching (e.g., picking the apples by reaching their hands in the air and pretending that they are picking apples from a tall tree), as well as breathing exercises.
		Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books	It is important for the teacher to be adaptable, according to the learner's needs. If a learner can only sustain focus for a short while, the teacher can break tasks up into smaller parts and include brain breaks (as mentioned above) in between these parts, or she can partially prepare books for the learner to complete the activity quicker and not lose focus.
		Shorter tasks/ instructions	Create shorter tasks for a learner with ADHD that still includes the content that is being taught or revised. This will help the learner to complete the task quicker, which will avoid wandering attention from drifting off. Shorter tasks will include shorter instructions that will enable them to listen to the whole instruction, without losing attention, therefore they will know what to do.
		Attention grabbers	Attention grabbers are phrases being uttered with the teachers, e.g., 'Eyes on me, eyes on you' (the teacher says eyes on me, the learners answer eyes on you), 'Stop, look, listen', and 'Zip it, lock it, put it in your pocket', as well as quick movements being made, such as 'feet together and pull up string' (pulling an imaginary string above their heads, that goes from their heads through their backs, upwards). These activities can be used to focus their attention on the teacher, by enabling the learners to stop what they are busy doing and to look at their teacher.

		Physical activities during lessons as a teaching method	Incorporate physical activities in lesson plans of all four subjects in Grade 1, to capture and sustain the concentration of learners with ADHD, during lessons. Math content and skills can be taught practically by playing maths games, for example using a dice for addition and subtraction. Content taught in the subject Home Language or Additional Language can also be taught in a manner whereby the learners are actively involved, such as building words with soundcards and singing songs.
		Sensory boxes	Sensory boxes contain any object/material that stimulates a learner's senses. The sensory box can be used to improve a learner's attention span. Each time that the learner plays with the sensory box, the duration of time allowed to play with it can be increased. In this way, the learner will stay busy and learn to focus attention for longer periods of time.
Struggles to complete long tasks		Medication*	Medication*
		Timer clock	The timer clock is used to indicate to the learners that time is ticking by. Tell the learner to try to beat the clock. Set the timer for the duration of time necessary to complete an activity. If the learner beats the timer clock, the teacher can reward the learner. This motivates the learner to complete tasks, especially longer tasks.
		Visual reminders of the instructions of a task*	Visual reminders of the instructions of a task*
		Peer tutoring*	Peer tutoring*
		Rewards and token reinforcement	Rewards are given to motivate desired behaviour or prevent undesirable behaviour to occur. Reward the learners in the form of physical objects or privileges. Physical objects can include stickers and sweets. Privileges can include being class captain, helping the teacher with a specific task (such as being the messenger), extra time for break, playtime, or even being awarded with a token used during token reinforcement. Token reinforcement is a motivational system used to motivate good behaviour and prevent bad behaviour by only rewarding tokens. Tokens can be in the form of any physical aspect. An example of token reinforcement that a teacher can use is the bean system. Every time a learner demonstrates the desired behaviour, the learner gets a bean to put in a small container. When the learner has attained, for example, ten beans, then the learner receives a reward.
		Adapt – be adaptable, e.g., break tasks up,	Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books*

		extra time, partially prepare books*	
		Shorter tasks/ instructions*	Shorter tasks/ instructions*
Lost/ Directionless	A wall clock with pictures		The wall clock has pictures posted on the several minutes, to identify when an activity ends and when a new activity begins. This reminds the learner of his schedule, for example, every hour. The learner can also move the clock hand as instructed by the teacher.
	Routine (verbal presentation of the daily schedule)		Stick to a routine. This will ensure that the learner feels secure in the classroom, and is acquainted with what happens next, and therefore can process instructions quicker. Present the routine visually in the classroom, as a reminder of the schedule throughout the day.
	Visual reminders of the instructions of a task*		Visual reminders of the instructions of a task*
	Peer tutoring*		Peer tutoring*
	Repeat the instruction given so that the learner listens*		Repeat the instruction given so that the learner listens*
Slow work pace	Timer clock*		Timer clock*
	A wall clock with pictures*		A wall clock with pictures*
	Visual reminders of the instructions of a task*		Visual reminders of the instructions of a task*
	Peer tutoring*		Peer tutoring*
Forgetful	Visual reminders of the instructions of a task*		Visual reminders of the instructions of a task*
	Repeat the instruction given so that the learner listens*		Repeat the instruction given so that the learner listens*
Poor listening skills/does not listen to given instructions	Medication*		Medication*
	Visual reminders of the instructions of a task*		Visual reminders of the instructions of a task*
	One-on-one attention		The teacher takes a few minutes out of her day to give the learner one-and-one attention, by assisting with the task or by explaining a concept that the learner has not grasped.
	Timer clock*		Timer clock*
	Peer tutoring*		Peer tutoring*

	Does not execute commands	Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books*	Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books*
		Shorter tasks/ instructions*	Shorter tasks/instructions*
	Poor processing (visual/auditory)	Content/ information/ instructions to be presented in a multi-sensory model (interactive learning and teaching resources used during ICT/e-learning).	Content/information/ instructions to be presented in a multi-sensory model (interactive learning and teaching resources used during ICT/e-learning)*
		Repeat the instruction given so that the learner listens*	Repeat the instruction given so that the learner listens*
		Routine (verbal presentation of the daily schedule)	Routine (verbal presentation of the daily schedule)*
		Adapt – be adaptable, e.g., break tasks up, extra time, partially pre-prepare books*	Adapt – be adaptable, e.g., break tasks up, extra time, partially prepare books*
		Shorter tasks/ instructions*	Shorter tasks/ instructions*
		Concentration exercises	Concentration exercises, such as clapping hands rhythmically, improve the learner's working memory and concentration skills.
Messy	Bad writing/ can't write/ untidy/ messy table/ unorganised	Peer tutoring*	Peer tutoring*
Hyperactivity	Busy/always 'up and on the go'/ sometimes out of control/ talkative/ enjoys practical activities/ unable to sit still for too long/ whirlwind	Medication*	Medication*
		Sensory boxes*	Sensory boxes*
		Trampoline	The trampoline can be utilised as a reward for finishing work and getting rid of some energy. It can also be paired with the timer clock – when the timer clock goes off, the learner jumps ten times on the trampoline.
		Soft cushions on chairs	It provides support for the learner's back, which enhances the time the learner stays seated.
		Ball for the learner to sit on	The therapeutic ball accommodates the need of the learner with ADHD to wiggle in their seats. Give the therapeutic ball to the

	(therapeutic ball)	learners for periods at a time, not the whole day. By doing so the learner will not get bored with it or cause unnecessary unwanted behaviours by playing with the ball.
	Elastic rubber band	The elastic rubber band is put around the two front legs of a chair. The learner places his or her legs behind the rubber band and kicks forward against it when feeling the urge to move. This will control the learner's hyperactivity while sitting and completing work.
	Clay on the table	Clay is used as a strategy to keep the learner busy when work is done and sitting still is difficult. Clay can also be used as a fidget toy (see Fidget toy).
	Give a game or puzzle	Give the learner an educational game or a puzzle to keep busy when work is complete. This will prevent the learner from moving around and making a noise.
	Timer clock	Here the timer clock is used to set the time for when the learner can be physically active, e.g., when the timer clock goes off the learner must do ten jumping jacks.
	Rolling apparatus under feet	Use a cardboard roll or any hard object that is cylinder-shaped. Put it under the learner's feet. A learner who tends to tap his or her feet on the floor will then roll the rolling apparatus under their feet. This will increase hyperactivity and prevent the learner from disturbing the other learners with the tapping noise.
	Balanced/ healthy diet and drink lots of water	Encourage healthy eating habits by implementing a rule in the classroom that the learners are only allowed to eat sweets during the second break or only on a certain day, such as on Fridays. Include water breaks in the daily routine to ensure that the learners drink enough water. A more balanced diet, with different nutrients and little sugar, will help increase the energy levels of learners with ADHD, and therefore, enable better behaviour.
	Sit is a punishment – give work under the table	Allow the learner to lay on stomach and work under the table. This will prevent the learner from standing and moving around. Now the learner can just wiggle his or her body while working, without disturbing peers.
	Practical activities/ Games to get rid of some energy	These practical activities can be implemented during brain breaks or after the learner has completed the work. These practical activities include any activities/games that incorporate movement and/or reduce the learner's energy level. These activities are done to get rid of some energy when the learner seems to be hyperactive. Examples are: sing songs; send learner to another teacher, e.g., send them to ask something/ with a message; give small tasks to do in class; give instructions, e.g., touch your head or clap

			your hands; and give a quick task to get moving, e.g., do 10 jumping jacks.
		Let the learner run outside for a bit with supervision	This is done only when the teacher has an assistant who can take the learner outside under supervision, or when the whole class is taken outside for a while.
	Fidget	Fidget toys	Fidget toys are used as a strategy to calm the learner. Fidget toys are apparatus that the learner can manipulate to satisfy the need to fidget. Do not use a fidget toy during the completion of work. Give the fidget toy to the learner once the work is complete. A fidget toy can also be given while a learner is listening, e.g., rolling a pipe-cleaner around a pencil while listening to the teacher, to focus their attention to the teacher.
Impulsivity	Talks a lot/ says everything that he/she thinks/ Impulsive	Visual reminders of classroom rules	Display the classroom rules in front of the classroom on a poster as a daily reminder, and repeatedly utter the rules daily/weekly. This will remind the learners to put up a hand and not utter anything that he/she thinks, therefore preventing impulsive behaviour, because the learner is certain of the classroom's boundaries.
		Rewards and token reinforcement*	Rewards and token reinforcement*
Poor self-image	I want to but I can't/learner appears to be uncertain	Love, listen/ One-on-one attention	By giving the learner one-and-one attention during the completion of a task, while listening to the learner's feelings and challenges, the teacher can ensure the learner can complete the task and will therefore build a better self-image. The learner will also feel more loved and not so alone. Bad behaviours in ways to seek attention, such as being disobedient, will decrease, as their need for love and attention is diminished.
		Visual reminders of the instructions of a task*	Visual reminders of the instructions of a task*
	Feels alone	Love, listen/ One-on-one attention*	Love, listen/ One-on-one attention*
Challenging behaviours and negative emotions	Being challenging/ tricky at times/ difficult to handle/ class clown/ "disobedient"	Give game or puzzles*	Give game or puzzles*
		Visual reminders of classroom rules*	Visual reminders of classroom rules*
		Love, listen/ One-on-one attention*	Love, listen/One-on-one attention*
		Discipline	Discipline is about being consequent and repeating oneself all the time (this includes repeating instructions and classroom rules). Have a one-to-one dialogue with the learner and point out the desired behaviour

			which they should display. Also, give the learner with ADHD love and attention. By doing so the learner's listening skills will improve, which in return, leads to positive discipline. For the learners to be more disciplined, the teacher him-/herself should be disciplined, prepared and organised. Involve the parents in supporting and disciplining the learners with ADHD. Educate the parents on the importance of routine, sticking to rules, and being consistent in implementing punishments or rewards.
		Rewards and token reinforcement*	Rewards and token reinforcement*
		Response cost	The response cost strategy includes negative reinforcement. This means that negative behaviour is emphasised by an action executed by the teacher. An example of a response cost strategy is the robot system - the learner's name is placed on the green light; with appropriate behaviour, the learner's name is moved to the orange light, and if behaviour is bad again, the learner's name is moved to the red light, whereafter the learner is punished.
		Balanced or healthy diet and drink lots of water*	Balanced/healthy diet and drink lots of water*
	Moody	Rewards and token reinforcement*	Rewards and token reinforcement*

In conclusion, the participants of the focus group and individual interviews identified the above support strategies, based on their knowledge, beliefs and experiences of learners with ADHD portraying various characteristics. This study found that the above support strategies were primarily utilised because participants were deeply concerned about learners' barriers to learning and development. They showed empathy and insight into the learners' characteristics. Despite having limited training in or exposure to applying support strategies effectively to support learners with ADHD, the participants acted instinctively to augment their Grade 1 learners' teaching and learning with strategies they experienced to be effective. Answering this research sub-question disputes the outcome of some South African literature (Perold *et al.*, 2010; Kern *et al.*, 2015; Naidoo, 2019; De Sousa, 2020; Jaye *et al.*, 2020) which neglects to acknowledge the value of experience in identifying and implementing support strategies to enhance the learning and development of learners with ADHD.

5.4.4 Main research question: What are Grade 1 teachers' experiences of supporting learners with ADHD?

The main research question examines what Grade 1 teachers understand under the concept ADHD as well as their knowledge about support strategies that can be implemented to support learners with ADHD symptoms (the first and second sub-questions). The third sub-question focuses on support strategies to be utilised and how the said strategies should be implemented to ensure that the learning of young learners with ADHD symptoms is significantly strengthened.

Bronfenbrenner's bioecological model of human development accentuates the importance of proximal processes (Bronfenbrenner & Ceci, cited in Tudge *et al.*, 2016:428). These proximal processes depict the constantly evolving interactions between teachers and learners with ADHD in the Grade 1 classroom. The Grade 1 teacher needs to have a solid knowledge base of what is understood by the concepts of ADHD and support strategies for learners with ADHD symptoms to ensure that the most appropriate and effective support strategies are utilised to address the needs of each individual learner. The main research question of this study is answered in terms of Bronfenbrenner's PPCT model, whereby cognisance was taken of Grade 1 teachers' experience, knowledge, skills and abilities regarding proximal processes, person characteristics, context and systems and time (Swart & Pettipher, 2019:12). According to Smit *et al.* (2020:2), the abilities of the proximal processes are determined by teachers' personal inherited characteristics or qualities. In the context of this study, it has come to the fore that teachers' personal inherited characteristics entailed knowing, caring and nurturing learners with ADHD in their classrooms. In their continuous attempts to assist and support such learners, teachers demonstrate perseverance and innovative creativity. The qualities of Grade 1 teachers refer to their knowledge, beliefs and experiences of the above concepts, irrespective of whether it was obtained by pre-service or in-service training or whether teachers gained these qualities through practical experience.

By examining the knowledge, beliefs and experiences of Grade 1 teacher regarding the concept of ADHD (*cf.* 5.4.1), the below findings were determined (see Table 5.4 Findings of research sub-question one).

Table 5.4: Findings of research sub-question one

Research sub-question one: What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD?	Finding 1: All participants were familiar with the characteristics of the three main symptoms of ADHD, as defined by the DSM-5 criteria (<i>cf.</i> 3.3.1 Characteristics and presentations)
	Finding 2: The participants are <i>au fait</i> in recognising that not all learners with ADHD have the same characteristics and are thus heterogeneous.
	Finding 3: The participants were knowledgeable that learners do not have to display all the symptoms of ADHD, to be diagnosed with ADHD.
	Finding 4: The participants perceived ADHD as complex. They intoned negative perception, but they positively regarded learners with ADHD as intelligent.
	Finding 5: The participants consider Grade 1 learners with ADHD to be vulnerable to stigmatisation.
	Finding 6: The participants held their experiences of teaching and supporting Grade 1 learners with ADHD symptoms as valuable.

In sub-question two, the understandings of the teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms are discussed in terms of what is referred to by Feuerstein *et al.* (2010:11) as a "knowledgeable mediator". Feuerstein *et al.* (2010:118) view the role of the teacher as a knowledgeable mediator to provide a quality mediated learning experience (MLE). In explaining what knowledge is needed for a teacher to be a "knowledgeable mediator", Feuerstein recommends the implementation of support strategies for significant intervention experiences (Todor & Gomoescu, 2019:296). The following findings as set out in Table 5.5 Findings of research sub-question two, paint a picture of what Grade 1 teachers understand, believe and perceive about their own practices as they attempt to make meaning of the concept of support strategies.

Table 5.5: Findings of research sub-question two

Research sub-question two: What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?	Finding 7: The participants understood the concept differentiation, as differentiated activities, which are the most appropriate for the specific needs of learners with ADHD. However, the support strategy, differentiation, is considered to be challenging.
	Finding 8: The participants believe that pre-service and in-service training, as well as classroom support visits, will improve the quality of MLE on various specific support strategies.
	Finding 9: The participants displayed a comprehensive understanding of the variety and types of teaching resources available.
	Finding 10: Not all the teaching resources are utilised due to a lack of access at schools thereto.
	Finding 11: Cost-effective teaching resources, such as fidget toys, rolling apparatus under their feet and sensory boxes, were developed.
	Finding 12: Teaching resources should first be implemented and if found it is not effective, the administering of medication as an alternative support strategy, should only then be considered.
	Finding 13: The participants regarded disciplinary systems, management of classroom structures and classroom support strategies as vital in managing a Grade 1 classroom.
	Finding 14: The participants deemed physical intervention strategies as essential in supporting learners with ADHD.
	Finding 15: The participants believed in their role as advocates for healthy habits, drinking water and physical exercises.
	Finding 16: What participants understood and believed regarding visual clues for a set routine, differed from how they utilised such visual clues when implementing the said routine.

Sub-question three entailed a discussion of how Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD. Bronfenbrenner’s bioecological model of human development emphasises that teachers’ intervention experiences should be guided by their knowledge of the characteristics of learners with ADHD, their awareness of the context, and their familiarity of the Grade 1 year in which the interactions between the teacher and the learner take place (Bronfenbrenner & Morris, 2006:795; Swart & Pettipher, 2019:12). The findings, as set out in Table 5.6, clearly state that Grade 1 teachers, as recommended by Bronfenbrenner, implement support strategies in enhancing the teaching and learning of learners with ADHD by employing knowledge, beliefs and experiences of the concepts ADHD and support strategies (*cf.* Table 5.4 and Table 5.5). They also relied on awareness of the context as well as of the content taught in the Grade 1 year to implement support strategies. Furthermore, Feuerstein adds that when selecting and implementing support strategies, the teacher should follow three universal criteria – intentionality and reciprocity, the mediation of meaning, and transcendence – which are necessary for social interactions to be classified as MLE (Tzuriel & Caspi, 2017:303) (*cf.* 2.3 Feuerstein’s model of mediated learning experience).

The findings (*cf.* Table 5.6) also state that certain support strategies can be utilised to support more than one characteristic. By interpreting the data, the researcher advised Grade 1 teachers on support strategies that can be utilised to successfully support certain characteristics displayed by learners with ADHD (*cf.* Table 5.3 Characteristics, observable actions/behaviour/emotions, support strategies, and recommendations on how to implement support strategies). These recommendations will assist Grade 1 teachers with implementing effective support strategies to support the diverse needs of these learners to enhance the learning and teaching of these learners in their classrooms.

Table 5.6: Findings of research sub-question three

Research sub-question three: How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?	Finding 17: The participants considered the context of their schools, as well as the physical aspects of their classrooms, before designing and implementing support strategies. With this, they deliberated on the ways in which they can attend to the challenges that they expect to experience in the school environment and physical classroom.
	Finding 18: The participants created or selected, as well as implemented different support strategies, according to the characteristics of each individual learner with ADHD in their Grade 1 classroom. Therefore, different support strategies are effective in supporting different characteristics displayed by learners with ADHD (<i>cf.</i> Table 5.3).
	Finding 19: Certain support strategies can be employed for more than one specific characteristic.

In summary, this study has determined that Grade 1 teachers are knowledgeable regarding ADHD symptoms. They exhibit knowledge of some support strategies that can be utilised to

support learners with ADHD. However, they have no knowledge of behavioural support strategies (daily report cards and behavioural contracts), self-management strategies or social skills training (*cf.* 3.4.3 Support strategies) (DuPaul *et al.*, 2011; DuPaul & Stoner, 2014; Rief, 2016). Grade 1 teachers' inadequate knowledge of support strategies is ascribed to their experiences of limited pre-service and in-service training in supporting learners with ADHD in their classrooms, as well as to an absence of support in schools in implementing support strategies effectively. Therefore, the knowledge and beliefs they maintain about ADHD and support strategies are gained from their practical experiences in teaching and supporting Grade 1 learners with ADHD portraying various characteristics. Grade 1 teachers typically have a caring nature and therefore display empathy towards learners with ADHD. Consequently, despite having limited knowledge, Grade 1 teachers act instinctively and implement support strategies that they experience as effective in augmenting the teaching and learning of learners with ADHD in their classrooms.

5.5 Conclusion

This chapter on the presentation of the data analysis outline, data analysis, data interpretation and answering of the research questions presented the data obtained from the unstructured open-ended focus group, individual interviews and field observations. The data was presented in the form of various categories divided into themes with associated sub-themes. These categories, themes and sub-themes were then discussed. Thereafter, data under each category were interpreted to answer the research questions. The research findings were presented by means of answering the research questions. In the next chapter, the researcher offers recommendations, indicates contributions and limitations, as presents a concluding discussion of this study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The main aim of this study was to establish Grade 1 teachers' experiences of supporting learners with ADHD. The sub-aims of the study were as follows:

- To give Grade 1 teachers a voice regarding their experiences of supporting learners with ADHD;
- To explore and describe Grade 1 teachers' experiences of supporting Grade 1 learners with ADHD in mainstream classrooms in the Western Cape;
- To identify challenges that Grade 1 teachers experience when supporting learners with ADHD in mainstream classrooms in the Western Cape;
- To investigate how the knowledge, beliefs and experiences of Grade 1 teachers impact their implementation of support strategies in augmenting the learning of Grade 1 learners with ADHD; and
- To render recommendations highlighting ADHD strategies and support mechanisms that could be used by mainstream Grade 1 teachers.

The researcher embarked on an exploratory, interpretive, interactive, qualitative case study to reach the above-mentioned aims by answering the main research question and three sub-questions of the study. The previous chapters discuss the background to the study, the conceptual framework of the study, the review of literature based on the study, the methodology used during this study, and the data analysis and interpretation of the findings. This chapter portrays the final step of the research process, namely, to synthesise research data with the purpose of answering the research questions and providing recommendations for further research (Burke & Soffa, 2018:208). Firstly, this chapter establishes conclusions to the research findings concerning the research questions, reflects on contributions and limitations of the research study, and then offers recommendations. Lastly, a final word is rendered.

6.2 Conclusions

The conceptual framework of Bronfenbrenner's bioecological model of human development and Feuerstein's mediated learning experience model addressed the concepts that underpin this study (Burke & Soffa, 2018:216). Emphasis was further placed on the theoretical concepts by unpacking them in the literature review. These concepts include: the background of education in South Africa; ADHD as a barrier to learning; education, training and support services to teachers for supporting learners with ADHD in the mainstream classroom; Grade

1 teachers' experiences with supporting learners with ADHD in the mainstream classroom; ADHD support strategies; and the influences of teachers' experiences on their choice of support strategies. This literature review directed the research methodology that guided the researcher through the processes of collecting and analysing data. The results of the focus group, individual interviews and notes of field observations were presented during a rigorous data analysis. Thereafter, data was interpreted by the researcher into findings and conclusions are gleaned from the findings.

It can be concluded, after pursuing all the above-mentioned steps of the research process, that Grade 1 teachers in the West Coast district are in general knowledgeable about supporting learners with ADHD in the mainstream classroom. This answers the main research question of this study, namely **What are Grade 1 teachers' experiences of supporting learners with ADHD?** Considering the viewpoint of the bioecological model of development, it is concluded that proximal processes are of utmost importance. Smit, Preston and Hay (2020:2) define *proximal processes* as twofold interactions between individuals and the environment over a period of time. The constantly evolving interactions between teachers and learners with ADHD in the classroom during school hours constitute the proximal processes in this study. According to Smit *et al.* (2020:2), the abilities of the proximal processes are determined by the personal inherited characteristics or qualities of these individuals. This includes their knowledge, beliefs and experiences of the concepts of ADHD and support strategies, as well as ways to implement these support strategies to augment the teaching and learning of learners with ADHD. Therefore, to comprehend the conclusion to the main research question, Grade 1 teachers' knowledge, beliefs and experiences regarding these concepts are explored and revealed in the three sub-questions of this study.

Sub-question one, namely **What are Grade 1 teachers' knowledge, beliefs and experiences regarding ADHD**, determined that Grade 1 teachers in the West Coast district are knowledgeable with regards to the characteristics of ADHD. DSM-5 (APA, 2013) clarifies that ADHD is characterised by three symptoms, each represented by different characteristics. According to the DSM-5, not all the characteristics must be present for the learner to be assessed for ADHD. Participants acknowledge that learners with ADHD are heterogeneous – each individual displays different symptoms and characteristics. Hence, not all the symptoms with their characteristics are present for a learner to be diagnosed with ADHD (Nel, 2014:15). ADHD is understandably complex. Generally, Grade 1 teachers have a negative perception of ADHD, as learners with ADHD are typically associated with difficult, unwanted behaviour. Thus, Grade 1 learners with ADHD are vulnerable to stigmatisation. Despite negative perceptions, Grade 1 teachers positively regard learners with ADHD as intellectual. Nand (2017:58) and Swart and Pettipher (2019:12) clarify that when an individual's genetic potential

for effective functioning is actualised, proximal processes are effective. The findings indicate that proximal processes can only be effective if teachers have sufficient knowledge, experience and appropriate attitudes to identify these learners' strengths and weaknesses at an early stage (when entering Grade 1), and subsequently provide appropriate support to these learners in the classroom.

In terms of sub-question two: **What are Grade 1 teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms?** the importance of employing effective support strategies to support learners with ADHD was emphasised by the teachers. In terms of teachers' views, Feuerstein *et al.* (2010:118) regard the role of the teacher as a knowledgeable mediator to provide a quality mediated learning experience (MLE) by implementing appropriate and effective support strategies. It is determined that Grade 1 teachers display an understanding of the variety and types of teaching resources available and other support strategies for supporting learners with ADHD. However, a gap in their knowledge was identified, as they exhibit no knowledge of certain behavioural support strategies (daily report cards and behavioural contracts), self-management strategies or social skills training (*cf.* 3.4.3 Support strategies). Teachers also believed that differentiation should be applied in the classroom by selecting and implementing different support strategies according to the diverse characteristics of learners with ADHD in different circumstances. However, the Grade 1 teachers have received limited pre-service and in-service training regarding supporting learners with ADHD in the mainstream Grade 1 classroom. Therefore, the valuable knowledge, perceptions and beliefs that teachers have of ADHD support strategies and the employment thereof stem from informal classroom experiences in accommodating and supporting learners with ADHD in their classrooms. Hence, training in how to implement support strategies to augment the abilities and skills of learners with ADHD in Grade 1 is necessary.

It is clear that numerous challenges experienced by Grade 1 teachers complicate the successful implementation of support strategies in mainstream classrooms. Apart from limited in-service and pre-service training and support, these challenges include the following: a lack of resources; the continuous increase in the number of learners showing symptoms of ADHD in the classroom; the over-diagnosis of ADHD; the need for differentiating in a classroom to support the diverse needs of the learners; a negative stigma by parents about ADHD that lead to unsupportive parents; the long duration of time it takes for a learner with ADHD to complete assigned work; and the limited time available during a lesson for teachers to support learners with ADHD. Despite all the challenges teachers face, they appear to endeavour to assist and support learners with ADHD to the best of their abilities. They rely on innovative creativity to

create support strategies to support learners with ADHD when certain strategies cannot be implemented or are not known. These personal inherited qualities are invaluable.

In answering sub-question three: **How do Grade 1 teachers implement support strategies in augmenting the teaching and learning of learners with ADHD?** it is apparent that despite their lack of training in implementing effective support strategies, teachers act intuitively to enhance their Grade 1 learners' teaching and learning with strategies they deem beneficial. They consider their knowledge, beliefs and experiences of the characteristics of the learner, the socio-economic circumstances of the community, the availability of human and physical resources at the school, the characteristics of the classroom, and the demands of the Grade 1 year, before choosing and implementing support strategies in their classrooms to support learners with ADHD. This is congruent with the recommendation of the PPCT model set forth by Bronfenbrenner's bio-ecological model of human development that proximal processes should be guided by the characteristics of the person, context and time component to develop the teaching and learning of a learner with ADHD (Bronfenbrenner & Morris, 2006:795; Swart & Pettipher, 2019:12). By taking these characteristic factors into account, teachers appear to deliberate on ways to mediate the challenges of supporting learners with ADHD. Teachers design, choose and implement strategies that will effectively support each learner in context. In relation to the literature, this study suggests that teachers should also be guided by Feuerstein and Feuerstein's (1991:15) 12 criteria to provide quality MLE to learners with ADHD (*cf.* 2.3 Feuerstein's model of mediated learning experience), in choosing and implementing support strategies effectively.

6.3 Contributions of this study

This study yields empirical contributions to the education field by providing recommendations that offer support strategies and mechanisms for use by mainstream Grade 1 teachers in their classrooms to support learners with ADHD. These suggestions direct Grade 1 teachers in effectively implementing support strategies according to the individual characteristics of a learner with ADHD to enhance the learning of Grade 1 learners with ADHD in mainstream classrooms. The researcher believes that by posing these recommendations, the study can contribute to the pre- and in-service training of Grade 1 teachers in enhancing the support to learners with ADHD in the mainstream classroom. Furthermore, this study adds to the body of knowledge in educational research by identifying emotional characteristics in Grade 1 learners with ADHD that did not suit the characteristics of inattention and hyperactivity-impulsivity set out in the DSM-5, which can be further researched. These emotional characteristics include a poor self-image as well as challenging behaviours and negative emotions.

6.4 Limitations of the study

Despite the contribution of the study in identifying emotional characteristics displayed by learners with ADHD, the study has not identified support strategies that can be implemented to support the social and emotional needs of learners with ADHD, specifically focussing on self-management strategies and social skills.

There are also limitations in the generalisation of the findings. This research was conducted in only one district in one province in South Africa, namely the West Coast Education District, and more specifically the Swartland region. For this reason, the findings and conclusions cannot represent or be generalised to all Grade 1 teachers supporting learners with ADHD. Nevertheless, Grade 1 teachers in other provinces in South Africa may likely be overwhelmed in supporting learners with ADHD in their classrooms. Hence, the recommendations for supporting Grade 1 learners with ADHD in the mainstream classroom may be regarded as valuable in other provinces in South Africa.

Being a full-time Grade 1 teacher, the researcher had to plan her schedule for the individual interviews and field observations of classroom visits ahead of time. This was to prevent her studies from interfering with her teaching responsibilities, such as the implementation of formal and informal assessments. Herewith, she also had to take into consideration the most suitable time, according to the restriction levels of COVID-19, to visit classrooms. When COVID-19 spread to South Africa in March 2020, the government implemented lockdown regulations varying from levels 1 to 5. The focus group, individual interviews and field observations had to take place during level 1 to adhere to the restrictions established by the national government. The researcher was granted permission to conduct research in schools from 02 April 2021 till 30 September 2021. With the difficulty of scheduling dates to accommodate the researcher's work responsibilities and participants' availability during the dates of lockdown level 1, the researcher had to reschedule the interviews a few times, leading to delays in the analysis and interpretation of the findings. COVID-19 also required extra planning and administration, as lockdown level 1 protocols required taking the participants' temperature, wearing masks and sanitising hands regularly.

6.5 Recommendations

This research study emphasises that knowledge, training and acceptance of learners with ADHD, together with the use of effective support strategies by all parties involved in the support of learners with ADHD, play an imperative role in the holistic development of learners with ADHD. Collaboration amongst these parties, including universities, the Department of Basic Education, schools, teachers, parents and communities, will precipitate change and improve the life skills of learners with ADHD. All learners with ADHD have the ability to progress

academically, emotionally and socially if the teacher has the right tools to effectively direct the process of supporting the learners with ADHD. A series of changes should be made regarding educating and supporting teachers to efficiently deal with ADHD in the Grade 1 classroom. Therefore, the researcher makes the subsequent recommendations to the WCED, the Department of Basic Education, the Department of Higher Education and Training (DHET) and teacher training organisations. Certain recommendations are yielded to parents to improve the support of learners with ADHD at school. These recommendations are based on intensive research on the guiding concepts that were presented in the literature review and the conceptual framework, as well as by the conclusions to the findings of this research study, as presented above. The researcher believes that these recommended changes to the various areas will improve the quality of teaching and support of learners with ADHD in the classroom. Conclusively, recommendations for future research are formed based on the limitations and conclusions of this research study.

6.5.1 Recommendations to the WCED, DBE, DHET and teacher training organisations

- District officials should support the identification of learners with ADHD in Grade 1 by increasing the duration of time of the referral process to get a learner assessed by an expert.

Early identification of learners with ADHD is a central aim of the DBE (2014). The protracted process of referral discourages teachers from referring learners with ADHD that needs further support from the DBST. The findings suggest that the process of referral is compromised by a lack of personnel in the district office. If this is the case, then the researcher recommends that district offices appoint more personnel to attend to the referral process of learners with barriers to learning, including ADHD.

- Strengthening the SBSTs with an additional member.

Education White Paper 6 specifies the strengthening of support structures as a crucial aspect of implementing inclusive education in mainstream schools (Nel *et al.*, 2016). The DBE (2014:29) stipulates that to strengthen support structures, the SBST should consist of several people, including teachers specialising in learners with barriers to learning and the development of learning support. Findings indicate that SBSTs consist primarily of a small number of personnel, which includes or is limited to the LSEs, who manage the SBST duties. Recommendations are made by teachers to lessen the SBSTs, including LSE teacher workload, by appointing an occupational therapist or a teacher who will be responsible only for learner support or SBST:

*Ja, ek dink dit sou beter wees as elke skool hulle eie arbeidsterapeut gehad het.
(Participant 9 - (1) [22:46])*

Yes, I think that it would be better if each school had its own occupational therapist. (Participant 9 - (1) [22:46])

Ek dink dit sou makliker gewees het as daar 'n persoon was [en jy wil dit nou nie aan ander afsloer nie] wat vir argumentshalwe net dit gedoen het om jou te help in daai opsig [met verwysings]. (Participant 7 - (1) [11:39])

I think that it would be so much easier if there was a person [and you don't want to drag it onto someone else] that would for argument's sake only do that to help you in that respect [with referrals]. (Participant 7 - (1) [11:39])

According to the researcher, this is a valuable recommendation that will enable the SBSTs to accommodate the teachers with their administration regarding the teaching and learning support of learners with ADHD. Consequently, it will enhance SBST involvement in supporting learners with ADHD and thereby develop an understanding of the individual needs of each learner with ADHD. Apprehension of individual needs of learners with ADHD will enable the additional member of the SBST to fulfil the SBST purpose of collectively developing strategies with the teacher in accommodating these learners (DBE, 2014:29). It will also increase their awareness of the needs of the teacher in supporting the learners with ADHD.

- Appointing teacher assistants in Grade 1 classrooms accommodating learners with ADHD.

West and Meier (2020:3) state that in 2020 the national learner-educator ratio (LER) in South Africa was 33:1, and in some classes the LER value was 50:1 and higher. According to Bernstein (cited in West & Meier, 2020:3), there is a severe shortage of Foundation Phase teachers in South Africa, leaving many classrooms overcrowded. It is therefore challenging for teachers to accommodate and support learners with barriers to learning in their classrooms. Participants of this study strongly expressed their need for supplementary help in the form of classroom assistance for implementing differentiation, especially during the assessment of these learners. Thus, it is recommended that the WCED appoint teacher assistants in overcrowded Grade 1 classrooms to assist Grade 1 teachers in accommodating and supporting learners with ADHD in the classrooms.

- The provision of workshops, seminars and training programmes as in-service training to Grade 1 teachers on supporting learners with ADHD in mainstream classrooms.

According to the researcher's experience and the experience of the participants, there is minimal training on ADHD offered to Grade 1 teachers. It is recommended that the DBST develop training programmes, workshops and seminars to discuss effective support strategies and implementing these strategies to support learners with ADHD in Grade 1 mainstream classrooms. It is important that these in-service training sessions take the

poor socio-economic circumstances of some schools into account, and should therefore include support strategies that do not include physical apparatus.

- Creating and presenting intervention programmes to be employed in school and at home.
Intervention programmes that can be implemented in school and at home should be created and presented to the SBST of schools. The SBST should organise sessions with teachers and parents, during which these intervention programmes are discussed and the implementation thereof is demonstrated. This will empower and enable the parents to work with the teacher in supporting the holistic development of their child with ADHD. Collaboration between the teacher and the parents (constituting the mesosystem of Bronfenbrenner's bioecological systems model) influences the effectiveness of the support rendered to the learner with ADHD and therefore ultimately influences the learner's holistic development.
- Offering awareness programmes on ADHD and the importance of collaboration between school and home, to the community.
Provision of programmes that will address the incompetence of parents and the negative stigma that some parents have around ADHD are recommended. These programmes should also address the responsibilities of both the teacher and the parents, including the importance of collaboration between them.
- Enhancing the inclusive education module included in teachers' pre-service training with training on supporting learners with ADHD in the mainstream Grade 1 classroom.
It was evident in the study's findings that although pre-service training may address inclusive education, there is a gap in training on how to support learners with ADHD in the mainstream classroom. It is recommended that this gap be rectified not only by presenting information on this subject to pre-service teachers, but by enabling them to practically implement these strategies during practical teaching or by demonstrating them during lectures. This will ameliorate their knowledge of support strategies for entering the teaching field.
- Including MLE criteria, set forth by Feuerstein in his MLE model, in pre-service and in-service training of Grade 1 teachers.
The MLE criteria that serve as guidelines for teachers to generate and implement the required support strategies should also be included in pre-service and in-service training sessions. The three necessary criteria are implemented, regardless of their specific situation or the individual learner's needs. The other nine criteria are situational and can only be implemented if suitable to the circumstances, individual needs and skills of the

learner (Feuerstein *et al.*, 2010:40; Tzuriel, 2013:61). Teachers should be made aware of these guidelines and how to utilise them successfully.

- Providing classrooms with interactive learning and teaching resources.

Interactive learning and teaching resources, such as interactive whiteboards used during e-learning (learning through the use of Information and Communication Technologies/ ICT), can be beneficial in implementing various effective support strategies. Training should also include how teachers can utilise these technologies optimally in supporting learners with ADHD in their classrooms.

6.5.2 Recommendations for Grade 1 teachers

- Grade 1 teachers should consider the different individual characteristics of learners with ADHD, the characteristics of the environment (the socio-economic circumstances of the surrounding community, the school and the physical classroom), as well as the requirements of the Grade 1 year when selecting support strategies.
- With the above-mentioned aspects in mind, Grade 1 teachers should be guided by Feuerstein's criteria to provide effective MLE when employing support strategies to support learners with ADHD in the mainstream classroom.
- Grade 1 teachers may use these suggestions in Table 5.3, generated from the findings of this study, to select appropriate and effective support strategies according to the characteristics of the learners with ADHD in their classrooms.
- Teachers must improvise and create their own support strategies as substitutes for apparatus when they face a dearth of physical resources. An example, as elicited in the findings, is the use of pipe-cleaners as fidget toys, cardboard rolls placed under learners' feet (in place of a gym ball), or even sensory boxes made from disposable materials if apparatus like clay or puzzles are unavailable to keep learners busy.
- Teachers should not only differentiate in the classroom by using different apparatus and teaching methods but also by breaking-up tasks, adjusting learner work like simplifying or shortening the activity, as well as partially preparing their books (e.g., writing headings for the learner/writing sums they are to complete).
- A study by Coles *et al.* (2020) on children with ADHD aged 5 to 13 determined that the implementation of basic behavioural support strategies in the classroom, lessens the need for medication. Thus, it is recommended that medication is used as a final resort, only if

support strategies do not improve the characteristics associated with ADHD. Medication will then act as an aid to reduce the occurrence and level of the symptoms associated with ADHD even while not eliminating symptoms entirely (Reid & Johnson, 2012:111).

- This study upholds the recommendation of Lawrence *et al.* (2017) that learners with ADHD be placed near the teacher's action, in the front of the classroom, and away from distractions such as the distraction of the learners sitting in front of them.
- Grade 1 teachers should not only communicate a clear and consistent structured daily schedule verbally but should also present it visually on a wall as a daily reminder.
- When using the peer tutoring strategy to support learners with ADHD in their classrooms, the peers assigned to support these learners should be trained to effectively support the learners and their individual needs. The teacher should also inform them of their role as peer tutors.
- To establish traditional values and decrease discipline and behavioural problems in the classroom, the teacher should encourage parental involvement (De Jager, 2013:91). Hence, the teacher must communicate with parents about their child's specific needs, strengths and weaknesses (De Jager, 2017). It is recommended that parents and teachers collaborate to share information on the child's needs to discuss the most suitable support strategies coinciding with these needs. The teacher should schedule monthly parent meetings to communicate the learner's progress in the classroom.
- It is also recommended that one or more members of SBST be present during a meeting that the teacher arranges with the parents to inform them that their child displays symptoms of ADHD in the classroom, as well as when recommending that the learner be referred for further assessment. This recommendation emerged from the following statement made by Participant 11:

In graad een is jy net een juffrou, so wat weet jy? Maar in graad vier is daar mos baie onderwysers en almal sê dieselfde en dan voel dit vir my [die ouers] begin 'n bietjie in te koop. (Participant 11 - (2) [00:13])

In Grade 1, you're just one teacher, so what do you know? But in Grade 4 there are many teachers and everyone says the same thing and then it feels to me like [the parents] start to buy into it. (Participant 11 - (2) [00:13])

- Teachers must ensure that learners maintain a balanced and healthy diet and drink water regularly. This can be enforced by employing certain rules and habits in their classroom routine, such as implementing water breaks every hour, only allowing the learners to eat

unhealthy food during the second break or on a Friday to maintain their energy levels and ensuring that learners benefit from the food scheme if offered at their school.

- The researcher recommends that Grade 1 teachers integrate several practical activities within the lessons of all four subjects taught in Grade 1 (Home Language, First Additional Language, Mathematics and Life Skills). These activities will address the needs of learners with ADHD to manipulate physical objects and to move and interact socially. This will reduce their energy levels, capture their attention and improve their discipline.

6.5.3 Recommendations for parents

- Parental involvement should take place in terms of attending parent meetings or workshops on ADHD, implementing support strategies at home while assisting the learner with homework, applying the same values at home as communicated by the teacher in the classroom, and by following a strict routine at home.
- It is recommended for parents of children with ADHD to ensure that their children follow a healthy diet at home and get sufficient physical exercise.
- Parents should equip themselves with knowledge of ADHD to minimise misperceptions of ADHD and to avoid adopting a negative stigma associated with ADHD.

6.5.4 Recommendations for further research

- The development of workshops, seminars and training programmes and materials, based on this study's recommendations, for pre-service and in-service training.
- The implementation of such workshops, seminars and training programmes and the examination of their influence.
- Exploration of the long duration of time it demands to get a learner assessed for ADHD through the WCED.
- An investigation of the same topic with a larger sample to generate more support strategies for Grade 1 teachers to implement to support learners with ADHD in the mainstream classroom.

- Further exploration of the effectiveness of the recommendations provided in this study by implementation in Grade 1 classrooms. During this exploration, teachers should select strategies according to the characteristics of the learner and follow the procedures for implementation of these strategies, as recommended.
- An investigation into social and emotional support strategies Grade 1 teachers implement in supporting the emotional needs of learners with ADHD in the mainstream classroom.
- An investigation of the effectiveness of natural remedies on the symptoms of Grade 1 learners with ADHD.

6.6 Final word

The researcher embarked on this study not only to identify effective support strategies for use to support and guide learners with ADHD in mainstream classrooms, but also to identify hardships and challenges that Grade 1 teachers experience in supporting these learners. This study aimed to establish what Grade 1 teachers' experiences of supporting learners with ADHD are. Therefore, the researcher embarked on an exploratory, interpretive, interactive, qualitative case study to answer the main research question and three sub-questions. This case study entailed the researcher purposefully employing an adapted IQA method firstly, to collect data from the open-ended focus group interview participants and secondly, to involve them in the deductive and inductive analysis of the generated data. Furthermore, individual interviews and field observations were conducted to collect data. The adapted IQA method involved audio recordings and ATLAS.ti9 as an electronic administrative tool to organise and manage the data collected from the open-ended focus group interview, semi-structured individual interviews and field observations. Data analysis involved the analysis of the individual interviews and the transcriptions of the audio recordings in terms of Zhang and Wildemuth's (2017) qualitative content analysis. While analysing data, a new phenomenon, namely emergent themes, originated. In her role as an analyst, the researcher analysed the data according to current and emergent themes. She subsequently interpreted the findings in terms of current literature and the conceptual framework (consisting of Bronfenbrenner's bioecological systems model and Feuerstein's MLE model) and formed conclusions to answer the research questions.

The study's findings indicated that Grade 1 teachers in the West Coast district are in general knowledgeable regarding the symptoms and characteristics of ADHD. They do display knowledge of implementing support strategies in the Grade 1 classroom, but lack knowledge of certain behavioural support strategies as well as social and emotional support strategies. Additionally, the findings indicate several external and internal challenges that teachers face when implementing support strategies, which are elucidated by Bronfenbrenner's bioecological

model. A major challenge identified is an absence of sufficient pre-service and in-service training and support from colleagues in supporting learners with ADHD. Grade 1 teachers' lack of knowledge about certain support strategies, and their uncertainties in their own abilities in implementing support strategies, are ascribed thereto. Hence, the study particularly highlights the importance of practical experiences and the collaboration amongst stakeholders in the school environment (e.g., knowledgeable colleagues, Foundation Phase head of departments and principals) in supporting learners with ADHD. Several recommendations are made regarding the challenges explored in this study.

Teachers typically demonstrate a considerate and helpful nature. Therefore, regardless of the challenges they face in implementing support strategies, they still support learners with ADHD in the mainstream classroom to the best of their abilities in augmenting the learning and teaching of these learners. They show initiative by considering the challenges they face in practice, as well as the individual characteristics of learners with ADHD, when creating or selecting and implementing effective support strategies. In line with Feuerstein's MLE model, this study viewed teachers as knowledgeable mediators in providing MLE (Feuerstein *et al.*, 2010:118). Therefore, the research results contributed to recommendations on how to select and implement effective support strategies in the Grade 1 classroom. These recommendations encourage teachers in the Western Cape to select and correctly implement the most suitable support strategies according to the individual needs (characteristics) of Grade 1 learners with ADHD in their classrooms.

Conclusively, the researcher successfully explored Grade 1 teachers' experiences, including their utilisation of support strategies in their classrooms and the challenges they face when doing so. Therefore, the findings of this study have addressed the researcher's own limited knowledge, skills and experiences in supporting and guiding the learners with ADHD in her classroom, as well as empowering her peer teachers in this regard.

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APPENDICES

Appendix A: The grade one subjects' content areas with their topics and an overview

Home Language (DBE, 2011b:10-19)
<ul style="list-style-type: none">• Listening and Speaking<ul style="list-style-type: none">– Oral work at the beginning of the day. Each morning should begin with a brief whole-class oral activity with children.– Focussed activities Specific attention is given to listening and speaking skills by giving focused listening and speaking lessons that concentrate on developing 2 to 3 specific skills at a time.• Reading and Phonics<p>The five components of reading are phonemic awareness; word recognition (sight words and phonics); comprehension; vocabulary; fluency. Each of these components needs to be taught explicitly and practised daily. Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. Phonemic awareness is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences. Sight words (or 'look and say' words) involve the child recognising an individual word 'on sight' through the use of continued repetition of a word. Reading fluency involves accuracy in decoding (being able to accurately identify the majority of words), the rate or speed of reading (immediately recognising words or being able to get the words off the page quickly and effortlessly), reading smoothly with appropriate phrasing and expression, and comprehension.</p><ul style="list-style-type: none">– Shared Reading (including Shared Writing) During Shared Reading, the teacher works with the whole class. It usually happens in the first 15 minutes of the Reading and Writing Focus Time. Each Shared Reading session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g., literal, reorganization, inferential, evaluation and appreciation questions). The shared Reading text should inform the shared Writing where the teacher models how to write a text. The Shared Reading text can be consulted to provide examples of language patterns, spelling choices or other text features useful in the preparation of new texts.– Group Guided Reading This is an ability-group reading teaching strategy where all the members in the group read the same text under the direction of the teacher and should take place every day. The lessons should include a range of word-attack strategies that children will learn to

apply when meeting challenges in texts. The 'text talk' between teacher and children (and children with each other) is central to this approach. During this time the teacher should not be interrupted by other children who are doing independent activities. Each group session should be between 10 and 15 minutes long with two groups reading with the teacher every day.

– Paired / Independent Reading

Children can reread their class or group readers, or they can read simple 'fun' books or supplementary readers. They can sit in pairs and read to one another or they can read books on their own.

– Phonics (including Phonemic Awareness)

Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing. Phonics and handwriting should be linked as the teaching of the letter sound and how to write it go together. The CAPS document paces the introduction of phonics so that one to two new sounds are introduced each week during the first two terms so that at least eight sounds are taught by the end of the first term and the remainder by the end of the second term. Some consonant and vowel combinations are taught from the second half of grade one.

• Writing and Handwriting

Children begin grade one by 'writing' using pictures but as they master the skills of letter formation they can start to copy individual words, captions and full sentences which they can then illustrate. By the middle of grade one children should be able to write their own captions for their pictures and construct at least one sentence. Handwriting entails that children should be able to form all the lower and upper case letters correctly and fluently and copy sentences correctly from the board or from sentence strips, by the end of grade one. In grade one children begin by writing on blank paper using wax crayons. In time they progress to writing on 17mm lines using pencils for formal handwriting lessons.

First Additional language (DBE, 2011e:10-17)

• Listening and Speaking

In grade one, learners need to be exposed to lots of oral language in the form of stories and classroom instructions. This is done by listening to stories, Shared Reading activities and Total Physical Response (during which the teacher gives simple instructions giving simple instructions that the learners respond to physically). A focused activity, 'listening to stories told and read', is taught once or twice a week. Learners will begin to recognise the structure and features of narrative text (i.e., characters are introduced, the setting is described, a problem arises and it is resolved; a narrative is usually told in the past tense).

• Reading and Phonics

- Phonological and Phonemic Awareness
By the end of grade one the learners should be able to recognise the sounds; clap out the syllables in familiar words, for example, butt-er-fly; recognise plurals ('s' and 'es') aurally, for example, bird/birds, bat/bats, bee/bees.
- Emergent Literacy
This entails recognising some common words in our everyday environment, for example, street signs, shop signs, brand names in magazines such as BP, JET, ABSA, Cell C, Vodacom, Tastic, Chicken Licken; and developing emergent literacy such as concepts of print through the Shared Reading activity, by the end of grade one.
- Shared Reading
By the end of grade one, learners will be assessed on recognising plurals ('s' and 'es') aurally; answering simple literal questions about a story or non-fiction text with short answers; and demonstrates an understanding of vocabulary in the story by pointing to objects in the pictures in response to instructions from the teacher, for example, 'Show me the butterfly, etc.'
- Writing
Learners begin to write in their First Additional Language in the third term of Grade 1. The writing activities in Grade 1 are very simple. They copy a citation and draw an appropriate picture to show understanding.

Mathematics (DBE, 2011c:18-35)

During the Mathematics period, the following should usually happen: whole class activity, small group teaching and independent work.

- Numbers, operations and relationships
 - Number concept development: count with whole numbers
Count objects; Count forward and backward
 - Number concept development: represent whole numbers
Number symbols and number names
 - Number concept development: describe, compare and order whole numbers
Describe, compare and order numbers
 - Number concept development: place value
Place value
 - Solve problems in context
Problem-solving techniques; Addition and subtraction; Grouping and sharing leading to division; Sharing leading to fractions; Money
 - Context-free calculations
Techniques (methods or strategies); Addition and subtraction; Repeated addition leading to multiplication; Mental mathematics

- Patterns, functions and algebra
 - In Patterns, Functions and Algebra, learners get opportunities to: complete and extend patterns represented in different forms; and identify and describe patterns.
 - Geometric patterns
 - Number patterns
- Space and shape (Geometry)
 - Position, orientation and views
 - 3-D objects
 - 2-D shapes
 - Symmetry
- Measurement
 - Time
 - Passing of time; Telling of time
 - Length: Informal measuring
 - Mass: Informal measuring
 - Capacity/ volume: Informal measuring
- Data handling
 - Collect and sort objects
 - Represent sorted collection of objects
 - Discuss and report on a sorted collection of objects
 - Collect and organise data
 - Represent data
 - Analyse and interpret data

Life skills (DBE, 2011d:8-9)

Through Life Skills learners are exposed to a range of knowledge, skills and values that strengthen their: physical, social, personal, emotional and cognitive development; creative and aesthetic skills and knowledge through engaging in dance, music, drama and visual art activities; knowledge of personal health and safety; understanding of the relationship between people and the environment; awareness of social relationships, technological processes and elementary science.

- Beginning Knowledge and Personal and Social Well-being
 - Beginning Knowledge
 - The key concepts and skills of beginning knowledge relating to social sciences are detailed below:
 - Social science concepts: conservation, cause and effect, place, adaptation, relationships and interdependence, diversity and individuality, and change;

Natural Science concepts: life and living, energy and change, matter and materials; planet earth and beyond;

Scientific process skills: the process of enquiry which involves observing, comparing, classifying, measuring, experimenting, and communicating;

Technological process skills: investigate, design, make, evaluate, communicate.

– Personal and Social Well-being

Personal and Social Well-being area includes social health, emotional health, and relationships with other people and our environment, including values and attitudes. It will help learners to make informed, morally responsible and accountable decisions about their health and the environment. Learners will develop the skills to relate positively and make a contribution to family, community and society while practising the values embedded in the Constitution. Learners will learn to exercise their constitutional rights and responsibilities, to respect the rights of others and to show tolerance for cultural and religious diversity in order to contribute to a democratic society.

• Creative Arts

Creative Arts exposes learners to four art forms: dance, drama, music and the visual arts. Creative Arts is organized in two parallel and complementary streams - Visual Art and Performing Arts (Dance, Drama, Music).

– Visual Arts develops sensory-motor skills and fine and gross motor co-ordination through the manipulation of materials and the mastery of a variety of art techniques.

– Performing Arts in the Foundation Phase allows learners the opportunity to creatively communicate, dramatise, sing, make music, dance and explore movement. Through the performing arts, learners develop their physical skills and creativity. Performing Arts stimulates memory, promotes relationships and builds self-confidence and self-discipline.

• Physical Education

This area focuses on perceptual and locomotor development, rhythm, balance and laterality. Physical growth, development, recreation and play are emphasised. Play, movement, games and sport contribute to developing positive attitudes and values.

Appendix B: CPUT research ethics letter of approval



Private Bag X8, Wellington, 7654
Jan van Riebeeck Street, Wellington, 7654
Tel: +27 21 864 5200

P.O. Box 652, Cape Town, 8000
Highbury Road, Mowbray
Tel: +27 21 680 1500

FACULTY OF EDUCATION

On the 4 February 2021 the Chairperson of the Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval EFEC 26-11/2020 to Z. de Villiers for research activities related to her master's studies at the Cape Peninsula University of Technology.

Title of thesis:	Grade 1 teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD)
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Comments:

Research activities are restricted to those details in the application for ethics.

A handwritten signature in black ink, appearing to read "Livingston".

Date: 04-02-2021

Dr C. Livingston
Chair of the Education Faculty Ethics committee
Faculty of Education

Appendix C: WCED application form to conduct research in schools

Form of Ethical Clearance WCED



Directorate: Research

Audrey.wyngaard2@pgwc.gov.za

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

1. APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	Miss
1.1.2	Surname	De Villiers
1.1.3	Name (s)	Zandra
1.1.4	Student Number (If applicable)	213014920
1.2 Contact Details		
1.2.1	Postal Address	7 Eggar Crescent Duynefontein Melkbosstrand 7441
1.2.2	Telephone number	N/a
1.2.3	Cell number	073 577 0692
1.2.4	Fax number	-
1.2.5	E-mail Address	zandradevilliers@gmail.com
1.2.6	Year of registration	2020
1.2.7	Year of completion	2022

2. DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	Cape Peninsula University of Technology (CPUT - Mowbray)
2.1.2	Degree / Qualification registered for	M.Ed.
2.1.3	Faculty and Discipline / Area of study	Inclusive Education

2.1.4	Name of Supervisor / Promoter / Project leader	Dr E. Barnard (Supervisor) Ms. D. Cilliers (Co-supervisor)
2.1.5	Telephone number of Supervisor / Promoter	0218645214 0218645205
2.1.6	E-mail address of Supervisor / Promoter	BarnardE@cput.ac.za . CilliersD@cput.ac.za
2.1.7	Title of the study	
Grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).		
2.1.8	What is the research question, aim and objectives of the study?	
<p>Research question: What are grade one teachers' experiences of supporting learners with ADHD?</p> <p>Sub-questions:</p> <ol style="list-style-type: none"> 1. What are grade one teachers' knowledge, beliefs and experiences regarding ADHD? 2. What are grade one teachers' knowledge, beliefs, and experiences regarding employing ADHD support strategies to enhance the learning in their classrooms? 3. How do grade one teachers implement support strategies in augmenting the teaching and learning of learners with ADHD? <p>Research aim: To establish what grade one teachers' experiences of supporting learners with ADHD are.</p> <p>Sub-aims:</p> <ul style="list-style-type: none"> • To give grade one teachers a voice regarding their experiences of supporting learners with ADHD. • To explore and describe grade one teachers' experiences of supporting grade one learners with ADHD in mainstream classrooms in the Western Cape. • To identify challenges that grade one teachers experience when supporting learners with ADHD in mainstream classrooms in the Western Cape. • To investigate how the knowledge, beliefs and experiences of grade one teachers impact their implementation of support strategies in augmenting the learning of grade one learners with ADHD. • To render recommendations, highlighting ADHD strategies and support mechanisms that could be used by mainstream grade one teachers. 		
2.1.9	Name (s) of education institutions (schools)	
(Private) (Public – Quintile 1) (Public – Quintile 2) (Public – Quintile 3) (Public – Quintile 4) (Public – Quintile 5)		
2.1.10	Research period in education institutions (Schools)	
2.1.11	Start date	April 2021
2.1.12	End date	December 2021

Appendix D: WCED approval



Directorate: Research
Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20210225-1253

ENQUIRIES: Dr A T Wyngaard

Ms Zandra De Villiers
7 Eggar Crescent
Duynefontein
Melkbosstrand
7441

Dear Ms Zandra De Villiers

RESEARCH PROPOSAL: GRADE ONE TEACHERS' EXPERIENCES OF SUPPORTING LEARNERS WITH ATTENTION-DEFICIT / HYPERACTIVITY DISORDER (ADHD)

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02 April 2021 till 30 September 2021**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 26 February 2021

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
22

Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33

www.westerncape.gov.za

Appendix E: Faculty of Education Ethics informed consent: Participants – principals and teachers of the schools



Faculty of Education Ethics Committee (CPUT) for Non-Clinical Research Involving Human Subjects

Ethics informed consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

<i>Principals</i>	✓	<i>Teachers</i>	✓	<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	
<i>Other (specify)</i>									

You are kindly invited to participate in a research study being conducted by Miss. Zandra de Villiers from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>		<i>A conference paper</i>	
<i>An Honours project</i>		<i>A published journal article</i>	
<i>A Masters/doctoral thesis</i>	✓	<i>A published report</i>	

Selection criteria

You were selected as a possible participant in this study because you comply with the following criteria for inclusion:

- Schools in the Western Cape
 - Public schools (quintile 1 to 5 schools) of the West coast education district and
 - Private schools of the West coast education district
- Grade one classrooms with learner(s) who display symptoms of ADHD, with the focus on
- grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:

Grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

A brief explanation of what the research involves:

Why is this research important?

The research is important to determine grade one teachers' experiences of supporting learners with Attention-deficit/hyperactivity disorder (ADHD), thus to develop a guideline,

highlighting ADHD strategies and support mechanisms that could be used by mainstream grade one teachers.

Benefits of research

As a result of your participation in this study, after the disclosure of the study's conclusions, you could provide recommendations to teachers, teacher training institutes and the Department of Education (for curriculum development) regarding the use of strategies to enhance the learning of grade one learners with Attention-deficit/hyperactivity disorder (ADHD) in the Western Cape.

Incentives

To compensate for the participants' time and effort, they will receive a formal report on the findings of this study.

Procedures (duration)

Should you give your consent to participate, you would be invited to do the following:

- All twelve participants will be invited to participate in an unstructured open-ended focus group interview that will be conducted Zandra de Villiers. This interview will commence after school hours at a setting centre to all the participants' locations during the month of May 2021. The duration of the focus group will be approximately 2 hours.
- The classroom observations of four grade one teachers will be conducted at each respective school during school hours (in a preferred timeslot) during the months of June-August 2021. The timeslot is 2 hours.
- Semi-structured open-ended interviews will commence with the same four grade one teachers who are selected to participate in the classroom observations, and on the same day that their classrooms will be observed. The individual interviews will be conducted after the classroom observations and after school hours. The duration of each interview will be between 45 minutes and 1 hour.

Right to withdraw/ voluntary participation

Please note that your participation is voluntary and that they are not obligated to participate. Agreement to sign the attached consent will not compromise your right to withdraw your consent at any time during the study. However, if you do withdraw from the study, you would be requested to allow me to informally discuss the reason for withdrawing from the research so that the research relationship can be concluded in an orderly manner. If you do participate but fail to follow the instructions or it appears that you want to partake in the study for the wrong reasons, I will have the right, as a researcher, to withdraw you from the study.

Confidentiality and anonymity

I will have a discussion with the participant in the regard that their identity and the data will remain confidential and anonymous. The participant will understand the following:

- The participant's anonymity is ensured, by not recording their names at any stage of the research or not being able to match their identities to their responses in any way. Therefore, the researcher will make use of special identifying codes, called pseudonyms, to protect the participants' privacy.
- The participant's confidentiality is ensured by not disclosing the information to anyone else, except to the researcher's research supervisor and an editor. Data is stored on a password-protected computer.
- He/she can at any time withdraw from the research project.
- The results of the research project will be made available to the participant. Hereafter the interview tapes will be destroyed after a set period of time to minimize the risk of access by unauthorized persons.

Potential risks, discomforts or inconveniences

Interviews might upset participant teachers, especially if participants associate negative experiences with implementing strategies to enhance the learning of grade one learners with ADHD in the classroom. The participant may voluntarily withdraw from the study without penalty, should the information that the participant shares emotionally upset him/her in any way. The researcher may also exercise the right to withdraw the participant from the study, should the researcher conclude that this exercise is harming the participant in any way. The participant has the right to decide whether or not to give the researcher permission to do so. There will be no risks to the grade one learners that will be present in the classrooms during classroom observations, as they will not be directly involved in the observation. The observer will only be observing the grade one teacher and will be taking written notes.

What will happen with the findings when the study is completed?

Consent forms will be scanned to pdf format and the originals destroyed after data collection has ended. All data, including these pdf documents, will be stored on a password-protected computer.

Kindly complete the table below before participating in the research.

Statement	Tick the appropriate column	
	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	Zandra	De Villiers	zandradevilliers@gmail.com

Contact person: Zandra de Villiers	
Contact number: 073 577 0692	Email: zandradevilliers@gmail.com

Appendix F: Informed consent of parents including an information sheet (English and Afrikaans)



**Faculty of Education
Ethics informed consent form**

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants

<i>Principals</i>		<i>Teachers</i>		<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	
<i>Grade one learners</i>	✓								

May 2021

Dear Parent/Guardian,

I, Zandra de Villiers, the undersigned, am a grade one teacher at St. Michael’s Primary School and also a part-time M.Ed. student in the Department of Education and Social Science, Cape Peninsula University of Technology (CPUT) – Wellington Campus. In fulfilment of requirements for the M.Ed. degree, I have to undertake a research project at CPUT. The topic of the project is: Grade one teachers’ experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

After an explanation of the purpose of the study to the school your child attends, the school has kindly given permission to assign these letters to you. Please read the information sheet attached to this letter.

The focus of my research involves the observation of grade one teachers during a teaching lesson/lessons. Please note that there will be no direct interaction with your child, including the recording of videos or audiotapes.

If you have any further questions about the research, please contact me at: zandradevilliers@gmail.com. If you have any concerns about the research please contact my supervisor: Dr E. Barnard at BarnardE@cput.ac.za.

Yours sincerely,

INFORMATION SHEET

Grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

Researcher: Zandra de Villiers

Supervisor: Dr. E. Barnard

This information sheet explains the reason for this research study and what it will involve. Please take the time to read this information carefully and share it with your child. Please contact me if there is anything that is not clear or if you would like to ask any questions. Thank you for your time.

What is this study about?

I am trying to determine Grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

How will my child be involved?

Your child will be working in their everyday classroom setting. His/her daily lessons will not be affected by the researcher, thus, your child's learning will not be compromised in any way. I will only be observing the teacher and taking written notes.

What about my child's privacy?

Your child's privacy and anonymity will be protected, as data management will follow the 1998 Data Protection Act. I will not record your child's name at any stage of the research, therefore I ensure that no one will be able to match his/her identity to the responses in any way. I will make use of special identifying codes, called pseudonyms, to protect the participants' privacy. Furthermore, I will ensure confidentiality by undertaking that information will only be viewed by myself, my supervisor and those who mark my work, therefore, it will not be made available to anyone else. Data is stored on a password-protected computer. The interview tapes will also be destroyed after the research study has been completed, to minimize the risk of access by unauthorized persons.

Who has approved the study?

The Cape Peninsula University of Technology's Ethics Committee has approved the research study under their regulations.

What do I do as a parent?

Please sign the consent form below to give/deny your permission for your child's participation in the lesson/lessons that will be observed by the researcher. Please ensure that your child returns the consent form to his or her class teacher, as soon as possible. Furthermore, keep the letter and information sheet for your information.

Can withdraw from the research if I change my mind?

You and your child have the right to withdraw your consent at any time during the research study.

Thank you very much for your time.

Parents' permission: Classroom observation

Consent to participate

(Mark the appropriate option)

I have read the attached informed consent letter and

agree

do not agree

to have my child participate in the lesson/lessons presented by the class teacher.

Learner's name

.....

Parent or Guardian's name and surname (in print)

.....

Parent or Guardian's signature

Date

.....

.....

TOESTEMMING OM AAN 'N NAVORSINGSTUDIE DEEL TE NEEM

Kategorie van Deelnemers

Hoofde		Onderwysers		Ouers		Lektore		Studente	
Graad een leeders	✓								

3 Junie 2021

Geagte Ouer/Voog,

Ek, Zandra de Villiers, die ondergetekende, is 'n graad een onderwyseres by St. Michael's Primêre Skool en is ook 'n deeltydse M.Ed. student by Cape Peninsula University of Technology (CPUT), die Fakulteit vir Onderwys, Wellington Kampus. Ter voldoening aan die vereistes vir die M.Ed. graad, moet ek 'n navorsingstudie aan CPUT onderneem. Die navorsingstudie se onderwerp is: Graad een onderwysers se ervarings in die ondersteuning van leeders met aandaggebrek-hiperaktiwiteitsindroom (ADHD).

Na 'n verduideliking van die doel van die studie, het die skool vriendelik toestemming gegee om die brief aan u te stuur.

Lees asseblief die inligtingsbladsy wat aangeheg is aan die brief. Die fokus van my navorsing behels die waarneming van graad een onderwysers gedurende 'n onderrigles/lesse. Neem asseblief kennis dat daar geen direkte interaksie met u kind, insluitend visuele- of bandopnames, gaan wees nie.

Indien u enige verdere vrae het oor die navorsingstudie, kontak my gerus by: zandradevilliers@gmail.com. Indien u enige bekommernisse het oor die navorsingstudie, kontak gerus my studieleier Dr E. Barnard by: BarnardE@cput.ac.za.

Groete,



INLIGTINGSBLADSY

Graad een onderwysers se ervarings in die ondersteuning van leerders met aandaggebrek-hiperaktiwiteitsindroom (ADHD).

Navorsers: Zandra de Villiers

Toesighouer: Dr E. Barnard

Hierdie inligtingsblad verduidelik die rede vir hierdie navorsingstudie en wat dit behels. Neem asseblief u tyd om noukeurig deur die inligting te lees en met u kind te deel. Kontak my gerus as daar enigiets onduidelik is, of as u enige vrae het. Dankie vir u tyd.

Waaroor gaan die studie?

Ek probeer vasstel wat graad een onderwysers se ervarings in die ondersteuning van leerders met aandaggebrek-hiperaktiwiteitsindroom (ADHD) is.

Hoe sal my kind betrokke wees?

U kind sal in sy/haar alledaagse klaskamer opset werk. Sy/haar daaglikse lesse sal nie beïnvloed word nie, derhalwe sal u kind se onderrig nie in enige opsig geaffekteer word nie. Ek sal slegs die opvoeder waarneem en geskrewe aantekeninge maak.

Wat van my kind se privaatheid?

U kind se privaatheid en anonimiteit sal beskerm word, aangesien die hantering van data aan die Wet op die Beskerming van Data van 1998, sal voldoen. Ek sal u kind se naam op geen stadium van die navorsing bekend maak nie, derhalwe verseker ek dat niemand sy/haar identiteit op enige manier met die antwoorde sal kan koppel nie. Ek sal gebruik maak van spesiale identifiseringskodes, wat skuilname genoem word, om die privaatheid van die deelnemers te beskerm. Verder verseker ek totale konfidensialiteit deur te onderneem dat inligting slegs deur myself, my studieleier en eksaminator, besigtig sal word. Dit sal nie aan iemand anders beskikbaar gestel word nie. Data word gestoor op 'n rekenaar, wat met 'n wagwoord beskerm is. Die data sal vernietig word nadat die navorsingstudie voltooi is, om die risiko van besigtiging deur ongemagtigde persone te beperk.

Wie het die studie goedgekeur?

Die etiese komitee van CPUT het die navorsingstudie volgens spesifieke etiese regulasies goedgekeur.

Wat doen ek as 'n ouer?

Asseblief teken die toestemmingstrokie om toestemming te gee/ te verbied dat u kind deelneem aan die les/lesse wat deur die navorser geobserveer gaan word. Maak asseblief seker dat u kind die strokie terug besorg aan sy/haar onderwyser, so gou as moontlik. Verder, hou asseblief die brief en die inligtingsvorm vir u inligting.

Kan ek van die navorsingstudie onttrek indien ek van plan verander?

U en u kind het die reg om enige tyd tydens die navorsingstudie u toestemming terug te trek.

Baie dankie vir u tyd.

Ouers se toestemming: Klaskamer observasie

Toestemming om deel te neem

(Merk die toepaslike opsie)

Ek het die aangehegde inligtingsbladsy gelees en

gee toestemming

gee nie toestemming

dat my kind deelneem aan die les/lesse wat die onderwyser gaan aanbied nie.

Leerder se naam

.....

Ouer of voog se naam en van (in drukskrif asseblief)

.....

Ouer of voog se handtekening

Datum

.....

.....

Procedures that the participants should follow in the focus group

1.

The question is asked.



Write down your answers on the cards x 3

2.

Stick your answers on the wall.



3.

Move the cards into groups.



4.

Name the groups.



5.

Summary / explanation of each group.



Prosedures wat die deelnemers in die
fokusgroep moet volg

1.

Die vraag word gevra.
Skryf jou antwoorde op die
kaartjies x 3



2.

Plak kaartjies op die bord



3.

Skuif kaartjies in groepe.



4.

Gee name vir die groepe.

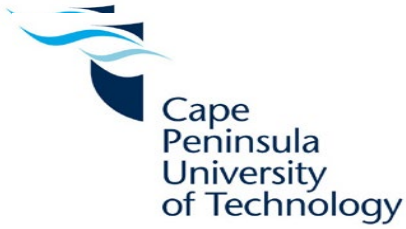


5.

Opsomming / verduideliking
van elke groep.



Appendix H: Approval of transcriptions of individual interviews (English and Afrikaans)



Approval of transcription of individual interview

Grade one teachers' experiences of supporting learners with Attention-Deficit/Hyperactivity Disorder (ADHD).

Dear participant

Kindly complete the following by marking the appropriate box:

I have read the transcription of the individual interview and I

agree with the content of the transcription.

do not agree with the content of the transcription.

Please feel free to add anything to what you said in the individual interview.

Signature of the participant

Date

Goedkeuring van die transkripsie van individuele onderhoud

Graad 1 onderwysers se ervarings in die ondersteuning van leerders met aandaggebrek-
hiperaktiwiteitsindroom (ADHD).

Geagte deelnemer

Voltooi asseblief die volgende deur die gepaste blokkie te merk:

Ek het die transkripsie deurgelees en ek

stem saam met die inhoud van die transkripsie

stem nie saam met die inhoud van die transkripsie **nie**

U is welkom om enigiets by te voeg by dit wat u tydens die onderhoud gesê het.

Handtekening van die deelnemer

Datum

Appendix I: Transcription of the individual interview: Participant 1

- * The transcription is guided by time guidelines indicated in the square brackets.
- * This individual interview was conducted in Afrikaans (the participant's choice).
- * Two recordings were made during this interview, therefore, the interview is divided into two parts. Recording one is indicated as (1) and recording two as (2).

[Participant 1 (1)]

Onderhoudvoerder: [00:01] Hoe lank gee juffrou nou al Graad 1?

Deelnemer: [00:17] 23 jaar.

Onderhoudvoerder: [00:19] Regtig, so lank al? (praat oor hoe sy van Graad 1 hou).

Onderhoudvoerder: [01:44] Vertel my van jou kwalifikasies.

Deelnemer: [01:50] Ja, ek het HOD godoen in Seniorfase. Daai tyd was dit nog Athlone in Paarl. Ek was daar en het my vierde jaar by Bellville godoen.

Onderhoudvoerder: [02:05] So juffrou het glad nie Graad 1 opleiding gekry nie?

Deelnemer: [02:08] Glad nie!

Onderhoudvoerder: [02:10] Hoe het juffrou Graad 1 begin?

Deelnemer: [02:13] Ons is 'n hele paar in grondslagfase wat eintlik by die seniors moet wees, wat poste daai kant gekry het. Eers mos nou aflos gewees, toe die pos oop was toe vat ek dit. Toe sê ek ek gaan hier bly. Ek gaan nie nog verder nie.

Onderhoudvoerder: [02:30] Ek het nie gedink hoofdes sal seniorfases in grondslagfaseposte sit nie.

Deelnemer: [02:33] Deestyds kon hulle, maar nou nie meer nie.

Onderhoudvoerder: [02:39] So juffrou het die regte tyd hier ingekom.

Deelnemer: [02:39] Ek het die regte tyd hier gekom, ja. En daai tyd was daar onderwysers wat vir jou kon tou gewys het.

Onderhoudvoerder: [02:49] En jou dag was seker nie so (wys handgebaar) gewees nie, so jy kon seker nog mekaar gehelp het?

Deelnemer: [02:52] Ja, dit was nie so nie.

Onderhoudvoerder: [02:55] Jy kon nog help. So juffrou het deur praktiese ondervinding geleer?

Deelnemer: [02:59] Ja, en dan het ek mos kursusse bygewoon.

Onderhoudvoerder: [03:04] Toe juffrou nog op college was, het juffrou ADHD opleiding gekry?

Deelnemer: [03:18] Glad nie. Ons het al hier by die skool 'n paar mense gekry wat vir ons kom inlig het oor wat ADHD is en watter tekens daar is. Daar was seker so drie of vier wat ek maar bygewoon het.

Onderhoudvoerder: [03:38] (praat oor hoe skaars ADHD opleiding is)

Onderhoudvoerder: [03:58] (Verduideliking van anonimiteit van haar en die skool se identiteit; verduideliking dat die fokusgroep se temas een-vir-een gelees en bespreek gaan word; lees fokusgroep se eerste tema – Eienskappe – se segmente en die beskrywing/opsomming daarvan)

Onderhoudvoerder: [08:24] Stem juffrou saam met die hierdie tema en alles wat gesê is?

Deelnemer: [08:28] Ja...

Onderhoudvoerder: [08:29] Is daar iets wat juffrou wil byvoeg?

Deelnemer: [08:30] Nee... Juffrou het mos gesien hoe [Jet] mos nou is. Vandag is hy op sy ergste. (lag)

Onderhoudvoerder: [08:39] Dis eintlik goed dat ek kan sien hoe hy is!

Deelnemer: [08:40] "Oh liewe George"

Onderhoudvoerder: [08:45] Juffrou lyk ook kalm en rustig. Ek skel hoor!

Deelnemer: [08:48] As hy eers so ingehardloop kom dan weet ek vandag gaan erg wees. En dan is daar nog enetjie wat ek dink dit ook het is [Don]. Wat ek die pyp voor gegee het. Hy kap sy voete mos heeltyd so. dis hoekom hy 'n tol het. Ek soek net nog ene vir [Jet] ook.

Onderhoudvoerder: [09:07] Ja, ons kry ook sulke rolle plastiek. So ek gaan vra vir dit.

Deelnemer: [09:14] Ek het twee gehad toe het ek een by die drom gesit en toe dink hulle ek wil dit weggooi so toe gooi hulle dit weg. Toe besef ek net "Ai, nou moet ek eers weer wag vir iemand se rol om weer leeg te wees voordat ek dit vir hom ook kan gee". So [Don] is stil, maar hy verloor heeltemal sy aandag. Hy speel liewers hier met ander goedjies.

Onderhoudvoerder: [09:34] Hy is baie hiperaktief, né?

Deelnemer: [09:35] Ja. [Jet] is heeltemal.

Onderhoudvoerder: [09:39] Hy is mos die een met die rol? En [Jet] is die ander seun?

Deelnemer: [09:43] [Don] is die een met die rol. Hy sal nou nie praat en so nie, maar jy kan sien hy speel die heeltyd met potlode en kryte, of sal sommer so onder die tafel sit. Hy sal nou nie baie praat nie. Waar [Jet] is nou weer die een wat orals is. Waar [Jet] nou weer vir my sy werk ken. Hy weet. Maar [Don] is nou weer so 'n bietjie baie onseker. Vir hom moet ek gaan sê "okey, hier moet jy inskryf en dit doen, en dis hoe lyk vyf". Met [Jet] het nie daai probleem nie. Hy ken die klanke ook. Soos juffrou vanoggend gesien het, hy weet by watter prentjie watter woord behoort. Alhoewel hy vir my vra "wys net vir my die regte woord." "Dis so nê juffrou?" Dan ek sal net sê "ja."

Onderhoudvoerder: [10:31] Ja, hy vra die heeltyd "Is dit reg?"

Deelnemer: [10:35] So hy is onseker van homself, maar hy weet tenminste wat hy moet doen. Waar by [Don], hy sal die beginklankie vir my kan sit by die prentjie, maar hy sal nie die woord ken nie. En met die getalle ook. Hy weet nie presies dit is ses se getal nie en hy moet dit so skryf nie. Hy moet dit eers gaan nou gaan tel op sy getallelyn. So hulle twee het dieselfde probleem, maar die twee se gedrag is heeltemal verskillend. En hulle twee val by al die goedjies wat jy sê.

Onderhoudvoerder: [11:13] Ja, dit is eintlik so. Dis ook nie te sê dat een aandagafleibaar en hiperaktief is nie. Dit verskil.

Deelnemer: [11:24] Die hele verskil tussen hulle twee as 'n mens mooi kyk. Die een is heeltemal uitgesproke en die ander een is stil, maar tog het hy ook daai probleem.

Onderhoudvoerder: [11:37] Maar tog kan hy nie...

Deelnemer: [11:38] konsentreer nie, ja.

Onderhoudvoerder: [11:40] So juffrou stem saam met dit? Daar is niks wat juffrou wil byvoeg nie?

Deelnemer: [11:42] Ek stem saam, ja.

Onderhoudvoerder: [11:43] (Identifiseer die volgende tema as 'Uitdagings'. Lees die eerste segment – 'n tekort aan ondersteuning van die skool') Ervaar juffrou 'n tekort aan ondersteuning van die skool?

Deelnemer: [12:13] Ja, want hier is nie iemand vir jou presies kan sê dit is die kind se probleem en dit is wat jy kan doen daarmee nie. Die inligting wat ons het is wat ons self oplees, of soos daai bespreking van juffrou wat daar uitgekome het. Dit het my baie gehelp. Ek het baie opgevang daar, want ek het nie regtig geweet nie. Ek het so 'n gevoel of idee in my kop gehad oor hoe ek gedink het dit was, maar ook nie presies wat die simptome is nie. Toe hulle nou gepraat het daai dag, toe tick ek nou in my kop: "O ja, dit is hoe dit is." So daai inligtingsessie het nogal baie vir my gehelp.

Onderhoudvoerder: [13:14] Ag, ek is so bly. Ek het so gehoop almal kon iets leer. Okay, so juffrou stem saam ten opsigte van ADHD?

Deelnemer: [13:21] Ja.

Onderhoudvoerder: [13:22] Vertel vir my van die ondersteuning wat julle van die skool ontvang. Is daar ondersteuning wat julle wel ontvang?

Deelnemer: [13:33] Ons het mos 'n OLSO juffrou, maar sy onttrek net die kinders vir skolastiese mos nou. Nie vir ADHD spesifiek nie.

Onderhoudvoerder: [13:42] Onttrek sy ook by julle die swakker groepie?

Deelnemer: [13:45] Ja, sy onttrek die swakker groepie.

Onderhoudvoerder: [13:48] Want ek weet dit verskil van skool-tot-skool. Partykeer onttrek hulle die middel groepie. By ons ook die swak groepie... En dan die volgende een was "n tekort aan ondersteuning van die departement'. Stem juffrou daarmee saam?

Deelnemer: [13:59] Honderd persent saam. Ten volle, ja.

Onderhoudvoerder: [14:03] Hoe ervaar juffrou ondersteuning van die departement?

Deelnemer: [14:09] Sover het hulle nog niks vir ons ondersteun mee nie. Ek kan nou nie dink aan iets nie. Miskien met daai program wat ons nou het. Daai is 'n baie nice program. En dit vergemaklik jou werk verskriklik, want alles is daarin. Jou dagboek is daarin. Jou rooster is daarin, jou take. Alles is daarin. En die hulpmiddels wat hulle stuur is regtig baie gepas om in die klas te gebruik word.

Onderhoudvoerder: [14:40] Kry hulle verskillende boekies? Soos sê nou die swakker groep.

Deelnemer: [14:44] Nee, dis nou die ander nadeel daarvan. Dis nie gediffrensieer nie. Alles is op dieselfde vlak. Maar daar is aktiwiteite in die boekie wat jy kan sien 'n bietjie maklik vir die sterk groepie is. Hulle kan gou daardeur gaan, maar daai swakker kind sal dan sien hy het dan iets reggedoen. Maar aan die begin van die eerste kwartaal was dit heeltemal te moeilik vir hulle wat swak is. Want hulle het sommer begin met klanke.

Onderhoudvoerder: [15:24] Nou hoe werk juffrou dan met hulle? Ek sien dit is uiteengesit as “dag dit” en “dag dit.”

Deelnemer: [15:30] Ons het begin met begin met die boek, dan sien ons die kind kan nie. Nou hulle stuur dan aktiwiteite wat ons in die klas kan uitprint. So daai vat ons en plak in ons skryfboeke en dan hersien ons dit daarin.

Onderhoudvoerder: [15:45] So julle het skryfboeke ook?

Deelnemer: [15:47] Ja, maar daai is net vir ekstra werkies. Soos intervensie. En met die kinders wat nou sukkel, doen mos nou nie die hele boek nie. So as ons vyf blaai vandag doen, dan doen ons net een. En dan doen ons weer die ander goed om hulle te ondersteun.

Onderhoudvoerder: [16:10] Okay, so daar was nog nie eintlik ondersteuning van die departement nie?

Deelnemer: [16:13] Nie vir ADHD nie.

Onderhoudvoerder: [16:15] In verband met toetsings of enigiets nie?

Deelnemer: [16:18] Nee wat.

Onderhoudvoerder: [16:21] Die volgende een was “'n stigma by ouers rondom ADHD.” Hoe verstaan juffrou daai sin?

Deelnemer: [16:29] Toe ek mos nou die brief moet stuur moes ek nou verduidelik waarom die brief gaan. Toe sê die een mammië weer vir my.. umh.. maar voor die briefie het ek al [Jet] se pappie laat weet dat hulle asseblief vir hom vir my kliniek toe moet vat om hom te laat toets, want hy is bietjie baie woelig. Maar die pa het heeltemal verkeerd verstaan. Die pa sê toe: “Juffrou moet vir my laat weet as hy stout is!” Ek sê toe “hy is nie stout nie, hy is woelig. Daars 'n verskil.” Toe verduidelik ek vir hom hoekom ek die boodskap vir hom gestuur het en hoekom hulle vir hom daai kant toe moet vat, want hy kan nie stil sit nie en hy konsentreer nie vir lank nie, alhoewel hy van die werkies kan doen. As hy gaan stil sit, dan gaan hy beter vaar. Toe stuur ek nou die brief en 'n voicenote agterna waarin ek sê wat gaan gebeur en hoekom die juffrou nou hier is. Hier stuur die ma vir my: “Juffrou, nou wat is die van die stil sit? Luister hy nie in die klas nie?” Ek sê: “Nee, julle het nie na die boodskap geluister nie? Die juffrou kom net kyk na watter kinders te veel vroetel en wie se konsentrasie nie so lekker is nie en se aandag dwaal te gou.” Ek het mooi verduidelik. Toe sê sy: “O juffrou!” So die ouers verstaan nie lekker wat ADHD is nie. Ek het mos nou ondervind met dit wat ek vir hulle gesê het daarvan. Van hulle raak bietjie angstig; hulle stuur vir voicenotes wat vra: “Is dit nou my kind wat nie

aandag gee nie en wat stout is?” Hulle dink dit is stout. Ek moes toe agterna vir hulle sê: “Nee, die kind is nie stout nie. Hulle kan net nie stil sit nie. Hulle kan nie lank konsentreer nie.”

Onderhoudvoerder: [18:31] So hulle is net oningelig eintlik.

Deelnemer: [18:37] Ja foeitog, hulle is.

Onderhoudvoerder: [18:39] Okey, so dit is wat juffrou verstaan het met die stigma. Wat is juffrou se ervaring met die ADHD kinders se ouers?

Deelnemer: [18:48] Die twee wat ek vermoed het wat ADHD het, het ek vir die ouers gekontak en gesê dat hulle moet kyk om die kinders by die kliniek te kry om hulle te laat toets. En [Jet] se pa het vir my gekontak omdat hy mos nou gedink het die kind is stout. [Don] se ouma kom haal vir hom so ek het met haar gepraat persoonlik. Sy het net vir my gesê hulle gaan dit maar doen in die vakansie, want hulle wil nie vir hom uit die skool hou nie. En die mammie werk lyk my. So hulle is bereid om vir hom te neem.

Onderhoudvoerder: [19:23] Okay, so dis nie asof hulle nou moeilikheid gee daaroor nie?

Deelnemer: [19:26] Nee, glad nie.

Onderhoudvoerder: [19:28] So hulle is nogals samewerkend daaroor.

Deelnemer: [19:30] Hulle is nogal, ja.

Onderhoudvoerder: [19:32] En juffrou het seker vorige jare ADHD kinders in jou klas gehad?

Deelnemer: [19:38] Nie wat ek so...

Onderhoudvoerder: [19:41] Nie rerig nie?

Deelnemer: [19:42] Nie regtig nie. Dit was nou eintlik my eerste.

Onderhoudvoerder: [19:47] Die volgende een was “n tekort aan hulpbronne”. Ervaar juffrou ‘n tekort aan hulpbronne?

Deelnemer: [19:58] Ja, ons moet maar self improviseer soos die rol wat ek gevat het. So daar is nie eens inligting wat ek nou kan sê ek kan by die skool gaan kyk oor ADHD nie. Ek moet nou maar self google en uitvind wat dit is. My meisie-kind is ‘n sielkundige so ek vra nou vir haar om my te help daar met die outistiese kindertjies as hulle ADHD ook het. Sy verduidelik dit so nou vir jou.

Onderhoudvoerder: [20:31] So julle het ‘n tekort aan hulpbronne. En dan die volgende een was “vreesaanjaend met tye.” Ervaar juffrou dit so? Is dit vir juffrou ‘n uitdagings?

Deelnemer: [20:46] Nee, ek sal nou nie sê dis vreesaanjaend nie. Party dae is dit nou net.. [Jet] is in die oggend nog rustig, dan teen die middag se kant dan begin hy nou te erg raak vir my. Dan vat ek hom maar en ek vat daai blokkies wat juffrou nou gesien het, dan sê ek vir hom om vir my groepe van tien te bou. Daarvoor het ons nou ‘n mat, ‘n alfabet mat, dan sit hy nou daar en dan raak hy nou stiller. Hy moet net besig wees met iets.

Onderhoudvoerder: [21:23] Okay, so juffrou voel nie dat dit vreesaanjaend is nie. Maar net uitdagend....

Deelnemer: [21:31] Dit raak net ‘n bietjie uitdagend deur die loop van die dag.

Onderhoudvoerder: [21:35] Om hom dan net te ondersteun is uitdagend. En dan het ons gesê dis 'n "kontroversiële konsep." Wat verstaan juffrou onder dit? Wat is juffrou se ervaring van ADHD as 'n kontroversiële konsep is?

Deelnemer: [21:50] Kyk nou dis mos die eerste jaar wat ek kinders het wat dit het. So ek sal nie ek het genoeg ondervinding met dit nie. Ek sal nou eers my voete vind met dit. Dis hoekom ek gesê het dat die inligtingsessie baie gehelp het. So Maandag sal ek weet wat ek nog kan doen. Ek het ook 'n trampoline by die huis, maar ek soek net die pootjies. Ek het nou die dag vir my man gesê hy moet die pootjies soek sodat ek dit skool toe kan bring, want ek gaan die kind laat spring. Ons het 'n stoorkamertjie en hy gaan dit vir my uithaal. Toe sê ek ek wil dit net bring.

Onderhoudvoerder: [22:35] Toets dit bietjie, want dit werk dalk nie met almal nie, maar dalk werk dit vir hom. Die ding is net om vir almal te sê dat dit sy trampoline is en nie hulle s'n nie.

Deelnemer [22:51] Ek gaan dit as 'n "bribe" ook mos maar gebruik.

Onderhoudvoerder [22:54]: Ja, lekker! So juffrou sê dat juffrou glad genoeg ervaring het om te kan sê dat dit 'n kontroversiële konsep is nie. Okay en dan "beïnvloed meer kinders nou in die laaste paar jaar."

Deelnemer: [23:08] Ek voel dit het, want toe ons mos nou begin praat met die ander toe is daar van hulle wat gesê het daar nog in hulle klasse is. Waar ek dink die verlede... soos by my waar dit nou die eerste keer is waar ek twee het...Waar ander jare kan ek nie eens onthou dat hulle daarvoor gepraat het nie.

Onderhoudvoerder: [23:30] Hoekom dink juffrou dit beïnvloed meer kinders nou as in die verlede?

Deelnemer: [23:39] Ek dink ook nou oor daai juffrou wat by die inligtingsessie gesê het dat die kindertjies nie by die van hulle energie ontslae kan raak nie, omdat hulle nie speel nie. Hulle sit die heeldag voor die televisie. Nie omdat die mamma dit so verkies nie, maar vir veiligheid. Almal is bang hulle kinders word gesteel of hulle moet by die nasorg gaan sit en daar is hulle mos besig met skoolwerk. Hulle kry nie regtig kans om buite te speel die heeldag nie, want dis mos maar of die mamma is bang die kind raak weg, of die mamma werk en hulle moet by iemand bly...

Onderhoudvoerder: [24:18] So dis nou meer opletterend?

Deelnemer: [24:20] Ja. Dit was seker nog deestyd ook daar, maar dit word ook nou meer raakgesien omdat mens nou meer kennis daarvan het.

Onderhoudvoerder: [24:31] Okay, en dan "word somtyds oordiagnoseer." Ervaar juffrou dit?

Deelnemer: [24:40] Ek weet glad nie.

Onderhoudvoerder: [24:40] Maar by juffrou is daar mos nie gevalle wat jy voel oorgediagnoseer is nie?

Deelnemer: [24:46] Nee.

Onderhoudvoerder: [24:47] Okay. En dan 'frustrasie?' Ervaar juffrou frustrasie?

Deelnemer: [24:51] ja, want jy weet nie regtig wat jy met die kind moet doen nie en dis ook nie 'n goeie idee om die heelyd te skel en te skree nie. Dan sny hulle hulle heeltemal af van jou af. So die frustrasie bou op as jy nie goed het om te doen of 'n idee het wat jy moet maak met die kind nie.

Onderhoudvoerder: [25:16] As jy oningelig is.

Deelnemer: [25:17] Ja, soos in die eerste kwartaal toe het nog nie met iemand gepraat daaroor nie. Soos aan die begin. Ek het eers gedink hy is stout. Toe dink ek agterna, maar hy is nie stout nie. Dis iets anders. Ek het nie geweet wat dit was en hoe om dit te hanteer nie. En na die inligtingsessie toe kry ek bietjie rigting waarna toe ek kan gaan.

Onderhoudvoerder: [25:51] En dan 'behandel verskillend'. Wat verstaan juffrou onder dit?

Deelnemer: [25:59] Dis seker die maniere hoe jy hom kry om stil te sit, soos hoe ek vir [Don] die pyp gegee het. Toe begin die kinders vra: "hoekom kry hy dan dit?". Toe sê ek: "julle weet dan, hy kap sy voetjies. Dis hoekom hy dit kry sodat hy sy voete kan stilhou. Anders kan ons nie lekker hoor nie." Toe het hulle nou dit verstaan. Toe vra [Jet]: "Nou waar is myne dan nou?" Toe sê ek: "Ek gaan vir jou nog ook een bring." Maar vir hom laat ek op die mat sit en met die blokkies bou. Hy hou van daai bou. Ons het 'n krat vol LEGO blokkies die vorige jaar gekry, met die poppe en alles by. So ek "bribe" nou vir [Jet] eerder met daai (lag).

Onderhoudvoerder: [26:56] Okay. So juffrou behandel hulle verskillend.

Deelnemer: [26:58] Ja, vir hulle moet ek. Net om die "sanity" te behou. Joh!

Onderhoudvoerder: [27:06] Okay. En dan 'geduld'.

Deelnemer: [27:28] Ja, jy moet baie hê.

Onderhoudvoerder: [27:13] (lees beskrywing van die uitdagings)

Onderhoudvoerder: [28:16] So stem juffrou saam met dit?

Deelnemer: [28:18] Ek stem saam, ja.

Onderhoudvoerder: [28:19] Is daar iets wat juffrou wil byvoeg?

Deelnemer: [28:25] Nee, dis alles aangespreek.

Onderhoudvoerder: [28:29] [Herinner dat sdië tema 'Strategieë' opgedeel in die sub-temas 'Hulpmiddels' en 'Metodes'] [Lees die beskrywing van hulpmiddels]

Onderhoudvoerder: [29:24] So ervaar juffrou hierdie hulpmiddels in juffrou se klas?

Deelnemer: [29:32] Ons het nie soveel van die hulpmiddels nie. Ek het nou daai voete-ding en die LEGO blokkies wat ek gebruik as hulle te veel raak vir my. En dan het een van ons spesiale klassies se juffrou een dag vir my gesê dat ek die pipe-cleaners kan vat. Dan vat ek 'n stokkie en as hy besig word dan gee ek dit vir hom in sy hand, dan kan hy dit draai om die stokkie terwyl hy luister. Dan het hy iets om te doen. Of as hy nie die stokkie wil vat nie dan laat ek hom dit om sy vinger rol. Hy wil net iets in sy hand hê om sy aandag te behou en dan konsentreer hy. Dan help dit so 'n bietjie.

Onderhoudvoerder: [30:42] Okay. So juffrou ervaar van die hulpmiddels. Definitief nie medikasie nie. En dan is dit die fisiese hulpmiddels.

Deelnemer: [30:58] En dan 'n juffrou ook vir my gesê ons het op 'n tyd voor COVID sulke tyres gekry. Met mooi kleure geverf en dan kan hulle daarin sit.

Onderhoudvoerder: [31:10] (praat oor eie 'tyres' in klaskamer)

Deelnemer: [31:16] Ja, so daai is nou as die kind nou regtig nie kan stil sit nie. Soos [Jet] wat op die grond sit dan vat ek daai vir hom om op te sit.

Onderhoudvoerder: [31:31] Ek sien julle het kussentjies op die stoelle. Het julle dit nuut gekry?

Deelnemer: [31:34] Nee, ons het dit nogaltyd. 'n Pa het dit vir ons een jaar gemaak.

Onderhoudvoerder: [31:46] Is dit net in juffrou se klas?

Deelnemer: [31:48] Nee, in alle klasse in die Grondslagfase.

Onderhoudvoerder: [31:46] En dis so oulik dat hulle dit buitentoe vat en dan sit hulle daarop.

So juffrou het eintlik ook daai as 'n hulpmiddel – 'n sagte kussing.

[einde]

[Participant 1 (2)]

Onderhoudvoerder: [00:03] (lees beskrywing van die 'metodes')

Onderhoudvoerder: [01:06] Stem juffrou saam daarmee?

Deelnemer: [01:28] Ja, want hulle kom agter as jy nie weet wat jy gaan doen die dag nie en dan maak hulle nogal misbruik daarvan. Of as jy nog moet kom voorberei en goed reg kry dan vat hulle die klas heeltemal oor.

Onderhoudvoerder: [01:46] En watter metodes kan juffrou die meeste mee assosieer?

Deelnemer: [02:01] Soos ek nou gesê het vir [Jet] gee ek mos nou LEGOs en dan sit hy hier rustig. Dan kan ek weer aangaan met my dag. Soos juffrou nou kon gesien het met die 10-bordjie. Hy speel die heelyd. Dit bly op die grond en dis net nooit op die tafel nie. So vir hom gee ek nou die LEGOs en dan sit hy nou hier voor op die mat en dan bou hy nou maar daar. Vir [Don] gee ek maar vir hom sodat hy vir my kan kyk, want hy hou van vroetel op die tafel, so dan gee ek vir hom die "pipe-cleaners". Daai is nou eers al waaraan ek kan dink.

Onderhoudvoerder: [02:54] Maar juffrou gebruik ook baie praktiese aktiwiteite, né?

Deelnemer: [02:57] Ja, die wiskunde en goed is baie prakties. En dan as ons klanke ook doen - hulle het klankkaartjies waarmee ons mos nou woorde bou. En dan het ons mos die interaktiewe borde so ons kan ons dit gebruik. Ek het baie PowerPoints gemaak wat ek wil speel dan klank ons van die PowerPoint af. Vir hulle is dit nou soos cartoons.

Onderhoudvoerder: [03:23] Ja, hulle sê mos hulle wil "stukkies kyk." So juffrou stem saam met hierdie metodes?

Deelnemer: [03:28] Ja.

Onderhoudvoerder: [03:39] En juffrou sê die een waarmee juffrou die meeste assosieer is die vroetelgoedjies. En juffrou gebruik ook meer visuele leidrade as ouditief, met die witbord?

Deelnemer: [04:01] Ja.

Onderhoudvoerder: [04:03] En dit is dan dit. Baie dankie vir juffrou se tyd. En dankie dat ek by juffrou kon observeer het.

[einde]

Appendix J: Transcription of the individual interview: Participant 3

- * The transcription is guided by time guidelines indicated in the square brackets.
- * This individual interview was conducted in English (the participant's choice).
- * Two recordings were made during this interview, therefore, the interview is divided into two parts. Recording one is indicated as (1) and recording two as (2).

[Participant 3 (1)]

Interviewer: [00:00] Tell me about your qualifications.

Interviewee: [00:01] B-Ed Foundation Phase in Stellenbosch.

Interviewer: [00:04] Did you also have-

Interviewee: [00:11] Practicals?

Interviewer: [00:12] Yes, but in Grade 1?

Interviewee: [00:16] So how it worked is in your second year, the third year, and the fourth year of studies you did your practicals during a school's entire third term. In your second year and third year, you could choose any school and in our fourth year we were supposed to be placed, but then it was COVID. Then last year turned into us being the teachers that schools called if a teacher got COVID. Then we went in and we did their 10-day isolation thing and we could choose our grades. They recommended we do different grades, but I just love Grade 2. Grade 2 is where I should be. So, I did all my practicals in Grade 2, including all my planning for Grade 2. The principal said: "This class was a mistake. The school accepted too many kids." So, that's why. There's only supposed to be two English Grade 1's and he said next year there will only be two. This group won't have a Grade 2 class next year, so I'm hopefully going to go to Grade 2 with them next year.

Interviewer: [01:21] Will you stay in this classroom then?

Interviewee: [01:22] Yes.

Interviewer: [01:23] So did you get formal training in Grade 1 then?

Interviewee: [01:27] Yes. Grade R, 1, 2, and 3.

Interviewer: [01:29] Okay. And in the few years that you studied (your study-years), did you receive any training in ADHD?

Interviewee: [01:40] We had an Education Psychology subject in the first year, third year and fourth year. In those three years of having that subject, one of our sub-modules had a little bit of ADHD. But it was never-

Interviewer: [01:59] Very little.

Interviewee: [01:59] It was very little. And then we had to do a research task in our final year but we could pick a topic. ADHD was one of them but I didn't pick that one. So, whoever picked

it obviously would've learnt more. To be honest, being at that university for four years, you would think that they would've done more on ADHD, but they didn't.

Interviewer: [02:19] Because it's so common in classrooms. So this is your first year of teaching?

Interviewee: [02:25] Hmm.

Interviewer: [02:25] And how are you enjoying it? Are you-

Interviewee: [02:27] I love it so much! Except for Group 2!

Interviewer: [02:30] Oh yes! Exactly.

Interviewee: [02:30] But I'm now very nervous for term 3 that we're going to come back together. Because now obviously I've been teaching for six months nineteen-nineteen and now I'm going to have to go to thirty-eight.

Interviewer: [02:45] I know. But you are actually very lucky...(personal anecdote)

Interviewer: [03:34] So this is the answers of the focus group. We grouped cards into groups that made a theme - and at the end, we got out three themes. It was characteristics, challenges, and then strategies, of which we did subgroups or sub-themes and that was teaching resources and methods. Let's start at characteristics. I'm just going to read the segments for you - the cards that we wrote the answers on- and then I'll read the descriptive paragraph. We'll just talk about it then. The first column is the segments, which is "bad writing," "can't write." This is the characteristics of the child. "Bad writing," "can't write between lines," "always up and on the go," "sometimes out of control," "talkative," "does not execute commands," "forgetful," "poor processing (visual or auditory)," "talk a lot, or says everything that he or she thinks," "slow working pace," "learner does not sit still," "enjoys practical activities," "bad listening skills," "untidy," "shows a lot of interest in one topic (for example, cars)," "own world," "I want to, but I can't," "short concentration span," "hyperactive," "struggles to sit still," "shouts out," "daydreams," "messy table," "distractible," "unorganised," "not focused," "learner appears to be uncertain," "fidgets," "impulsive," "moody," "unable to sit still for too long," "struggles to complete long tasks," "lost," "directionless," "does not listen to given instructions," "whirlwind," "wandering attention," "disobedient," "separate, but a part of the class," "busy," "tricky at times," "difficult to handle," "class clown," "challenging," and "feel alone." At the end we just talked about it and did a descriptive paragraph on it orally and I went and transcribed it for us. The descriptive paragraph was: "A learner with ADHD may have bad handwriting and not write between the lines. He or she may also display untidiness and be disorganised. Some learners with ADHD also have poor processing skills (visual or auditory), bad listening skills, a short concentration span, may daydream and be directionless, have a slow work pace, and struggle to complete long tasks. He or she may also show disruptive behaviour, can be disobedient, moody, impulsive, hyperactive, and talkative. He or she may also express a lot of interest in one topic and enjoy practical activities. Poor self-image can also be a characteristic of a learner with ADHD. All of these characteristics make it tricky and difficult for the teacher to handle the

learner with ADHD at times, but it is also very challenging for the learner to have these characteristics. Do you agree with the characteristics?

Interviewee: [06:56] Yes.

Interviewer: [06:57] And is there something you would like to add to it?

Interviewee: [07:02] No. I also really like the one or the one that stands out is “I want to, but I can’t.” Even during my teaching practicals, I worked with a boy who had ADHD, and sometimes they want to but they just don’t have that focus. So I agree with that.

Interviewer: [07:21] Is there something else that stands out for you that you’ve seen in your learners with ADHD?

Interviewee: [07:34] I think the “wandering” as well. Obviously, I don’t know with this group, but with [Red] - And the kids as well, they see him. It’s like he’s in a different world. We will literally be in the middle of a full-on lesson and he will stand up with a piece of paper this small and just walk to the dustbin and throw it. But walking like-

Interviewer: [08:04] He’s not here.

Interviewee: [08:05] He doesn’t even know what’s going on in the rest of the class. And everyone’s looking at him and people even start to laugh - the other kids - and he won’t even notice and he’ll just walk back and sit down again. I use to have him seated- and this is actually something I wanted to say - in front of my class because I felt like I didn’t want him to be distracted. And it actually made him keep turning around and looking back. He kept wanting to know what was going on behind him. So then I told him: “You choose your own table.” I asked him where he would like to sit. He moved a few times and then he actually chose this table. [crosstalk][08:42] So he sits here.

Interviewer: [08:42] In the middle of the classroom?

Interviewee: [08:44] Yes, then he can kind of see what’s going on around him. For me that was very interesting because I just assumed it would be better for him to be in the front, but for him, I think according to his personality – I don’t know – if there’s a noise behind him or something, he needs to always know what’s going on.

Interviewer: [09:03] So he’s actually very curious?

Interviewee: [09:11] Yes, that’s very interesting. So that’s something like the “wandering around.”

Interviewer: [09:18] What is your take on “all of these characteristics may be tricky for the teacher but also for the learner to have these characteristics”?

Interviewee: [09:29] Yes, I think that also ties back into “I want to, but I can’t.” I think they get frustrated sometimes if they... I don’t know, I feel like the child will either know (and get bothered about it) or maybe they won’t even know sometimes. I think it really depends on the child themselves. But I think it also extremely difficult for the teacher as well, especially when you have a full class. You can’t always just be by [Bless] or I can’t always be by [Red]. So I think it is challenging for the teacher, but definitely for the child. I think in terms of, if the whole

class is maybe doing one activity and I give them a separate activity, it's like: "Why do they get to do something that's different?" And then maybe they think to themselves: "Why can I not do what they're doing?"

Interviewer: [10:20] This basically links to the learner's self-image.

Interviewee: [10:32] Sorry, the older kids are on break now, so it might be a bit noisy-

Interviewer: [10:36] No, that's fine-

Interviewee: [10:36] It's only for ten minutes.

Interviewer: [10:37] Okay. So, do you agree with the characteristics?

Interviewee: [10:39] Yes.

Interviewer: [10:39] And there is nothing you would like to add?

Interviewee: [10:41] (agrees) Hmmh.

Interviewer: [10:41] Okay. So, we are at the theme "challenges". I'm going to go through the segments and discuss them with you, because that was quite interesting for me in the focus group. The first one was "lack of support in schools." Tell me about your experience with support from your school to support learners with ADHD. Do you agree? Is there a lack of support from your school?

Interviewee: [11:10] So I remember in this, I definitely put down the lack of support and I think that stems from university as well, as there has been lack of support at university - well, in studies. That could be something to always add on - 'Lack of support in studies'. But also in school. It's not necessarily the school's fault, it goes into the department and all of that, but what are they doing to actually help the child, is what my question is. Or to support the teacher as well is what I feel. So I definitely feel that there is a lack of support. Just because I go online and I go and I look a lot about like "what do other teachers do?" and I see all these things that they have, like these fidget chairs and these like special chairs. I saw the cutest thing. It's something that the kids put their feet on with like little knobs on it and then they rub their feet on it. But our teachers are expected to buy that stuff with their own money, is what I feel and I understand that I'm working at a school where the kids don't pay school fees, so there is no funds. So that's why I just feel: "How do I support these children without resources at the end of the day?" The only support that I can say we get from the school is the Afrikaans classes have a remedial teacher here.

Interviewer: [12:25] (gasps) Oh! Do the English classes not have?

Interviewee: [12:26] No.

Interviewer: [12:29] Oh wow!

Interviewee: [12:29] So all the Grade 1 teachers identified ten kids at the beginning of the year for whatever problem and the remedial teacher has a roster and she goes and fetches the ten kids to work with them.

Interviewer: [12:45] For how long does she take them?

Interviewee: [12:46] I don't know how their sessions are. It's like a session.

Interviewer: [12:47] I think it's very short. Like half an hour, an hour.

Interviewee: [12:49] Maybe like half an hour or something like that. And she rotates those ten kids and she also does tests, like maybe scholastic tests or things like that type of stuff. But she is helpful, in term of I can go and check things with her and she will give me paperwork to send the kids for tests. So like with [Red] and [Lab] I did the Conner's form thing and I sent that home. I'll say: "That was related to ADHD, the other stuff's not really related." So that is only support that we have - we go and ask for the form and they'll tell us how to fill out the form.

Interviewer: [13:21] Okay. So you experience a lack of support as well?

Interviewee: [13:23] Yes.

Interviewer: [13:24] And a lack of support from the department, like you said?

Interviewee: [13:27] Yes.

Interviewer: [13:28] You also experienced that. But have you actually been supported by the department, or do you - I know it's your first year now - so do you know of teachers that have actually been supported by the department?

Interviewee: [13:39] No.

Interviewer: [13:40] So they haven't been here for testing, or-

Interviewee: [13:43] No. Not that I know of. We've had the department come but only for things like trauma sessions. Not anything for ADHD. We had two trauma workshops - we had one last week as well. But not ADHD. I think the biggest thing with ADHD is the stigma because the department is not going to come and do an ADHD talk because they probably just think that it's behaviour, to be honest. That's how I really feel about it.

Interviewer: [14:12] Because there's so many discipline problems already. So how do you understand stigma in parents around ADHD? I think everyone understands it differently, that's why I'm asking.

Interviewee: [14:32] For me, I've really seen it both ways. I've seen the parents who just don't - my boy [Red's] sister has Down's Syndrome - his twin sister. We also have this special class at this school, one special class, and she's in the special class. So when I said to the mom: "I suspect that there is something with [Red], would you be willing to take him to the clinic?" Her first reaction was: "There is nothing wrong with my child." Got very defensive.

Interviewer: [15:01] Which child is this now? In your class?

Interviewee: [15:03] [Red], yes. The one whom I suspect has ADHD. When I spoke to the mom about it, obviously with the other child maybe having issues, she was just completely like: "My child is 100% fine. There's not an issue with him." But then when I started to discuss with her further and I gave examples, she actually said: "That actually happens at home as well." And that's then when we had the conversation and I explained and she took the form and said that she will take him to the clinic. So sometimes I think the parents will understand and then at the end of the day they want what's best for their kids. But there are other parents who will not

believe - they will think that it's... I don't know what. But the stigma - I don't know if this would fall under stigma or something else - I also think that there is another group of parents where if a child is just busy, the parent will say: "Oh, my child has ADHD."

Interviewer: [15:54] That's probably where the overdiagnoses comes in.

Interviewee: [15:57] Yes, yes. Oh, that's actually true. Overdiagnosis towards the end of the segments.

Interviewer: [16:02] "Sometimes overdiagnosed". But you haven't experienced it yet? Where a child is diagnosed but you don't think he/she has ADHD.

Interviewee: [16:09] It was my "ouma's" neighbour, that's where I saw it. That's where I remember it from. Okay, to be honest, I did not believe in ADHD. When I was in school, I thought ADHD was a made-up thing because how I felt is that if - like my mom and her two brothers, she always says that if they were raised now, they would have all three been on ADHD medication, because they were raised to be busy and play and not sitting still. So I always thought ADHD is just a thing, but then when I actually experienced it with a child was during my practical the first time ever, it was like this child, who didn't do his work and everything. One day, the minute I saw him there was something completely wrong with him and I went and when class started, I said to the teacher: "There is something with this boy, it's like a completely different child" and she called him and she said to him - I can't even remember his name - "Did you take your medicine this morning?" and then he said: "No." And then when that's - when I saw that and I saw how the medication actually made such a difference, was when I thought: "Okay, maybe there is actually something." Then I started to read up more about it. Then - long story - in a friend group in university - we're a friend group of six - this one girl irritated me so much. Obviously, she's in the group, what could I do? But we would always just - she just annoyed me so much. When we were doing exams, I walked into the library and she was sitting and she was working and it was the first time that I've ever seen her work. Like, I will be learning in class and she'll be trying to show me things on her phone, that is how she was. She never worked. And I saw her in the library sitting and working and I said to someone: "Kill me now, what is happening?" And they said she's taken her ADHD medication. She doesn't take her medicine. Only when she does her exams and tests. And that's, when those things started happening, when I clicked that there is actually something like ADHD. But I think I saw that it is overdiagnosed - and I got like upset about it - when I saw my grandmother's neighbour in school. He was a busy boy as well, super busy doing sports and everything, and they put him on ADHD medication and he became a zombie. Like he sat upstairs all alone on the couch while the kids would all be playing outside.

Interviewer: [18:26] So do you think there is overdiagnosis?

Interviewee: [18:29] There is definitely overdiagnosis, and also there is underdiagnosis. That's why it's a really challenging thing because I think that it is definitely overdiagnosed and underdiagnosed. I think-

Interviewer: [18:41] You remember we said “affecting more children now in the last few years?” So how do you experience that? Because you said now that now a lot of children are overdiagnosed.

Interviewee: [18:51] Yes. So I think there’s also more research - like now - there’s more knowledge on it and that is why more children are diagnosed because there is more information on it-

Interviewer: [19:03] Compared to the past. Or five years ago.

Interviewee: [19:04] Yes, or even ten years ago, whenever. I think another thing is just generally - and this is just personal beliefs - is that the food that we are eating now doesn’t have as much nutrition as the past. The kids are also starting to be on screen time at a younger age and I think because of all of that the kids struggle to focus, because they are not taught the ways of learning because when they go home, they’re on phones. Like I will ask my kids: “What did you do yesterday when you were at home?” TV, laptop, phones that type of thing.

Interviewer: [19:38] Not playing in the park or-

Interviewee: [19:41] I feel like it makes the children lazy and then when it’s time to focus, they don’t have the attention because they’re used to TV or things like that.

Interviewer: [19:49] They’re used to having something to grab their attention. That’s so true, hey?

Interviewee: [19:55] That’s why they’re a bit more now.

Interviewer: [19:57] It’s more now than in the past. And you also said “lack of resources?”

Interviewee: [20:03] Like the that thing you rub your feet on and also like physical resources.

Interviewer: [20:11] And also, as you said, there’s not really somebody that you can go to? Or ask? Or you can ask the-

Interviewee: [20:19] You can ask the lady, but what is it really even going to help? Resources like a person coming in and maybe even explaining to us what are strategies we could do, or things like that. There are the cutest things - I saw these other chairs as well that’s like a chair but it’s like a ball-

Interviewer: [20:34] It’s like a gym ball.

Interviewee: [20:35] Yes, yes, yes. So there is-

Interviewer: [20:37] You get those tiny ones for the children-

Interviewee: [20:39] Yes.

Interviewer: [20:39] Because I know we have those big ones and it doesn’t always work well-

Interviewee: [20:42] Yes-no. They would probably roll around everywhere. So yes definitely like the resources (physical) and a person with knowledge coming in.

Interviewer: [20:52] Do you find it’s scary at times? Is that a challenge for you?

Interviewee: [21:05] ... I haven’t experienced it enough, I think personally to be able to say whether or not it would be scary. I think that I can see how it can be scary for people at time, but that hasn’t really affected me... yet. Maybe it will in the future.

Interviewer: [21:22] So you agree that it can be.

Interviewee: [21:26] Yes. I think depends if the person personally. It could be scary for the person, the teacher or the parent possibly as well, or whoever. But I just personally haven't experienced it as scary- I think maybe "scary" in terms of the uncertainty that we don't know. If there's not someone coming and helping us, it can be scary at times in terms of we doing what we think. But who's to say what we think is the right thing?

Interviewer: [21:55] And that's actually where the second concept comes in: it's a controversial concept. And we said it's a challenge. How do you see it as a challenge? Like how do you experience this as a controversial concept?

Interviewee: [22:11] I think the "controversial concept" is the biggest thing with the medication for me. Whether or not they're on medication- I think that's where the "controversial" thing comes in really.

Interviewer: [22:25] Okay. So you see it in terms of medicine?

Interviewer: [22:31] Yes.

Interviewee: [22:31] Then "frustration?" Do you experience that as a challenge in your classroom?

Interviewee: [22:41] I definitely think it is frustrating if you're just trying to do something and the child can't follow onwards. It is just frustrating sometimes. You just think: "Why can you not do it?" But they can't help if they can't work. I would actually message the mom to find out what happened with his test.

(Fetches a book and pages through the book)

Interviewee: [23:10] He sits and he tries so hard - his work actually doesn't even look bad - but like... to write this will take forever. The kids will be done with this whole activity and he's still writing. That's why now I've started sometimes writing some of the things for him. And like ordering. Like this activity took him - it's not like he can't, he's clever, it's just the time and it's really challenging because the whole class will be finished then he will still be here.

Interviewer: [23:38] Then you have to wait for him.

Interviewee: [23:38] And that's why I find it frustrating because then I'm like: "How do I go on?" Because then he's going to get distracted on the other stuff that is going on-

Interviewer: [23:45] And also he'll miss his work then.

Interviewee: [23:47] Yes! I remember the one day as well - the day that was the first time that I picked it up - it was when we did work with numbers and the number names in another book. Everyone was long gone and he was still going and looking and writing and looking and writing. And the thing with him is that he'll never give up but he takes forever and I think that's what's frustrating.

Interviewer: [24:07] So he doesn't give up? That's sweet.

Interviewee: [24:08] No, that is nice. He's very determined.

Interviewer: [24:13] Why do you think he takes so long? Is it because he loses attention, is just because he's distracted?

Interviewee: [24:21] No! He must look for his things. He must now look here for his pencil and he's slow and then he must find the eraser in his bag, then when he's finding his eraser he'll find a piece of paper, now he must go take the paper to the dustbin and that type of thing.

Interviewer: [24:37] So he's very distractible.

Interviewee: [24:38] Yes. I think that's where the frustration comes in.

Interviewer: [24:41] For you and him.

(laughs)

Interviewer: [24:45] And then under "challenges:" "treat differently." That was also an interesting one because everyone explained it differently to me. So how do you experience that as a challenge? "Treat differently?"

Interviewee: [25:02] So the "challenge"...Is that in terms of treating the children differently?

Interviewer: [25:06] It could be.

Interviewee: [25:08] I'm trying to think of those other kids that I worked with at that one school as well. I think maybe "treat differently" as a challenge is that one thing doesn't work the same for all the kids who have ADHD. Maybe that's how I see it, is that something - my one boy is so much [inaudible][25:30], he actually was more autistic, but something that worked for him would not work with that other boy. So I think the "treat differently" is that you find something that works but it doesn't work for everyone. So that's maybe how I would see it as a challenge, because now you also not only have to deal with children who are really struggling, but now you must use different strategies on the different children as well.

Interviewer: [25:57] And you have more learners with ADHD in the classrooms now, compared to ten years ago. Okay, so that was your "treat differently," then "patience." We said that's also a challenge.

(Laughs)

[End]

[Participant 3 (2)]

Interviewee: [00:00] I think that the "patience" ties in with "frustration". It's frustrating as well sometimes when you don't have enough patience. And it's something that I really try to have. I think that even the "patience" ties in with the "I want to, but I can't." I just try and remind myself every day, week-in, week-out, with these children. So definitely...

Interviewer: [00:28] A challenge.

Interviewee: [00:29] Yes.

Interviewer: [00:31] Okay. So our descriptive paragraph is: "There are several challenges the teachers experience, such as a lack of support from the school and the department, and a lack

of resources received. It is a controversial concept. Therefore, not all teachers and parents have the same beliefs of supporting the child. Parents' own stigma around ADHD also makes it hard to support learners with ADHD: it's more difficult to support learners in the last few years, as more learners should be treated differently according to their specific needs. Learners are sometimes overdiagnosed. All of these challenges frustrate the teachers and the learners and make the support of learners with ADHD scary at times. Even though there are so many challenges, it is important to have patience." Do you agree with that?

Interviewee: [01:33] Yes. I agree.

Interviewer: [01:35] Is there something that you would like to add that's a challenge?

Interviewee: [01:38] The only thing that I thought about while we were discussing was the university-type thing. But I don't know how relevant that is to your thing.

Interviewer: [01:44] No, it is! Definitely. So you would like to add "a lack of support in university"?

Interviewee: [01:50] Yes.

[pause]

Interviewee: [01:53] When you're studying.

Interviewer: [01:58] (writing) In studies. I'm just going to say: "in studies." And so the next thing was "strategies" and we separated it into subgroups-

Interviewee: [02:12] I like that a lot.

Interviewer: [02:13] Yes, me too. So we said the "teaching resources is physical resources in the classroom that you can use for your individual learners." So I'm just going to read the descriptive paragraph. "Physical resources in the classroom that can be used for individual learners include: earphones, trampoline in the classrooms, soft cushions on chairs, ball for learners to sit on, games to reduce energy levels, puzzles, medication, clap hands rhythmically, sing-songs, rubber bands, fidget toys, clay on the table, puzzles in chair bag, a wall clock with big pictures to indicate daily program." So is there any teaching resources that you would like to add, that you know of?

Interviewee: [03:12] No, I think that sums it up basically.

Interviewer: [03:16] And which ones do you associate with? That you use in your classroom?

Interviewee: [03:19] So something that I really liked that the other teachers mentioned (that I actually mentioned to some of my colleagues, because they obviously asked how the focus group was) were the clock thing with the schedule, but also - and I'm going to try it with [Red] from next week on - the idea of that little timer, because then they can see the time actually move. And I was thinking that if I have a clock there that I must move, I'm too busy to go and move it the whole time to like indicate the different things.

Interviewer: [03:51] And then he can stand up a bit.

Interviewee: [03:52] Yes, to do something like that. So I think that that's one that really stood out that I can still remember. Other than that, to be honest, all that I really do with my kids is

just a lot of songs and “stop, look and listen” and “rub your ears.” And also brain breaks. I think came under “methods”.

Interviewer: [04:27] The reason for not using the other ones, is because you do not know of them, or you don't have the resources for it?

Interviewee: [04:32] I think I didn't have access to fidget toys, and clay on the table, and puzzles and that type of thing.

Interviewer: [04:42] You use puzzles though?

Interviewee: [04:43] That's my own though. But they know I can only give it to them. And I feel bad because then the others all ask. But it's really expensive and that's a thing. I said to them at school though I would really love to do a fundraising activity so we can get more things in the class

Interviewer: [05:07] That is actually a very good idea.

Interviewee: [05:09] So that and then also earphones actually - the music - I do music with my kids as well, like calming music, and I must say sometimes it does help everyone in general. The others - I will start to use more with more time in a class. I'm still new to being here.

Interviewer: [05:34] Okay. So the next subgroup was “methods” and we said “methods are strategies teachers can use that do not include physical resources. Discipline needs to be maintained to help the learner(s) with ADHD, the class, and the teacher. This is done by using a disciplinary system, including rewards maintaining class structure and routine. The teacher also should be adaptable, giving shorter instructions and repeating it, by adapting tasks, including brain breaks, giving him or her small tasks in the class, including more practical activities, using more visual clues instead of just auditory, giving concentration exercises, using an object that holds attention span, focussing on a position when a learner sits in the class, giving one-on-one attention, giving the learner a balanced healthy diet and ensuring he or she drinks lots of water, and by loving and listening. These methods require the teacher to be disciplined, to be prepared and organised.” So do you agree with the methods?

Interviewee: [06:52] Yeah, I think that's probably what speaks to me the most out of all of that. Because that's what you can have control over when you don't have resources. The methods are free; they don't cost any money and it's just time. And that also links to what we were saying earlier on about “treating differently.” I think that's where the methods can easily come in, is that you can use different methods for different children. And that's a lot easier to control than having physical resources - that you have to give different resources to everyone. And sometimes, the methods like brain-breaks, they're methods that you can also do for your entire class. If the kids come in and they see [Red] with different resources then they will ask: “Why does [Red] have a special chair that he's sitting on?” That makes [Red] stand out and might make him feel like “why is he standing out?” If I do a brain-break with the whole class and it's actually for him, no one knows that it's for him. That's why the methods are something that

every teacher can use, because you can use it more for your entire class, if you know what method works for that child. So I like the methods.

Interviewer: [08:42] That's awesome. And then I actually want to ask you, do you have a discipline system?

Interviewee: [08:50] So I actually think about it a lot, because, throughout every practical teaching that I have ever done, the first question that I would ask every teacher is: "What is your discipline method?" Because I know it is different for everything and my biggest thing is "what am I going to build up to use in my classroom?" And I don't have a set one yet. I feel really sorry for these kids sometimes, they are like my guinea pigs because it's my first year of teaching and I am trying to find what works for them. But technically I can say that I use the sticker system. The kids know that I have a whole drawer full of stickers and I also have different types of stickers - so they know I have a homework sticker. I encourage them to do their homework, but it's also challenging for a lot of them to do homework. So what I do is at the end of the week - we did it on Wednesday with this group - is to tell them to take out their homework file and if they have completed it or if they can do the reading words, then they get the homework sticker. That's why they asked earlier: "Are stickers today?"

Interviewer: [09:55] Do you put it all in their books?

Interviewee: [09:56] I put it on the homework book and then I do stickers in their books - and I have forehead stickers. Something that I started to try, but I've done it on and off because we got donated by someone, is this thing called the "Hero Award" and it was like this badge thing. So I started doing that-

Interviewer: [10:16] When was that? This year?

Interviewee: [10:18] Yes. We got it from Pick 'n' Pay or something like that. It was like a certificate and a badge. So it was Term 2 that I decided to start the thing and I decided that I'm going to post it every Friday on the parent group chat who is the Hero of the Week. And then I explain why they are the Hero of the Week. So like with [learner's name][10:34] who was here earlier in the week, he got Hero because he has been helping [learner's name][10:37] who can't do anything for himself, by translating what I say into Xhosa and things like that. So we did Hero Award, but we haven't done it in the last two weeks because the last child who got the badge can't find the badge.

Interviewer: [10:49] Oh no!

Interviewee: [10:50] So that isn't actually an excuse of why I'm not doing it. So I was actually talking to a friend about [learner's name][10:58] the other day - she's a Grade 2 teacher - and she actually had a child with ADHD in her class that she's really struggling with, and she made this little robot thing for his table. I was also going to try it, but they're Grade 2, so it's also a bit difficult for Grade 1. I'm going to try and adapt it for Grade 1, where it's like a visual and then you have goals for them for the week and then it's red, green, yellow, and then they can colour it in themselves every day with you and then they see it in the week. By the end of the

week, if he has so many greens then he gets a prize. So I'm going to try that. I guess I also just use a lot of positive reinforcement.

Interviewer: [11:59] And then I want to ask you about "a balanced healthy diet and ensuring that he or she drinks a lot of water." How do you do that? How do you maintain it?

Interviewee: [12:10] It's a personal passion of mine. My line of studying and the route that I want to go in (during studying honours) is researching how food affects children's behaviour and not just like ADHD. Like everything – it can be in so many different routes basically, but it's how what we eat and what we drink affects us - this one teacher got pregnant, and all I could see her eating is fizzy cooldrinks and sweets. Your baby in your tummy needs nutrients. And that I think is a big thing as well with my kids in my class. My personal belief – if it's not cultivated from pregnancy and then from when they're born - the foods that these types of children eat. And I know it's incredibly difficult for these kids to also eat healthy-

Interviewer: [13:31] Especially because they are poor.

Interviewee: [13:33] And they're poor and they come to school with chips and things like that. And lollipops. So my kids know my rule is they are not allowed to have sweets and chips at first break. They eat their "lunch" - which drives me insane - they eat their main meal at ten. And then they don't really eat during second break but I encourage them. So they know they have their first break and I will die - my kids know that if I see Coke bottles and things like that they're wanting to drink, it's at ten and they're seven years old. Also, every day we do water fill-ups. I told the parents that they can send empty bottles or whatever and I encourage my kids to drink a lot of water. And I think if you can right now, if you have the money and stuff to have a more balanced diet and get different nutrients, it will also help with your energy levels when you are ADHD compared to now when you are already hyperactive and your sitting and eating a whole slab of chocolate. My kids know now, in Term 1, they'll come to class and they'd already eaten their chips before school starts. Now they all tell me: "No, my chips is for second break!"

Interviewer: [15:00] Or they told on their friend.

Interviewee: [15:02] Yes! [learner's name][15:05] looks in his bag and I can see him secretly eating. But luckily they do say. And sometimes I feel bad for being hard on them, but they do need to learn, because-

Interviewer: [15:19] They do. Because some of their parents won't tell them.

Interviewee: [15:23] That's the thing. The nice about us is we get meals, the kids can have food every day. So a lot of my kids do eat and then they eat at 10 o'clock that also bugs me, but anyway, so then I know that they are getting something nutritious in as well. And even if they come with lunchboxes with their own food, I still encourage them to eat the school food and then I tell them: "eat the school food now and save your lunchbox for second break." And then I let them eat their own lunch food at second break again. And the thing is, especially [learner's name][15:56] who's family is extremely poor - when they go home, they don't really

have food or things like that. And also about this, in general - also just like eating - I think like with [Bless] [16:11] I notice a slight improvement in his behaviour if he eats the porridge in the morning before he comes to class. Usually when I get to class, I will say to him: "Have you had your porridge?" and then he says: "No" and I will say: "Run and get your porridge."

Interviewer: [16:26] So kind of just checking on him as well?

Interviewee: [16:27] Yes. Because he also lives on a farm in Moorreesburg, so he has to drive in and then imagine he probably eats at home, if he does, at like 5 o'clock in the morning, so when he gets here, he's hungry. Because otherwise if I don't do that, like literally 9 o'clock, he'll shout out: "I'm hungry!" or something like that and then it distracts the whole class.

Interviewer: [16:58] Okay. So you basically told me what methods you use. Which one stands out for you the most?

Interviewee: [17:08] Brain-breaks.

Interviewer: [17:15] What does it include?

Interviewee: [17:16] We do a lot of stand up, do a little line crossing, or pick the apple-pick the apple. It will literally be as quick as that - taking my little kids out to the bathroom - I usually take them all together, instead of letting them stay one-by-one, because it also gives everyone a chance to get up, get out, have that fresh air, get back, sit down. And small things like that - using the little sentences that they copy using the little songs. The other one I would say is breaking things into smaller pieces and that's the biggest thing that I do with [Red], otherwise he will be here the whole day doing the same thing, but I've stopped completely. He doesn't even have to write the date anymore, which-

Interviewer: [17:58] Takes too long.

Interviewee: [17:59] It wastes time. It's not important to write a date in my opinion, when you have other things you need to be doing.

Interviewer: [18:05] That's how you adapt, basically.

Interviewee: [18:07] Yeah.

Interviewer: [18:08] Like you said "don't sweat the small stuff."

Interviewee: [18:14] It's something at university a lecturer said that I will never forget and she said that her biggest thing is why do you force children to be quiet in a line? She said she will never understand it because if you are like in a shopping queue in a line for the shop, you're either on your phone, you're reading a magazine, or you're talking to a person - we as adults are never expected to stand 100% still to go somewhere, but we expect it from our kids. She said it in the one lecture that she did and it really like stuck with me. I can that with my kids, that that's my own problems that I need to work on and it's not the kids making their tables straight, that they have their own box where they put their stuff in every morning so that they can stay organised, but that's my personality issues that hopefully help them to stay more organised.

Interviewer: [19:06] Is he organised?

Interviewee: [19:08] Oh my goodness! These things are always all over the show. Always, always, always a mess.

Interviewer: [19:18] But that will probably teach him a few organisation skills if you repeat it every day.

Interviewee: [19:23] No, we do! My kids know. And I know I can't stand there, comfortably teach if I look across and I see the mess. That's why I force this upon them, which I tell myself it's actually helping them in the long run. But I think with the "don't sweat the small stuff" is you can't the whole day go and pull the tables straight, pull their chairs straight, make sure all their box is straight. Well, actually it was to keep everything clean on their tables - so to not sweat that... that's why I started doing the boxes.

Interviewer: [19:50] Because I saw the boxes. It's really nice.

Interviewee: [19:52] I started at the end of Term 1, because it just freaked me out to see a pencil case here, a book here, a this here, a that there-

Interviewer: [20:00] So what is in the boxes?

Interviewee: [20:02] So this book was donated - like a little workbook - so when they finished their work, then they sit and they colour in, or draw, or write pictures, or whatever, but they've almost finished the book. And then they have their math blocks that we either do when we have set little math lessons, or if they want to practice matching numbers to the number names, and then you give them the Jolly phonics, the letters and they do word-

Interviewer: [20:35] And the pictures.

Interviewee: [20:35] No, not yet. But they build the words. So that's what's stays in their box and when they come to school - they know - they walk in, they put down they're bag, they get their box, put it on the side of the table, and then they put in from home their pencil case and their stationary. And then like throughout the day when we work, I'll give them books or pencils and then they must put it back at the end of the day.

Interviewer: [21:14] That's awesome. I think I should also do that.

Interviewee: [21:16] And this is free. So actually what I did when I started at the end of Term 1, is that I just had a whole lot of boxes and every day they took and put it back, but then there wasn't stuff in that they kept. Then, [Bless] would write on his box and another child asks: "Why do I have to have a written-in box?" So that's why I put on their names. I said to them: "You are going to treat your box nicely, then you will have a nice box the whole term, but if you are doing this type of thing to your box, then you will have the box for the whole term. I'm only giving new boxes at the end of the term." It also teaches them responsibility.

Interviewer: [21:57] That is so awesome. I think that's such a great idea.

(Thanks participant for participating in the interview).

[end]

Appendix K: Transcription of the individual interview: Participant 5

* The transcription is guided by time guidelines indicated in the square brackets.

*This individual interview was conducted in Afrikaans (the participant's choice).

[Participant 5]

Onderhoudvoerder: [00:00] Hoeveel jaar gee Juffrou nou al Graad 1?

Deelnemer: [00:07] Hierdie is my sewende jaar.

Onderhoudvoerder: [00:08] Graad 1?

Deelnemer: [00:09] Graad 1.

Onderhoudvoerder: [00:10] So jy het begin by Graad 1?

Deelnemer: [00:10] Met Graad 1. En ek het hier begin.

Onderhoudvoerder: [00:12] (vertel oor skoolgee)

Onderhoudvoerder: [00:24] Vertel vir my van jou kwalifikasies. Waar het jy geswot?

Deelnemer: [00:30] CPU in Wellington. Grondslagfase.

Onderhoudvoerder: [00:37] Het julle ook Graad 1 opleiding gehad?

Deelnemer: [00:41] Waar nou?

Onderhoudvoerder: [00:43] By Wellington.

Deelnemer: [00:44] Ja.

Onderhoudvoerder: [00:45] Het jou ook gaan prakties doen?

Deelnemer: [00:46] Ja.

Onderhoudvoerder: [00:49] Toe juffrou op universiteit was, het julle enige opleiding gekry oor ADHD?

Deelnemer: [01:04] Glad nie.

Onderhoudvoerder: [01:06] Vanaf juffrou hier skool gee, het julle al enige indiensopleiding ontvang?

Deelnemer: [01:15] Nee, ek dink daar was een keer net 'n pakkie gewees waaroor hulle met ons kom gesels het oor wat dit is en wat dit behels, maar ek dink nie ek was al by 'n kursus waar hulle oor dit gepraat het nie.

Onderhoudvoerder: [01:30] (praat oor fokusgroep se temas en lees ADHD eienskappe)

Onderhoudvoerder: [06:19] (oor die ADHD eienskappe) Stem juffrou saam met dit?

Deelnemer: [06:22] Ek stem saam.

Onderhoudvoerder: [06:26] Kan juffrou vir my sê hoekom?

Deelnemer: [06:29] Ek het 'n ADHD leerder in my klas al gehad - hy was 'n sterkerige leerder - maar omdat hy aandagafleibaar is, kon hy nie op sy werk fokus nie, want hy was te besig. As hy die pilletjie in het dan werk hy. Ek het nog 'n leerder gehad, maar hulle is nog nie getoets nie. Dit was nou verlede jaar, in die eerste kwartaal. Toe is hy mos nog nie getoets nie. Toe ek op kraamverlof gegaan het in die tweede kwartaal het hulle vir hom getoets.

Onderhoudvoerder: [07:15] Was hy toe deur die skool getoets?

Deelnemer: [07:15] Ja, deur die skool. Maar sy ouma was ook baie betrokke en haar toestemming. Hy is ook nou op 'n pilletjie, maar hy verskriklik. Hy was hier onder die banke en hy het niks werk gedoen nie.

Onderhoudvoerder: [07:31] Erg hiperaktief?

Deelnemer: [07:32] Baie erg. Dit het sy werk geaffekteer, want hy kon ook gewerk het en ook mooi geskryf het, maar omdat hy so besig was, het hy nooit sy take voltooi nie. Dit was onnet en so. En nou het ek hierdie jaar, vir die tweede jaar hierdie leerder wat 'n bietjie anders.

Onderhoudvoerder: [07:54] Is dit haar tweede jaar?

Deelnemer: [07:56] Ja, sy het graad 1 herhaal. Maar sy is verskillend van wat ek al klaar gehad het. Sy is ook op 'n pil; sy is al Graad R getoets. As sy die pil in het kyk sy net rond en sy voltooi nie haar werk nie. Sodra sy nie die pil in het nie werk sy, maar dan is sy weer te besig. So ek stem heeltemal saam met die eienskappe.

Onderhoudvoerder: [08:32] En juffrou het netnou vir my gesê dat sy herhaal alles wat jy sê?

Deelnemer: [08:37] Veral as sy nie die pilletjie in het nie, dan sê sy alles wat jy sê.

Onderhoudvoerder: [08:49] Is daar iets wat juffrou wil byvoeg?

Deelnemer: [08:51] Nee.

Onderhoudvoerder: [08:57] (lees die Uitdagings tema se eerste konsep - die tekort aan ondersteuning van die skool) Stem juffrou saam met die ervaring?

Deelnemer: [09:16] Nee, want veral ons OLSO juffrouens help vir ons met dit en hulle staan ons nogals by as dit so moet kom dat die kinders getoets moet word. Veral in Graad R kyk hulle al daar wie getoets moet word, maar baie keer is dit nou so dat hulle die departement moet nader en dan moet wag om van kringkantoor en die arbeidsterapeute en al daai mense te hoor, so daar dink ek is daar 'n bietjie 'n tekort, want dan vat dit 'n bietjie langer. Maar van die skool se kant af is daar nogals nie 'n tekort by ons nie.

Onderhoudvoerder: [09:57] Het julle een OLSO juffrou?

Deelnemer: [10:02] Ja, vir Grondslagfase en dan een vir die Intersenfase.

Onderhoudvoerder: [10:05] Dis nice. Ons het net een vir die hele skool.

Deelnemer: [10:11] Die een van Intersenfase het later bygekom, want dit het toe te veel geraak met al die Grondslagfase se uitdagings.

Onderhoudvoerder: [10:21] So die skool is behulpsaam met die verwysings van ADHD leerders?

Deelnemer: [10:26] Ja.

Onderhoudvoerder: [10:27] En dan 'n "tekort aan ondersteuning van die departement"?

Deelnemer: [10:30] Daar is dit mos nou. Dit vat veral met die toetsproses lank. Ek het nogal nie self 'n kind gehad wat ek moes hanteer het nie, want ek was verlede jaar op kraamverlof toe die proses plaasgevind het. Ek kan onthou ons het dit al aangemelt. Ons het al oor dit gepraat toe ek nog by by die skool was.

Onderhoudvoerder: [10:55] En dit was laas jaar?

Deelnemer: [10:56] Ja. Okay, ek verstaan dis mos nou lockdown, so hy was eers na dit getoets.

Onderhoudvoerder: [11:04] So hoe lank het dit toe gevat as jy moes skat?

Deelnemer: [11:09] Ons het eers verlede jaar - hulle het hom nie so in Graad R hanteer nie.

Onderhoudvoerder: [11:14] So dis 'n jaar sê juffrou?

Deelnemer: [11:15] Ja, toe ek hier weer terug kom, toe was hy al op die pilletjie.

Onderhoudvoerder: [11:24] Insluitend by die ondersteuning van die skool, hoe bied die skool ondersteuning aan die juffrou om die kind in die klaskamer te ondersteun?

Deelnemer: [11:37] Sy word onttrek deur die OLSO juffrou. Sy gaan na haar toe dan doen hulle daar ekstra werkies.

Onderhoudvoerder: [11:45] Help sy vir jou met idees?

Deelnemer: [11:48] Die juffrou wat nou daar is is op kraam en daar's nou 'n ander juffrou wat nou daar instaan. Maar [die juffrou op kraamverlof] help verskriklik baie. Ek was een keer by haar, omdat ek nie kon verstaan hoekom die ADHD leerder kan werk wanneer sy nie op die pil is nie. Maandag was nou die eerste keer wat ek die halwe pille vir haar gee en toe kon sy die woorde vir my lees. Die woordjies wat ek vir hulle huistoe gestuur het. Waar die ander nie eens kan nie. Sy kan die kinders se name op hulle boeke lees. Dit is wat die juffrou so laat skrik het, want niemand het haar gesê wie se boeke dit was nie. Sy lees self die kinders se boeke. Ek het toe vir OLSO juffrou gesê dat ek nie weet waar om die leerder te 'place' nie, want hulle wou aansoek doen vir die hulpbronne klas. Toe dink ek dat sy gaan afdwaal daar. Eerder as wat sy in 'n normale skool sal kan funksioneer - sy kan bietjie werk, maar haar aandag is afleibaar. Die OLSO juffrouens bied nogals ondersteuning.

Onderhoudvoerder: [13:25] En dan die ander een was "‘n stigma by ouers rondom ADHD." Hoe het juffrou daai verstaan?

Deelnemer: [13:42] Ek het nog nie self met ouers daaroor gepraat nie, maar dit is nie so by ons nie. As ons vir die ouers sê dat hulle kind ADHD is en dat hy getoets moet word, dan gee die ouers hulle toestemming. Ons ouers sal nie sommer sê: "nee, my kind is nie so nie". As ons briefies huis toe stuur dat hulle getoets moet word dan is hulle vir dit.

Onderhoudvoerder: [14:30] En hulle werk saam deur die proses.

Deelnemer: [14:32] Hulle werk saam. Veral as die kinders by die hospitale moet wees, soos by die pediater. Ons ouers neem ons kinders. Ek kan onthou ek was verlede jaar op kraam ook met die ADHD leerder in my klas en toe bel 'n pa vir my en sê dat hulle nou 'n pediater in die kliniek moet gaan sien in Malmesbury. Ek moet nou net 'n brief skryf oor hoe sy in die klas is en of sy vorder en so. Ek het vir hulle gesê dis reg en hulle het vir my die datum gegee. En toe kry hulle vir haar die dag daar en hulle het die briefie geneem. So hulle is baie hands-on. As sy nou by die pediater moet wees, is sy daar. As daar doktersafsprake is, is sy daar.

Onderhoudvoerder: [15:20] So juffrou ervaar dat die stigma by die ouers eintlik 'n positiewe ding is?

Deelnemer: [15:27] Ja.

Onderhoudvoerder: [15:29] 'n "tekort aan hulpbronne." Ervaar Juffrou 'n tekort aan hulpbronne?

Deelnemer: [15:48] Toe ek hier gekom het, toe het ek nie geweet waar ADHD is nie. Ek dink dit was eers in my derde jaar wat ek met twee sulke kinders te doen gehad het. Die ander juffrouens het al sulke kinders gehad en toe moes die Graad R'e vir my verduidelik wat dit eintlik is. Ek het nie geweet mens kry sulke kinders nie. Daai tyd was kinders maar net woelig en ons het dit maar net laat gaan, maar nou raak dit erger by die dag. Ja, daar is nogals 'n tekort aan hulpbronne.

Onderhoudvoerder: [16:42] "Vreesaanjaend met tye." Ervaar juffrou dat dit vreesaanjaend met tye is?

Deelnemer: [16:53] Ja, veral met haar.

Onderhoudvoerder: [16:56] Hoe is dit vir juffrou vreesaanjaend?

Deelnemer: [16:58] Want sommige kere dan weet jy nie watter kind jy gaan kry nie. Is dit 'n kind vir wie die pil sal werk of nie werk nie? Of as die kind nog nie op 'n pil is nie, wat kan die kind nie doen nie? Omdat hy so besig is. Hy kan seer kry. Hy hardloop hier rond, want hy kan nie stil sit nie. So dit is nogal met tye.

Onderhoudvoerder: [17:34] En dan 'n "kontroversiële konsep" as 'n uitdaging. Hoe ervaar juffrou dit?

(verduidelik wat "kontroversieel beteken) [17:48]

Onderhoudvoerder: [18:34] Dink juffrou dit is ook uitdagend as 'n kontroversiële konsep?

Deelnemer: [18:49] Nee.

Onderhoudvoerder: [18:50] Dan "beïnvloed meer kinders nou, as in die laaste paar jaar."

Deelnemer: [18:56] Nee, nie van ek nou al hier is en ons al getoets het nie.

Onderhoudvoerder: [19:02] So juffrou stem nie saam nie?

Deelnemer: [19:03] Nee, gewoonlik uit 'n graad sal daar soos een of twee wees wat dit het. Daar is kinders wat miskien nog nie getoets is nie wat hier sit, maar by ons is dit gewoonlik die kinders wat verskriklik erg is. Hulle wat jy kan sien dit nodig het. Hulle moet getoets word.

Onderhoudvoerder: [19:34] So Juffrou voel dat dit nie so veel kinders vandag beïnvloed as wat dit het in die verlede soos 5 jaar terug nie?

Deelnemer: [19:53] Ek dink hulle word seker meer beïnvloed, want as jy nou moet kyk, hulle raak nogals bietjie erger. Kinders wat jy vyf jaar gelede gehad het in vergelyking met die wat jy nou het is verskillend. Ja, daai kinders van vyf jaar terug kon ek nog mee gewerk het. Toe ek hier gekom het was daar nie eens kinders in my klas wat getoets was nie. Ek het nie sulke kinders gehad nie. In vergelyking met die laaste paar jaar het dit meer opgetel.

Onderhoudvoerder: [20:34] Meer oplettend.

Deelnemer: [20:36] Ja.

Onderhoudvoerder: [20:27] En dan “word somtyds oordiagnoseer”? Stem jy saam?

Deelnemer: [20:45] Nee.

Onderhoudvoerder: [20:47] Het juffrou al iemand ervaar wat oordiagnoseer is.?

Deelnemer: [20:54] Nee.

Onderhoudvoerder: [20:55] En dan “frustrasie” as ‘n uitdaging? Sien juffrou dit as ‘n uitdaging?

Deelnemer: [21:00] Ja. Sommige kere voel ek frustreerd, want sy is ‘n kind wat verskriklik vatterig is. Sy wil vat aan jou. Sy was in Graad R al so. Ons weet nie waar sy dit leer nie, maar sy vat verskriklik. En as sy soggens inkom dan loop sy na jou en sy druk jou verskriklik erg. Dit is sommige kere ‘n frustrasie, want sy gaan sommer na my tafel toe en wil die heelyd daar vat en rond krap. Sy maak my laaie oop en dan haal sy uit. So baie kere voel ek frustreerd, want ek weet nie wat om te doen nie. Ek kan nie vir haar uitskel nie, want dit is nie haar skuld nie. So sommige kere dan draai ek net om en loop. En sy het ‘n manier van uit haar beurt uit praat. Sy praat kliphard. En ek dink sy het ook frustrasies, want sy moet daar sit en sy moet die pilletjie drink. Ek weet sy wil glad nie pilletjie drink nie, want dit smaak nie vir haar lekker nie. So ek het nou al maniere gekry. Ek het eers sappe probeer, maar dan sluk sy nie als nie. Toe probeer ek met jogurt, dan sluk sy dit darem in. Sy hou glad nie van die pil drink nie, maar ek het maar my maniertjies om dit vir haar te laat drink. En as sy in haar eie wêreld is dan kan sy seker ook voel “hoekom moet ek nou so voel?”. So ja, ons het maar albei ons frustrasies.

Onderhoudvoerder: [23:04] So die frustrasies is definitief ‘n uitdaging?

Deelnemer: [23:06] Ja.

Onderhoudvoerder: [23:07] En dan nog ‘n frustrasie wat uitgekóm het in die fokusgroep is “behandel verskillend”. Ervaar juffrou dit as ‘n frustrasie dat die kind anders behandel moet word as die res van die klas?

Deelnemer: [23:47] Nee, nie eintlik regtig nie, want hier is ook ander kinders in die klas. Sommige kere dan behandel ek vir haar anders as die res, omdat sy nou uitdagend is. Ek voel nie eintlik dat dit moet gebeur nie, want daar is ander kinders in die klas. Ek probeer om vir haar verskillend te behandel as vir die res nie, sodat sy ook kan inpas. Sommige kere dan sit sy alleen as sy die pilletjie inhet. Dan is dy op haar eie. Dan probeer ek vir haar betrek waar ek kan en so. Ek stem nie saam dat mens hulle verskillend moet behandel nie.

Onderhoudvoerder: [24:45] So volgens juffrou moet hulle nie verskillend behandel word nie, maar dit is ‘n uitdaging...

Deelnemer: [24:58] Maar dit is ‘n uitdaging om hulle nie verskillend te behandel nie.

Onderhoudvoerder: [25:06] En dan “geduld” het ons ook gesê is ‘n uitdaging.

Deelnemer: [25:11] Ja, dit is ‘n groot uitdaging.

Onderhoudvoerder: [25:13] Stem juffrou saam?

Onderhoudvoerder: [25:15] Hoe ervaar juffrou “geduld” as ‘n uitdaging?

Deelnemer: [25:20] Ek kan nie altyd geduld hê met haar nie. Want dan is daar dae waar ek myself verloor - veral soggens. Dan krap sy hier en dan sy krap daar en dan moet ek eers raas gee voor sy luister. So dit is nogals 'n baie groot uitdaging.

Onderhoudvoerder: [25:50] (lees die beskrywing van die uitdagings)

Onderhoudvoerder: [26:56] So stem juffrou saam met daai beskrywing?

Deelnemer: [26:57] Ek stem saam, ja.

Onderhoudvoerder: [26:57] Is daar nog iets wat juffrou wil byvoeg?

Deelnemer: [26:59] Nee.

Onderhoudvoerder: [27:02] (lees die lys van hulpmiddels)

Onderhoudvoerder: [27:55] Met watter van daai hulpmiddels kan juffrou assosieer?

Deelnemer: [28:03] Ek het nog nie een van dit nie. Die medikasie is nou een van my hulpmiddels. Ek het nog nie iets fisies [gebruik nie]. Die fokusgroep het my baie gehelp, want het ek dit baie meer verstaan. Ek sal met tyd die ander goedjies probeer. Ek het dit ingeneem. Soos die rek. Veral sy wat so op en af is, ek sal vir my 'n rek kry, want sy hou daarvan om met tou te speel.

Onderhoudvoerder: [28:53] En daar is ook daai rek wat jy om die stoel sit. Om haar lyfie. En dan kan sy teen dit beweeg.

Deelnemer: [29:03] Want sy is verskriklik vatterig.

Onderhoudvoerder: [29:06] Dis wat hulle met die rek bedoel het. Vroetelgoedjies is ook daar en juffrou sê ook van die rek; dit kan ook een van die vroetelgoedjies wees.

Deelnemer: [29:17] Ja, want sy is lief daarvoor om met haar hande te vroetel. Sy sal altyd in my laaie tou kry. Sy het laas net 'n tou afgeknip en toe los sy dit net daar. En daar is daai wraps in die bokse met die appels in wat hulle by die skool uitdeel.

Onderhoudvoerder: [29:34] O ja, "bubble wrap".

Deelnemer: [29:36] Sy het een keer dit ook gevat. Toe is dit vir haar lekker om dit te sit en druk. So ek dink sy het iets vir haar hande nodig.

Onderhoudvoerder: [29:45] (praat oor ervaring met die rek)

Onderhoudvoerder: [30:20] En dink juffrou die skool sal van hierdie hulpbronne kan voorsien?

Deelnemer: [30:26] Ja, as ek vra.

Onderhoudvoerder: [30:28] Dit sluit nou aan by ondersteuning van die skool.

Deelnemer: [30:31] Ja

Onderhoudvoerder: [30:32] Die laaste tema was metodes. (Lees die "metodes" beskrywing)

Onderhoudvoerder: [32:02] So stem juffrou saam met dit?

Deelnemer: [32:03] Ja. Ek doen die beloninkies. Ek doen dit met die hele klas. Ek sal vir hulle elke Vrydag 'n verrassinkie gee net om hulle vir die week te motiveer, want ek begin dan Maandae. Soos die een wat hier gestaan het... So ek probeer maar om die belangstelse elke week met hulle te doen. Vir haar ook, net sodat sy haar werkies kan voltooi.

Onderhoudvoerder: [32:38] Sy sukkel om dit te voltooi?

Deelnemer: [32:39] Dis nie dat sy met dit sukkel nie, sy wil dit vinniger klaar hê om rond te stap. Sy gaan staan en werk in plaas van sit en sy sal die ander wil help, maar sy maak nie haar eie werk klaar nie. So ja, ek stem saam met dit nogals.

Onderhoudvoerder: [33:05] En met watter ander metodes kan juffrou mee assosieer?

Deelnemer: [33:10] Die takies gee ook. Ek laat haar die boeke uit deel of in te vat, soos hoe sy die melkies uitgedeel het. Ek doen dit net sodat sy self besig kan hou. Soos hoe sy die heelyd gekerm het om die drom uit te gooi en toe ek ja sê toe doen sy dit. En sommige kere dan vra sy of sy die lepels kan was dan sê ek dis reg. Maar sy is verskriklik oor sport. Sy het by my mini-krieket gedoen en toe dit netbal-tyd was toe speel sy netbal. Die juffrou sê sy moes baie hardloop.

Onderhoudvoerder: [33:58] Maar dis goed, dat sy bietjie van haar energie ontslae raak. Ek sien ook sy eet heelyd aan 'n stokkielekker in die klas...

Deelnemer: [34:06] Sy doen, maar sy eet baie lank daaraan. Sy het dit vanoggend al oopgemaak.

Onderhoudvoerder: [33:12] Ja ek sien sy eet heel dag daaraan.

Deelnemer: [34:15] Die dieet... Sy sal soggens pap eet by die skool en tydens pouse sal sy die skool se kos eet. Sy gaan dan nie aan haar eie kos raak nie.

Onderhoudvoerder: [34:32] So sy eet gesond by die skool.

Deelnemer: [34:33] Sy eet gesond. By die huis ook, haar mamma het ook gesê. By die huis sal sy nou baie meer eet as wat sy by die skool eet.

Onderhoudvoerder: [34:42] Maar ervaar juffrou ook dat jy as 'n onderwyser "'n gesonde en gebalanseerde dieet en baie water drink"' as 'n metode kan gebruik?

Deelnemer: [35:05] Ja, soos die water drink sal ek in die klas kan toesien dat sy haar water drink. Sy vra die afgelope tyd nogal baie om water te drink. Soos nadat sy die pilletjie gedrink het. Sy sal sommer uit haar eie uit ook water drink.

Onderhoudvoerder: [35:23] En die gesonde en gabalansseerde dieet?

Deelnemer: [35:26] Die gesonde gebalansseerde dieet gaan dan ook 'n uitdaging wees, want dan gaan dit van my afhang om toe te sien dat sy 'n vruggie of so iets in kry. Maar die skool gee ook die vruggies en die melkies. So dit vorm ook deel van die gesondheid.

Onderhoudvoerder: [35:50] So 'n mens kan dit nie verseker nie, maar 'n mens kan probeer.

Deelnemer: [35:53] Jy kan probeer ja.

Onderhoudvoerder: [35:55] En is daar ander metodes wat vir juffrou uitstaan?

Deelnemer: [35:59] Die liefhê. As jy 'n bietjie liefde toon dan luister sy. Jy kry darem ietsie reg dan.

Onderhoudvoerder: [36:12] Het juffrou 'n dissipline stelsel?

Deelnemer: [36:17] Nee.

Onderhoudvoerder: [36:18] Het juffrou 'n struktuur wat julle volg. Is dit maar elke dag se roetine dieselfde?

Deelnemer: [36:12] Nee, ons het 'n roetine. Ons begin Dinsdag met tel - wiskunde nou - dan gaan ons oor na die Afrikaans toe. Maar die hierdie groep maak dit dinge bietjie moeilik, want ek sukkel verskriklik met die lees en goed. Van hulle gee hulle aandag en dan die ander "worry" nie. Ek probeer maar elke dag dieselfde ding te doen vir hulle wat hier is. Maar sommige tye, soos op 'n Vrydag, verander dit. Dan is dit nie dieselfde nie. Dan is ons so bietjie losgelaat.

Onderhoudvoerder: [37:24] En die takies - daai van waar die juffrou ook aanpasbaar moet wees?

Deelnemer: [37:43] Ek het dit begin doen, want met die ander klas is dit meer vinnig. Vir hulle verduidelik ek net en dan... Maar met hulle moet dit stuk vir stuk deurgaan. Met haar is dit presies dieselfde. Met haar moet ek herhaal. Ek moet twee keer, drie keer vir haar sê wat sy moet doen. Jy moet nou die invul, jy moet nou daai invul. So dit is 'n bietjie van 'n uitdaging.

Onderhoudvoerder: [38:13] Ek het gesien juffrou laat haar net 'n stukkie werk doen. So sy hoef nie-

Deelnemer: [38:20] Sy hoef nie heeldag te sit nie. Ek kan nie haar dwing om heeldag in die bank te sit nie, al wil ek hoe graag. Die ander sien dan ook. So ek laat dan dat sy sit en laat haar die stukkie doen wat sy moet doen en as sy opstaan dan laat ek haar dan opstaan. Sy het mos eintlik toe die pil uitwerk vir haar die ander helfte gegee het, want sy kry een en 'n half 'n dag. Ek voel dat die een is eintlik genoeg vir haar per dag.

Onderhoudvoerder: [38:54] En as sy 'n halwe pilletjie drink, maak dit 'n verskil?

Deelnemer: [38:57] Ja. Die halwe pil maak dat sy hier in die klas is. Die hele pil maak dat sy net sit.

Onderhoudvoerder: [39:06] Maar ek bedoel sy's rustiger?

Deelnemer: [39:07] Sy is rustiger, ja. Soos vanoggend.

Onderhoudvoerder: [39:10] rustiger as wat sy nou was?

Deelnemer: [39:11] Nee, toe het die pil al uitgewerk. Toe juffrou hier aangekom het toe werk die pil nog. So toe is sy toe nog bietjie rustiger. Sy het toe nou nog haar werkies gedoen, maar toe pil uit is toe kon juffrou sien sy was besig.

Onderhoudvoerder: [39:30] Sjou, so dit maak nogals 'n verskil.

Deelnemer: [39:33] 'n Groot verskil.

Onderhoudvoerder: [39:35] Reg, is daar enige metodes wat juffrou wil byvoeg?

Deelnemer: [39:38] Nee

Onderhoudvoerder: [39:40] Enige iets wat juffrou by die onderhoud wil byvoeg?

Deelnemer: [39:43] Nee.

[einde]

Appendix L: Transcription of the individual interview: Participant 7

- * The transcription is guided by time guidelines indicated in the square brackets.
- * This individual interview was conducted in Afrikaans (the participant's choice).
- * Two recordings were made during this interview, therefore, the interview is divided into two parts. Recording one is indicated as (1) and recording two as (2).

[Participant 7 (1)]

Onderhoudvoerder: [00:03] Hoe lank gee Juffrou nou al Graad 1?

Deelnemer: [00:08] Vier jaar. Eerste jaar-

Onderhoudvoerder: [00:10] Vier jaar Graad 1?

Deelnemer: [00:12] Eerste jaar het ek Graad 2's gedoen.

Onderhoudvoerder: [00:15] So dis jou vyfde jaar in die onderwys?

Deelnemer: [00:16] Ja.

Onderhoudvoerder: [00:17] Nou wat het Juffrou gedoen voor onderwys?

Deelnemer: [00:19] Voor dit het ek vir sewe jaar vir prokureurs gewerk en toe het ek vier jaar af gevat om te swot en toe begin ek met onderwys.

Onderhoudvoerder: [00:28] (onderhoudvoerder deel persoonlike storie)

Onderhoudvoerder: [00:59] Vertel my 'n bietjie van jou kwalifikasies. Waar het jy toe geswot?

Deelnemer: [01:02] Ek het by UNISA geswot - ek het my B.Ed-graad deur hulle gedoen.

Onderhoudvoerder: [01:06] Grondslagfase?

Deelnemer: [01:07] Grondslagfase, ja.

Onderhoudvoerder: [01:08] So het julle ook Graad 1 opleiding ontvang?

Deelnemer: [01:12] Bedoel jy nou CAPS?

Onderhoudvoerder: [01:14] Ja. Soos dat julle klasse ontvang het wat Graad 1 se CAPS met julle behandel het, of-

Deelnemer: [01:24] Nee, ek het-

Onderhoudvoerder: [01:25] Selfs soos proef in Graad 1-?

Deelnemer: [01:27] Ja, ons het geproef, maar ek het glad nie opleiding vir CAPS gedoen nie. Ek het dit hier geleer soos ek hier aangegaan het.

Onderhoudvoerder: [01:37] In jou studiejare, het julle enige opleiding van ADHD gekry?

Deelnemer: [01:41] Nee.

Onderhoudvoerder: [01:42] En nou dat Juffrou 'n onderwyser is? Het julle al indiensopleiding van ADHD ontvang?

Deelnemer: [01:46] Ons was al vir een werkswinkel vir dit gewees vandat ek hier is. Dit was in Malmesbury gewees.

Onderhoudvoerder: [01:59] Maar net soos oor die algemeen van ADHD?

Deelnemer: [02:00] Die werkswinkel was net een dag.

Onderhoudvoerder: [02:07] Reg, so dit is die antwoorde van die fokusgroep wat ek in tabelvorm oorgetik het. So ons gaan nou maar net daarvoor gesels, want ek kon nie op daardie dag met almal individueel gesels het oor hul antwoorde nie. So ons het toe op die ou einde besluit op drie temas. Die temas was “eienskappe”, “uitdagings” en “strategieë,” maar ons het “strategieë gedeel in twee subgroepe – wat “hulpmiddels” en “metodes” was. Ons eerste tema was “eienskappe” gewees en ek gaan nou sommer so deur dit lees en dan kan ons nou daarvoor gesels. (Onderhoudvoerder lees lys van eienskappe)[03:06]

Onderhoudvoerder: [04:35] (Onderhoudvoerder lees die bespreking van die tema)

Onderhoudvoerder: [05:43] So stem jy saam met hierdie beskrywing?

Deelnemer: [05:46] Definitief.

Onderhoudvoerder: [05:47] Is daar iets wat Juffrou wil bysit?

Deelnemer: [05:50] Nee, dit som basies alles op, want dit is omtrent ‘n mondvoll-

Onderhoudvoerder: [05:56] En met watter eienskappe kan Juffrou assosieer - of watter eienskappe het jou ADHD leerders?

Deelnemer: [06:00] Definitief “ongehoorsaam,” “dagdroom,” “aandagafleibaar,”... “luister nie na opdragte nie”, “kan nie stil sit nie” - definitief nie - “slordig,” “swak skrif,” “kan nie in lyne skryf nie” ... Ja. En dan die “werkstempo” ook - “stadige werkstempo”.

Onderhoudvoerder: [06:34] Omdat hulle stadig werk?

Deelnemer: [06:35] Ja. Ek dink party van hulle werk stadig, want hulle werk ‘n tydjie, dan speel hulle weer met die kryte en dan werk hulle weer ‘n bietjie. Jy moet konstant praat met hulle.

Onderhoudvoerder: [06:47] Soos baie aandagafleibaar.

Deelnemer: [06:50] Ja, aandagafleibaar en met party van hulle ondervind ek dat hulle regtig probeer netjies skryf en dit maak ook dat hulle stadiger werk.

Onderhoudvoerder: [07:03] Maar hoe is hulle skrif dan?

Deelnemer: [07:05] Nee, ek moet sê dis okay. Dis leesbaar, maar ja dit is maar swak skrif. Ja.

Onderhoudvoerder: [07:14] En vertel vir my hoe jy die sin “dit is uitdagend vir die onderwyser om die leerder te hanteer, maar dat dit ook uitdagend vir die leerder om die eienskappe te hê”, ervaar?

Deelnemer: [07:27] Ek dink dit kom maar basies daarop neer dat jy as ‘n opvoeder gefrustreerd raak en die kind ook gefrustreerd raak, want vir jou as opvoeder bevraagteken jy hoekom die kind dit nie kan doen. Jy raak frustreerd, want die kind werk ook stadig. En ek dink die kind raak - amper wil ek sê “uitgestres”, want hy kan nie die werk doen nie, hy kan nie die pas behou nie. So vir hom is dit net so erg soos vir jou. Ek dink dit kom van altwee kante af en ek dink dis wat dit so moeilik maak en wat vir jou as opvoeder so gefrustreerd maak.

Onderhoudvoerder: [08:09] Reg, so is daar iets wat Juffrou wil byvoeg?

Deelnemer: [08:15] Nee, daai is reg.

[stilte]

Onderhoudvoerder: [08:20] Die volgende metode wat ons op neergekom het was “uitdagings.” Ek gaan deur hierdie lees. Dit was die kaartjies wat ons hier gemaak het, maar dan gaan ek vir juffrou vrae vra rondom dit - hoe juffrou dit ervaar. “Tekorte aan ondersteuning van die skool”. Ervaar juffrou ‘n tekort in ondersteuning van die skool?

Deelnemer: [08:50] Soos by - vir argumentshalwe - by die leerling ondersteuning. Hulle vat net die stroomklas. En wat ‘n bietjie gefrustreerend van dit is dat hulle vat nie vir argumentshalwe die kinders in jou klas wat miskien nie kan skryf nie, want die leerdondersteuningsopvoeder kan ook mos nou net soveel kinders op ‘n slag vat.

Onderhoudvoerder: [09:13] Hoeveel leerdondersteuningsopvoeders het julle?

Deelnemer: [09:16] Net een.

Onderhoudvoerder: [09:17] In julle hele grondslagfase of in die hele skool?

Deelnemer: [09:20] In die hele skool.

Onderhoudvoerder: [09:20] Sjoel! Ons ook, maar julle is darem baie groter.

Deelnemer: [09:23] Ja. So dit is wat dit ook maar ‘n bietjie moeilik maak

Onderhoudvoerder: [09:27] Maar eintlik is daar dan ‘n tekort.

Deelnemer: [09:29] Ja.

Onderhoudvoerder: [09:30] Okay. En het juffrou al ondersteuning ontvang ten opsigte van Juffrou se ADHD leerders?

[stilte]

Deelnemer: [09:43] Watse tipe ondersteuning moet jy basies kry vir dit?

Onderhoudvoerder: [09:47] Basies maar soos raad oor hoe jy hulle kan akkomodeer in die klas.

Deelnemer: [09:55] Nee, want die vraag is: Na wie toe gaan jy? Vir wie vra jy vir advies?

Onderhoudvoerder: [10:01] So dit sluit eintlik aan by die “tekort aan hulpbronne.”

Deelnemer: [10:04] Ja. Want ek dink nie ek weet altyd nie na wie toe om te gaan in daai situasie nie. Jy kan seker na die leerdondersteuning opvoeder toe gaan-

Onderhoudvoerder: [10:14] Maar omdat hulle werkslading so baie is-

Deelnemer: [10:15] Presies! So dis dan nog moeilik om vir haar ook nou om vir iemand anders aktiwiteite en goed te gee. Dis moeilik.

Onderhoudvoerder: [10:26] Okay. En dan “‘n tekorte aan ondersteuning van die departement.” Ervaar Juffrou dit as ‘n uitdaging?

Deelnemer: [10:33] Ja, jy moet tog eventueel deur die skool gaan om by die departement uit te kom. Jy gaan tog nie direk na die departement toe gaan nie. En ek weet nie of hulle gaan toelaat dat jy meer as een leerdondersteuning opvoeder kan aanstel nie. Ek het definitief ‘n bietjie tekort daaraan. Een is bietjie... min vir dit.

Onderhoudvoerder: [10:54] So Juffrou het nog nie ondersteuning ontvang van die departement in die opsig van - ek dink nou aan die vorige ses jaar wat Juffrou skool gehou het - om ‘n kind te diagnoseer nie... die toetsings-

Deelnemer: [11:07] Nee, ek wil nou amper sê dis 'n hele proses waardeur jy moet gaan om al daardie vorms in te vul. Ek moet eerlikwaar sê ek dink dit kom maar daarop neer dat wanneer kinders getoets moet word, dit baie papierwerk vereis en die opvoeders sal dan net dink aan die werkslading en admin wat aklaar so baie is, wat jou besig hou. Om dan nog dit ook te doen... Ek dink baie opvoeders probeer dit maar eerder vermy.

Onderhoudvoerder: [11:34] So eintlik wat Juffrou dink is dat die onderwysers nie uitreik na die departement toe nie?

Deelnemer: [11:39] Ja, en die ander ding is, ek dink dit sou makliker gewees het as daar 'n persoon was wat (en jy wil dit nou nie aan ander afsloer nie) wat vir argumentshalwe net dit gedoen het om jou te help in daai opsig.

Onderhoudvoerder: [11:54] Soos half 'n SGOS juffrou of 'n juffrou tjie wat jou verwysings doen.

Deelnemer: [11:59] Ja, maar dis nou moeilik vir haar - want daar is so baie kinders, verstaan?

Onderhoudvoerder: [12:04] Het julle ook 'n juffrou in beheer van SGOS?

Deelnemer: [12:07] Ja, Juffrou [juffrou se naam].

Onderhoudvoerder: [12:10] Maar sy is 'n gewone juffrou ook, né?

Deelnemer: [12:12] Ja.

Onderhoudvoerder: [12:13] Dit maak dit moeilik.

Deelnemer: [12:14] Ja, dit maak dit baie moeilik!

Onderhoudvoerder: [12:17] En dan het ons gesê: “n Stigma by ouers rondom ADHD.” Hoe verstaan Juffrou daardie konsep?

Deelnemer: [12:23] Ek dink nie die ouers besef wat is ADHD nie.

Onderhoudvoerder: [12:27] Dat hulle nie ingelig is nie?

Deelnemer: [12:30] Ja.

Onderhoudvoerder: [12:32] Is dit nou die “stigma?” En ervaar juffrou dit onder juffrou se ouers? Of het al?

[stilte]

Deelnemer: [12:43] Nee, ek het al daarvoor gepraat, maar ek bedoel ek het nog nie rerig... Ek dink mens is skrikkerig om vir die ouers te sê: “Okay...” - amper wil ek sê vir die antwoord wat jy basies gekry het. Dit is mos maar skrikkerig, want ek dink baie ouers kan dink: “Wie’s jy om my kind te diagnoseer dat hy ADHD is?”

Onderhoudvoerder: [13:08] Ja, “om vir my kind te verwys”

Deelnemer: [13:11] Presies. En as jy nou vir argumentshalwe gaan en vir die ouer sê: “Maar jy kan kliniek toe gaan om” - sê nou maar - “aansoek te doen vir Ritelin of so.” Ek dink net - ek weet nie - ek dink net party ouers gaan net... Ek wil amper sê ouers wat betrokke is, ja, ek dink hulle sal gaan, maar die ouers van die kinders wie se werk nie eens gedoen word nie gaan dan mos nie kliniek toe gaan om die pilletjie vir argumentshalwe te kry. Ek weet die stappe is maklik om net kliniek toe te gaan om te vra daarvoor, maar gaan daardie ouer dit doen?

Onderhoudvoerder: [13:48] En dan hoe ervaar juffrou dan juffrou se ouers?

Deelnemer: [13:53] Ja, dis van hulle wat betrokke is - "obviously" leerders wat in Groep 1 kom se ouers is baie betrokke, maar in Groep 2....

Onderhoudvoerder: [13:59] En die spesifieke ADHD kinders se ouers?

...

Deelnemer: [14:08] Ek het nog nie fisies met hulle oor die - hoe kan ek sê? - oor die ADHD met hulle gepraat - dis mos nou maar nog die begin - ons het nog net een keer rerig die ouers gesien. Maar ek het veral vir van die ouers gesê dat die kinders nie luister nie en voor hul dissipline gepraat. So, ek het goed op daai punte gesê, maar nie dat ons hulle moet toets vir ADHD nie.

Onderhoudvoerder: [14:27] En in die vorige jare, het Juffrou ook ADHD kinders gehad?

Deelnemer: [14:30] Ja, ja, ja.

Onderhoudvoerder: [14:31] Nou was daar van hulle wat gediagnoseer was?

Deelnemer: [14:33] Nee, nie wat ek van weet nie.

Onderhoudvoerder: [14:35] So Juffrou het nog nie met 'n ouer eintlik gepraat oor ADHD nie?

Deelnemer: [14:38] Nee, ek dink ek was - jis, mens moet so versigtig met die ouers...

Onderhoudvoerder: [14:44] Ja. Okay, dit was nou die "stigma" en dan ons het gepraat oor "tekort aan hulpbronne." "Vreesaanjaend met tye." Ervaar Juffrou dit?

Deelnemer: [14:55] Wie? Ek as opvoeder of hy as die kind?

Onderhoudvoerder: [14:56] Ja. Ons het gesê "vreesaanjaend met tye" is 'n "uitdaging," so dit kan die opvoeder of die kind wees. Hoe ervaar Juffrou daai konsep?

Deelnemer: [15:09] Ek dink dis baie maklik, omdat die kinders nou minder skool toe kom, so dis baie makliker om die voorbereiding van die boeke te doen. En, soos ek sê, dis minder kinders so dis makliker om met hulle individueel te werk, as wat almal hier is - dan voel dit net hulle raak weg. So ek sal nie sê dat ek al vreesbevange was - soos paniekerig geraak het nie. En ook nie rerig in die klas nie. Jy kry mos maar net die kinders wat emosioneel is en wil huis toe gaan en Mamma mis en so, maar niks soos dat hulle heeltemal 'n "nervous breakdown" of iets gehad het nie.

Onderhoudvoerder: [15:45] Okay, so Juffrou stem nie eintlik saam met daai een nie. Okay, "kontroversiële konsep." Hoe ervaar Juffrou ADHD as 'n "kontroversiële konsep?"

Deelnemer: [15:55] "Kontroversiële konsep?"

Onderhoudvoerder: [15:56] Dit beteken basies dis baie uiteenlopend. Soos party mense - verskillende mense het verskillende oortuigings/gelowe van ADHD en hoe om die kinders te ondersteun. Die ouers het dalk 'n ander idee oor hoe om die kind te ondersteun.

Deelnemer: [16:13] Ja, soos party ouers sal vir argumentshalwe daarin glo en sal "fine" wees daarmee dat hul kind Concerta of Ritalin vat, waar ander ouers sal eerder die konsep benader deur vir hul kind 'n natuurlike middel te gee om te gebruik.

Onderhoudvoerder: [16:31] En dink Juffrou dis “uitdagend?” Soos dat dit kan gesien word as ‘n uitdaging?

Deelnemer: [16:35] Ja, want die natuurlike produk gaan miskien oor ‘n langer duur eers werk, of glad nie werk nie. En die ouer glo vas daarin dat hulle moet dit gebruik. So dis waarin hulle glo en dis wat hulle gaan help. En dit kan moeilik wees, want as dit nou glad nie werk nie? Want ek bedoel dat jy as ‘n opvoeder sit tog heeldag met die kind in die klas, nie die ouer nie. Okay, alhoewel hulle by die huis vir naweke is, is dis maar ‘n uitdaging vir die opvoeder om die kind te kry om dalk net te konsentreer en te werk. Dit voel net partykeer dat al wat jy heeldag doen is skel.

Onderhoudvoerder: [17:11] Okay. So en toe het ons gesê van “beïnvloed meer kinders nou, as in die verlede” - ‘n paar jaar terug/ die laaste paar jaar.

[onderbreking][17:23]

Onderhoudvoerder: [17:42] Stem Juffrou saam met daai uitdaging?

Deelnemer: [17:44] Ja, ek sal so sê, want ek dink net - hoe kan ek sê? - die mense raak nou baie meer bewus van ADHD as in daai tyd. Ek dink mense het in die verlede geglo dat daar nie ADHD is nie of altans hulle het nie geweet van ADHD nie of hulle was oningelig daarvoor, teenoor waar ‘n mens nou meer en meer ingelig word daarvan. Daai tyd het die mense maar net gedink: “Ag nee, die kind is maar net stout. Die kind wil net nie.” So nee, ek dink definitief dat die mense meer bewus raak daarvan.

(onderbreking)[18:17]

[einde]

[Participant 7 (2)]

Onderhoudvoerder: [00:01] Okay. Ons was by “beïnvloed meer kinders nou, as in die laaste paar jaar.” So Juffrou stem saam met dit?

Deelnemer: [00:08] Ja, definitief.

Onderhoudvoerder: [00:10] En hoekom dink juffrou beïnvloed dit nou meer kinders?

Deelnemer: [00:16] As jy nou vir my as kind vergelyk met my kinders, sal ek sê... baie kinders het meer fone nou, meer tegnologie waar hulle meer voor die T.V. sit, as wat hulle fisies buite speel. Hulle kry hulle geleentheid om buite te gaan speel, maar hulle wil eerder binne - en dan raak dit chaos. So, ja dit speel definitief ‘n groot rol.

Onderhoudvoerder: [00:44] Ja, dan het hulle al daai energie ook.

Deelnemer: [00:47] Ja!

Onderhoudvoerder: [00:48] Okay. En dan “word somtyds oordiagnoseer.” Het Juffrou al daardie as ‘n uitdaging ervaar?

Deelnemer: [00:55] Nee.

Onderhoudvoerder: [00:56] Het Juffrou al gehoor van “oordiagnose?”

Deelnemer: [01:00] Is “Oordiagnose” soos kinders wat op te veel medikasie is?

Onderhoudvoerder: [01:04] Dis soos kinders wat nie eintlik ADHD - wat stout is, maar dan word hulle as ADHD gediagnoseer.

Deelnemer: [01:11] Ek nog nie dit rerig hier by ons ervaar nie, maar ek kan nogals dink dit gebeur - veral kinders wat opgepiep word.

Onderhoudvoerder: [01:19] Dat dit ‘n uitdaging kan wees?

Deelnemer: [01:21] Ja.

Onderhoudvoerder: [01:25] En dan “frustrasie?”

Deelnemer: [01:28] Ja, dis maar wat ek netnou gesê het.

Onderhoudvoerder: [01:30] Ervaar juffrou ook dit?

Deelnemer: [01:31] Ja, ek het. Dieselfde met die kind - ek dink die kind is gefrustreerd en jy is gefrustreerd, want die kind kan nie werk doen nie. Jy as ‘n opvoeder raak frustreerd, omdat die kind nie die werk kan doen nie. Dit kom meer uit die geval van kinders wat nie Graad R gehad het nie. Hulle het outomaties ‘n agterstand en ek dink dit speel ook maar ‘n groot rol.

Onderhoudvoerder: [01:56] Het jy al kinders wat ADHD het?

Deelnemer: [01:59] Ja.

Onderhoudvoerder: [02:00] Okay. En dan die ander kaartjie wat ons gesê het was “behandel verskillend.” So ons het gesê: “Dis ‘n uitdaging om die kind verskillend te behandel.”

Deelnemer: [02:13] “Verskillend behandel” in watter opsig? Soos in verskillende werk gee?

Onderhoudvoerder: [02:17] Ja, dit kan enige opsig wees. So hoe ervaar juffrou die “behandel verskillend” - die ADHD kind?

Deelnemer: [02:27] Vir my voel dit mens moet almal dieselfde behandel - moet almal dieselfde werk, maar jy gaan outomaties meer praat met daai kind. Vir my is dit meer ‘n geval van jy eerder meer met daai kind, as wat jy miskien nou minder praat met ‘n kind wat meer gedissiplineerd is, meer luister, wat rustiger is, as wat jy met daai ADHD kind wat die heelyd besig is. So jy gaan outomaties meer praat met hulle, maar werkgewys gee jy mos maar dieselfde. Dis mos meer ‘n geval van kinders wat nou glad nie kan nie, wat jy die werk moet mos nou maar ‘n bietjie makliker voor maak en meer op hulle vlak maak.

Onderhoudvoerder: [03:05] So juffrou ervaar dit as ‘n uitdaging, omdat jy nie hulle wil verskillend behandel nie, maar jy behandel hulle outomaties verskillend?

Deelnemer: [03:13] Ja.

Onderhoudvoerder: [03:14] Om hulle te ondersteun, want hulle werk verskillend.

Deelnemer: [03:16] Ja. Of ek sal sê mens wil nie heeldag skel nie, maar partykeer is dit nodig.

Onderhoudvoerder: [03:25] En dan die laaste een was “geduld,” wat ons gesê het is: “Geduld is ‘n uitdaging.”

Deelnemer: [03:28] Definitief. Ek het glad nie meer geduld vanaf ek skool gee nie.

Onderhoudvoerder: [03:33] So Juffrou stem saam met daai konsep?

Deelnemer: [03:36] Definitief.

Onderhoudvoerder: [03:36] Okay. So die opsomming - ek gaan sommer net daardeur lees.
(onderhoudvoerder lees die opsomming)

Onderhoudvoerder: [04:32] So stem Juffrou saam met die beskrywing?

Deelnemer: [04:34] Definitief. Maar ek voel ek het definitief minder geduld met die kinders by die skool, as met my eie kinders by die huis. Dis eintlik nogals erg, maar dis baie moeiliker met hulle as met die kinders by die skool.

Onderhoudvoerder: [04:49] Is daar iets wat Juffrou wil byvoeg?

Deelnemer: [04:51] Nee.

Onderhoudvoerder: [04:51] Is daar uitdagings wat nie hier staan nie wat juffrou aan kan dink?

Deelnemer: [04:54] Nee, ek stem saam met daai. "Frustrasie" en "geduld" is definitief bo aan die lys.

Onderhoudvoerder: [04:59] Waarmee jy die meeste assosieer?

Deelnemer: [05:00] Ja.

Onderhoudvoerder: [05:02] Die ander tema was "strategieë," en ons het gesê die een subtema is "hulpmiddels." So ek gaan net die beskrywing lees, want dis mos maar basies net opnoem van hulpmiddels.

Deelnemer: [05:10] Ja.

Onderhoudvoerder: [05:11] (Onderhoudvoerder lees die beskrywing)

Onderhoudvoerder: [05:46] Is daar iets wat Juffrou wil byvoeg?

[stilte]

Deelnemer: [05:53] Nee, ek stem met die meeste van dit saam. Dis mos nou die fisiese goed wat jy met die kind kan doen?

Onderhoudvoerder: [05:59] Ja. En wat is juffrou se ervarings met die hulpmiddels? Watter hulpmiddels kan Juffrou mee assosieer? Wat gebruik juffrou of wat het juffrou al gebruik wat werk?

...

Deelnemer: [06:13] Outomaties maar die klei, maar dis nou nie fisies op die tafel nie. En die legkaart; dit werk ook. Maar ek dink net met die hande ritmies klap. Wat ek ook ondervind het wat mense kan doen, wat die kinders wat dan net diep asemhaal ook - die asemhalingsoefeninge - maar ek weet nie of dit op die subtema "metodes" is nie.

Onderhoudvoerder: [06:38] Dit is nie.

Deelnemer: [06:40] Maar dit werk ook. Maar net soos diep asemhaal. Ek het gevind met verlede jaar se kinders het dit gewerk, ja.

Onderhoudvoerder: [06:49] Net om hulle weer-

Deelnemer: [06:50] Net om bietjie soos rustig te raak.

Onderhoudvoerder: [06:55] Okay, dis oulik, ja. Reg, so daar's niks wat juffrou wil byvoeg nie?

Deelnemer: [06:58] Nee. Ek dink net partykeer is daar so baie goed wat mens moet doen met die kurrikulum. Dit voel partykeer asof daar nie rerig eers tyd is vir ekstra ondersteuning nie.

Onderhoudvoerder: [07:07] Dis ook 'n uitdaging eintlik.

Deelnemer: [07:09] Ja.

Onderhoudvoerder: [07:10] Dat daar nie tyd is om die kind te ondersteun nie.

Deelnemer: [07:13] So dis asof kinders "just go with the flow" en dis hartseer.

Onderhoudvoerder: [07:20] Dit is, ja. En dan het ons gesê dat "metodes" die ander sub-tema is. Ons het gesê "metodes" gaan oor hoe die onderwyser die leerder in klaskamer kan help sonder om fisiese hulpmiddels te gebruik. (Onderhoudvoerder lees die beskrywing)

Onderhoudvoerder: [07:54] Volg juffrou 'n roetine in juffrou se klas?

Deelnemer: [08:00] Dit gaan maar volgens die KABV - behalwe met die assesserings is dit maar moeilik - maar dis mos eers die Wiskunde, en dan is dit die Huistaal, en dan Engels, en Lewensvaardigheid. So dis maar soos jou rooster wat jy maar volg.

Onderhoudvoerder: [08:12] Okay, so dit is elke dag dieselfde roetine?

Deelnemer: [08:15] Ja, ja.

Onderhoudvoerder: [08:17] Ervaar juffrou dat dit help vir die ADHD kindertjies?

Deelnemer: [08:19] Ja en dan "obviously" outomaties gaan piepie hulle so 'n tydjie voor hulle hul kos gaan haal en dan voor tweede pouse ook. So hulle weet al wanneer hulle gaan, maar en hulle vra mos maar nog tussen deur om te gaan piepie en so aan. So, ja. Elke dag dieselfde roetine.

Onderhoudvoerder: [08:37] Het juffrou 'n dissipline stelsel?

Deelnemer: [08:40] Nee.

Onderhoudvoerder: [08:42] Ek sien Juffrou gee belonings...

Deelnemer: [08:45] Ja, dit werk - belonings ja. Dissipline handhaaf is mos maar net om healtyd konsekwent te wees en maar net healtyd praat. Hulle is maar geselserig, maar mens moet ook dan iewers bietjie grasia gee - mens kan ook nie die healtyd net sê: "Bly stil, bly stil, bly stil" nie.

Onderhoudvoerder: [09:07] (Onderhoudvoerder lees die res van die lys van metodes).

Onderhoudvoerder: [09:40] "Seker te maak dat die leerder 'n gebalansseerde, gesonde dieet volg en baie water drink"-

Deelnemer: [09:46] Dis moeilik. Met ons kinders is dit baie moeilik.

Onderhoudvoerder: [09:48] Hoe so?

Deelnemer: [09:50] Nee, ek bedoel die kinders hier eet mos skoolkos, so die kinders kan hulle hand opsteek en sê dat hulle wil eet, maar by my werk dit so: hulle moet eers hulle kos eet en dan kan hulle soos hulle "chips" of iets soos dit eet. Ek sê dit uit-en-uit, hulle moet eers hulle kossies eet en dan kan hulle pouse hulle lekkergoed eet, want die "sweets" maak hulle nog hiperaktief. Te veel.

Onderhoudvoerder: [10:19] (Onderhoudvoerder lees die res van die metodes)

Onderhoudvoerder: [10:35] So stem Juffrou saam met hierdie metodes?

Deelnemer: [10:37] Ja-nee. Definitief.

Onderhoudvoerder: [10:39] Okay. En met watter metodes kan juffrou die beste assosieer?

Deelnemer: [10:47] Nee, wat vir my die beste werk is definitief die beloning.

Onderhoudvoerder: [10:51] "Beloning?"

Deelnemer: [10:52] Ja.

Onderhoudvoerder: [10:53] Okay. En watter is vir juffrou nog effektief?

Deelnemer: [10:59] Nee, dis soos ek maar sê, ek laat hulle eers hulle kossies eet voordat hulle hulle lekkers eet, want daar is kinders wat byvoorbeeld van die huis af kom en dan het hulle niks kos ingepak nie en net koek. Dan wil hulle dit eet, dan sê ek net "nee," en dan kom vra hulle nadat hulle hulle kos geëet het: "Mag ek nou "chips" eet?" Dan sê ek: "Nee, dis reg. Jy kan kry." So ja. Hulle weet maar hulle kan nie net "sweeties" eet nie, hulle moet maar eers kom vra. Dit help ook baie.

Onderhoudvoerder: [11:23] Het julle ook 'n voedingskema?

Deelnemer: [11:28] Ja.

Onderhoudvoerder: [11:31] Okay. En dan ons het ook gesê dat jy self moet ook aanpasbaar wees. Hoe ervaar Juffrou dit?

[stilte]

Deelnemer: [11:45] Jy moet mos nou maar aanpas by die kind. Is dit nou kurrikulumgewys of met die kind self?

Onderhoudvoerder: [11:54] Ja, dit is vir die ADHD kinders, volgens hulle behoeftes en so aan.

Deelnemers: [11:58] Nee, mens moet maar luister.

Onderhoudvoerder: [12:01] Ons het mos gesê in die fokusgroep ook soos dat jy net die klein goedjies moet maar laat gaan.

Deelnemer: [12:11] Ja, daai wat jy sê van die kind kan maar staan- ek weet nie - ek sukkel maar nog met daai. Ek weet - die kind staan en werk, maar ek dink dis maar uit gewoonte uit wat jy sê: "Sit." Ek gaan nou nie na die kind toe gaan om te skree nie, maar ek dink na die tyd dan besef jy "okay, sorry, ek het gesê sit." Maar dis uit die gewoonte uit wat ek dit doen, verstaan? Maar ek sal nou nie skree en sê: "Gaan sit" of so nie, maar soos van hulle wat so baie rondloop, vir hulle sal ek nou sê: "Gaan sit," want dis nie dat hulle fisies werk nie, dis net opstaan. So ek dink baie van hulle staan ook maar onnodig op.

Onderhoudvoerder: [12:44] Okay, so stem juffrou saam dat mens moet aanpasbaar wees?

Deelnemer: [12:49] Nee, jy moet maar aanpasbaar wees. Tot 'n mate. Jy moet darem weet waar om die lyn te trek.

Onderhoudvoerder: [12:55] Ja, ja. En dan wil ek ook net by Juffrou hoor - julle het gesê: "Hierdie metodes vereis van die onderwyser om gedissiplineerd te wees, om voorbereid en georganiseerd te wees." Stem juffrou saam?

Deelnemer: [13:11] Definitief, want as jou beplanning nie reg is nie, dan wat gaan jy met die kind doen? Veral as jy nie nou al jou goed by jou het nie, soos wat jy gaan gebruik en as jy gaan dit eers in die kas soek, dan gaan die kinders die klas ontwrig. So jy moet voorbereid

wees en jou beplanning moet reg wees, of jy moet darem weet wat jy met die kinders gaan doen die dag. Dit help nie jy kom in en: “Okay, so kom ons begin maar net op enige plek nie...”

Onderhoudvoerder: [13:36] Het Juffrou al ervaar dat jy eendag onvoorbereid was en toe kom juffrou agter dit gaan so?

Deelnemer: [13:43] Ja, definitief! Veral aan die begin, as jy mos nou nog leer, want jy weet mos nou nie, maar mens leer maar met tyd. Definitief.

Onderhoudvoerder: [13:56] Toe het jy agtergekom hoe dit is?

Deelnemer: [13:58] Ja, veral toe ek hier begin het. Ek het baie keer gedink: “Wat maak ek hier?” Ek het nie gedink dis hoe skoolhou gaan wees nie. Dit was maar ‘n baie groot tyd daarvan.

Onderhoudvoerder: [14:10] Okay. Dit is die “metodes.” Is daar iets wat Juffrou daar wil byvoeg?

Deelnemer: [14:14] Nee. Dit is wat ons fisies gesê het wat ons moet doen mos. Ja, ek gee maar vir die kind – veral daardie leerders wat so besig is – takies in die klas en as ek iets wil afrol by die sekretaresse stuur ek vir hulle en ek sê: “Gaan na Tannie [naam van sekretaresse] toe en gaan rol af” of ek sê “Gaan gou na daai juffrou toe, gee vir hulle die briefie, of vra dit.” Om net vir hulle bietjie kans te gee om uit te gaan en weer terug te kom. Dit vind ek werk ook met daai tipe kind, maar baie van hulle word geklassifiseer as “stout”, maar hulle kan nou nie help dat hulle so is nie. Dit is nou maar... Dis moeilik. Vir hulle is dit ook moeilik. Vir hulle voel dit lekker as jy vir hulle vra om iets te doen, want hulle voel dan jy sien hulle ook darem raak en dat hulle ook belangrik is. Ek dink met sekere se huise gaan dit maar deurmekaar. Hulle word op geskree en geskel. Mens weet ook nie altyd wat hulle omstandighede by die huis is nie en ek dink dis waar mens as opvoeder partykeer te gou reageer. Verstaan? Want dis wat jy verwag, maar die kind ken dit nie. Dis wat dit ook maar moeilik maak, dink ek. Vat nou vir argumentshalwe jou eie kind, wanneer jy vir jou kind sê om iets so te doen dan doen hy/sy dit so, want hy/sy is so geleer. Nou verwag jy dat die leerders by die skool dit ook moet doen, maar hulle weet nie hoe nie, of hulle het nog nooit nie en dis vir hulle seker ‘n groot berg voor hulle.

Onderhoudvoerder: [15:50] Vir hulle ‘n uitdaging.

Deelnemer: [15:51] Ja.

Onderhoudvoerder: [15:52] Okay. Is daar iets wat Juffrou by hierdie bespreking wil voeg?

Deelnemer: [15:57] Nee wat.

[einde]

Appendix M: Transcription of the individual interview: Participant 9

* The transcription is guided by time guidelines indicated in the square brackets.

*This individual interview was conducted in Afrikaans (the participant's choice).

[Participant 9 (1)]

Deelnemer: [00:04] Hier is ek van 2014 af Graad 1. So dis nou sewe jaar.

Onderhoudvoerder: [00:16] Het jy nog altyd net Graad 1 gegee?

Deelnemer: [00:17] Agt jaar Graad 1, ek het twee jaar remediëring gedoen, en toe was ek twee jaar in Abu Dhabi. Ek het Graad 2 gegee een jaar. Ek het nog nie Graad 3 gegee nie.

Onderhoudvoerder: [00:37] (Onderhoudvoerder vra oor Abu Dhabi)

Onderhoudvoerder: [02:25] Waar het jy gaan swot? Wat is jou kwalifikasies?

Deelnemer: [02:26] Wellington. B.Ed Grondslagfase.

Onderhoudvoerder: [02:32] Het julle onderrig in Graad 1 gekry?

Deelnemer: [02:43] Ja.

Onderhoudvoerder: [02:43] Het julle tydens formele onderrig op universiteit ADHD onderrig ontvang?

Deelnemer: [02:54] Nee. Ons het seker 'n bietjie, maar ek dink nie dit was op daardie tyd 'n module nie. Ek dink nie mense het eers oor dit so gepraat nie. Daar was besige kinders in jou klas en daar is kinders wat aandagafleibaar was, maar ek dink eers nadat ek in die skool gekom het het ek daarvan geleer.

Onderhoudvoerder: [03:14] Oor die jare wat jy al skoolhou, het jy al enige indiensopleidingsessies oor ADHD bygewoon?

Deelnemer: [03:25] Moet ek nou sê waar en wannere, want ek kan nie nou onthou nie?

Onderhoudvoerder: [03:29] Jy kan sê dat jy nie kan onthou nie.

Deelnemer: [03:33] Ja, ons het so twee of drie jaar terug by Moorreesburg 'n werkswinkel bygewoon. En dan het ons hier al 'n hele paar jaar terug 'n vrou gehad wat met ons gepraat het oor ADHD en outisme en hoe dit kan oorvleuel. "Certain signs" en sekere goed wat dieselfde is. So inligting oorals hier en daar. Ek het drie jaar terug in my klas 'n geval gehad van 'n seuntjie wat nogals baie erg was. En toe het ek baie met die aarbeidsterapeut gewerk en ek het baie by haar geleer en sy het vir my baie goed gesê wat ek kan doen. Wat sleg is, is jy weet eintlik al hierdie goed, maar jy't gesien hoe vinnig gaan vanoggend. Daar is nie tyd nie. Ek het vir [Quest] nog gesê: "Ek gaan nou jou bal vir jou gee." Daar staan hy nou in pose en hy het nog nie op sy bal gaan sit vandag nie. Hy kan nou nie heeldag daarop sit nie, want hy val af en rol rond, want hy is TE besig. Die enetjie wat hier voor in die hoek gesit het, sit ook op 'n bal, maar jy weet eintlik nie eens nie, want hy sit stil. Nou hoekom ek hom daarop het, is vir sy lyfie. Sy spiertone is baie laag. Ek probeer sy maagspiere en "core" bietjie oefen,

want hy loop ook so lomp en hy sukkel om aandag te gee en hy raak gou moeg. Hy is maar kleintjies. So ek gee dit vir hom eintlik om sy liggaam bietjie te laat werk.

Onderhoudvoerder: [05:36] Kry julle die balle van die skool?

Deelnemer: [05:38] Nee, dis die LO s'n.

Onderhoudvoerder: [05:41] So jy kan dit vat as jy wil of as jy 'n kind het wat dit nodig het?

Deelnemer: [05:45] Ja, jy kan seker as jy toestemming vra.

Onderhoudvoerder: [05:50] So dis "beskikbaar."

(Onderhoudvoerder lees en vertel oor die fokusgroep se temas oor ADHD eienskappe)[06:10]

Deelnemer: [07:19] Jy kan nou sien net tot hier toon [Zee] en [Quest] al die eienskappe [oor slordigheid]. Hulle goed lê hier oorals rond. [Quest] weet nooit waar sy potlood is nie. Die goed is slordig geplak – hier steek 'n ding uit, daar steek 'n ding uit en die blaai is ogevou.

Onderhoudvoerder: [07:36] (Onderhoudvoerder lees die ADHD eienskappe) "...Toon groot belangstelling in een onderwerp, byvoorbeeld karre." Stem jy saam met daardie een?

Deelnemer: [07:46] Ek weet nie. Ek kan nie dink dat hulle twee spesifiek vir my laat oplet het dat hulle in net een ding belang stel nie. Hulle is "kind of all over the place." [Zee] sal een week van een ding hou en dan volgende week weer van iets anders hou. Vandag sal sy sê dat 'n "princess" will wees en die volgende dag is dit iets anders.

Onderhoudvoerder: [08:23] "Eie wêreld" en "ek wil, maar ek kan nie."

Deelnemer: [08:27] Hierdie is baie soos [Zee]. En [Quest] ook. Hy is ook baie slim eintlik. En hulle wil graag hierdie goed doen, maar hulle lywe laat dit nie toe nie. [Zee] kan net nie stilsit nie. Dit is hoekom ek baie verbaal met hulle werk.

Onderhoudvoerder: [08:50] So eerder skriftelik. So as hulle dit nie kan doen nie, dan maak hulle dit nie klaar nie?

Deelnemer: [09:02] Ek sal eerder vir hulle gaan vra oor die werk terwyl hulle besig is en ek sal aan die dag vir my notas maak sodat ek weet wat hulle weet en wat hulle nie weet nie. Wat lekker is met die informele assessering, is dat hulle so goed doen. Jy kan lekker sien wat hulle weet en nie weet nie. Met die formele een is dit baie moeilik, want dan sit ek elkeen langs my en ek sit en sê heelyd dat hulle moet skryf. En daar is belonings elke tien minute. Dit is uitputtend. Terwyl almal aandag moet kry.

Onderhoudvoerder: [09:48] (Onderhoudvoerder lees die ADHD eienskappe)

Deelnemer: [10:21] (oor impulsiwiteit) Gister het [Quest] die kraan van die watertenk afgeskop. Ek het net om die draai gesit en eintlik mag hulle nie eers in pouse hier wees nie. Ek sit toe en koffie drink en die volgende oomblik sien ek net water en die kinders skree dat [Quest] dit geskop het. Al die water loop toe uit en ek druk toe maar my hand in om die water te stop en wonder toe wie die kraan nou gaan kom uitsorteer, want ek kon die kraan indraai maar die oomblik wat ek dit sou doen sou die water mos spat. Die kinders gaan roep toe een van die terreinwerkers, maar dit vat toe baie lank. Toe vra [Quest] onmiddellik of ek vir sy pa gaan vertel. Hy is baie bang vir sy ouers. Sy ma en sy pa werk altwee in regte. Sy pa is 'n regter en

sy ma is ook in regte. Hulle is verskriklik streng met hom, maar hy kan ook eintlik niks verkeerd doen nie.

Onderhoudvoerder: [11:42] Oogappel?

Deelnemer: [11:43] Ja, enigste kind. Toe alles nou rustiger raak, toe vat ek hom kant toe en ek vra hom wat gebeur het en hoekom hy dit gedoen het. Toe sê hy dat die kraantjie gelek het en hy wou dit toe draai, maar toe kon hy dit nie met sy hand regmaak nie, toe wou hy dit trap. Hy is so impulsief. Hy dink glad nie voor hy iets doen nie. Hy gaan onmiddelik na die aksie toe. En ek stuur toe vir die ma 'n "voicenote" en ek sê toe wat als gebeur het. Toe bel die pa vir my gisteraand - eks eintlik bang vir hom, hy is 'n groot man - en hy vra toe vir my wat ek omtrent dit gedoen het. Toe weet ek nie of ek nou iets verkeerd gedoen het nie en ek sê dat ek in die "voicenote" alles verduidelik het, maar toe vra wat ek bedoel het met "impulsief." Toe vra ek vir hom of hulle nie in alle eerlikheid al by die huis agtergekom het dat hy impulsief is nie, omdat dit sy persoonlikheid is, hoe ek hom opsom. Hy is impulsief in die klas; hy praat sonder om te dink en hy doen sonder om te dink. Die pa sê toe dat hy al gesien het dat [Quest] baie vriendelik is en hou van gesels. Ek sê toe vir sy ouers dat hulle dit so kan sien, maar dat dit eintlik impulsiwiteit is. En nou sê die oom dat hy eintlik "verbal diarrhea" het, maar toe sê ek dat hy dit kan noem wat hy wil, maar dat [Quest] nogsteeds impulsief is. Hy dink nie voor hy praat nie. Hy is daai tipe kind wat vir 'n vet man sal vra hoekom hy vet is. Hy het nie 'n filter nie en alles wat hy doen is – op daai oomblik – nou! En dan sal hy na die tyd sê dat hy jammer is of dat hy nie dit sou gedoen het nie. Hy het nou nie gedink wat hy doen nie. Maar dis nou wat ek vir die pa probeer verduidelik. Ek probeer [Quest] te leer om te dink voordat hy iets doen en julle lag net en sê: "hy's vriendelik." En nou wil die pa vir my vra hoekom hy impulsief is. Want hy is! En hy sien nou nie dit nie.

Onderhoudvoerder: [14:27] So hy is veral impulsief. Humerig?

Deelnemer: [14:32] Ja, hy is baie kwaai. En [Zee] ook. Hulle raak vinnig kwaad. En sê nou ek sê vir [Zee] dat as sy stout is gaan sy nie 'n lekkertjie kan kry nie dan sê sy vir my: "I'm angry with you." Sy praat 'n ding soos hy is. Hulle raak gou kwaad.

Onderhoudvoerder: [15:00] En was dit ook so met jou vorige ADHD kinders in die klas?

Deelnemer: [15:06] Nee, maar my ander een was nie "vocal" nie. Hy was meer teruggetrokke. Hierdie twee was meer die "vocal kind." Die ander een wat ek twee jaar terug gehad het, wat onder die tafel gesit het en goed, was 'n eenkantkind. So hy kon nie aandag gee nie en hy wou alleen wees en wou nie praat nie ek moes altyd hom uit trek. So daars definitief twee verskillende persoonlikhede. So baie van die [eienskappe] is hy, maar die "praat baie" en die "impulsiwiteit" is nou nie hom nie. Hy was aandagafleibaar en kon nie konsentreer nie. Hy was ook impulsief op 'n manier. Hy sou ook net gesê en gedoen het voordat hy gedink het. Maar hy was nou weer anders. Dit verskil bietjie, ja. Hulle wat ek nou het is baie dieselfde, maar die jaar voor dit het ek een gehad wat gehardloop het. So hy was ook baie soos die twee. Hy het ook gepraat, maar daar was definitief ander goed fout wat ons nie oor seker was nie. Hy het

gehou daarvan om aan my te vat. Ek moes die heelyd by hom sit en hy wou heelyd aan my gevoel het... aan my klere of my hand vasgehou. Maar hy het ook gepraat en uitgeskree, of net gehardloop. Dan hol hy nou by daai trappe op waar ons nou was. Dan moet ons agter hom aan hardloop. Daar is met elke kind se persoonlikheid ietsie wat maak dat hulle verskillend is. Ek leer elke keer iets nuut.

Onderhoudvoerder: [17:15] (Onderhoudvoerder lees die eienskappe van ADHD en die opsomming paragraaf)

Deelnemer: [18:46] [Quest] sê vir my baie keer dat hy dom is. Nou wonder ek of hy dit by die huis hoor. Nou sê ek vir hom dat hy nie dom is nie en dat hy net sukkel om te skryf, want hy kan dit doen. Ek wou eintlik sê dat die drie wat vir my uitstaan is “heavy intelligent.” Veral twee jaar terug se leerder. Verskriklik intelligent. Dis wat dit so hartseer maak, want jy weet nie dit nie. As jy nie aandag gee nie dan besef jy nie die kind is intelligent nie, want jy sien dit nie in hulle boeke nie. Daar is juffrouens daar buite wat nie dit doen nie, wat net daai kind laat verby gaan. Daai kind was so intelligent. En [Quest] en [Zee] ook, hulle weet presies wat aangaan. Mens mis dit soms, want hulle lyk of hulle nie weet wat aangaan nie. Onderhoudvoerder: [20:12] En hulle is so besig. Dan hulle dat hulle nie kan nie

Deelnemer: [20:16] Dis die hartseer daarvan en dis waar die medikasie inkom ook. Met die medikasie help dit net hulle om hulle “grond te vind.” Net om hulle bietjie te onderhou en dan kan jy sien watter werk hulle eintlik kan doen.

Onderhoudvoerder: [20:35] En is daar enige leerders in jou klas wat medikasie het?

Deelnemer: [20:38] Ek sukkel nog. Ek het al einde Februarie begin Maart met altwee se ouers gepraat om by ‘n arbeidsterapeut uit te kom. Ek sukkel nou nog. So [Quest] se ma het hom by Tina Cowley leessentrum in en hierdie ekstra klas en ‘n “computer” ekstra klas. Dis nie wat hy nodig het nie. Dit maak hom dalk slimmer, maar dit spreek nie die probleem aan wat ek wil hê hulle moet aanspreek nie. [Zee] se ma sê ook dat sy vir haar wil help en goed, maar dit kom nie tot ‘n punt nie. Ek het al hoeveel name vir haar aangestuur om te probeer, maar nog niks. Dis nou al Junie.

Onderhoudvoerder: [21:32] Hoe ervaar jy hulle sosio-ekonomiese omstandighede?

Deelnemer: [21:39] [Quest] se ma-hulle is wel af. En [Zee] se ma-hulle is “regular,” maar sy kry ‘n spraakterapeut wat Donderdae en Vrydae is en dit ook medies, so ek weet hulle het medies. Mens weet nou nie op watter plan hulle is en hoe baie dit kos nie.

Onderhoudvoerder: [22:09] Maar dis ook nie dat hulle dit nie kan bekostig nie?

Deelnemer: [22:12] Ek weet nie.

Onderhoudvoerder: [22:16] So stem jy saam met die beskrywing van die eienskappe?

Deelnemer: [22:20] Ja.

Onderhoudvoerder: [22:23] Is daar iets wat jy wil byvoeg?

Deelnemer: [22:25] Nee wat. Net dat die kinders baie keer intelligent is en dat dit gemis word.

Onderhoudvoerder: [22:34] Dan is ons by “uitdagings”. Ons het gesê ‘n tekort aan ondersteuning van die skool. Stem juffrou daarmee saam?

Deelnemer: [22:46] Ja, ek dink dit sou beter wees as elke skool hulle eie arbeidsterapeut gehad het.

Onderhoudvoerder: [22:53] En hoe ervaar juffrou ondersteuning van die skool?

Deelnemer: [22:59] Ons het maar ons SGOS een keer ‘n kwartaal wat vir jou terugvoering gee oor jou klas. Die probleem is die ondersteuning van die departement maak dat die skool nie vir jou die ondersteuning kan gee wat jy nodig het nie. Daar is so min mense wat jou kom help. Jy wil ‘n kind laat toets? Kom laat ons dit eers oor ‘n jaar doen. Dis wanneer dit eers gaan gebeur. Oor ‘n jaar of die juffrou al haar “toys” uit die kot uit gooi en sê die departement moet dit doen. So “it’s not great.” Jy moet maar met ouers op jou eie uitkom. Jy moet die ouers oortuig om terapie te laat doen, want die skool gaan nie dit doen nie. Die departement gaan dit nie doen nie. Of die horde van skole wat deur een persoon gesien word.

Onderhoudvoerder: [24:08] Dis nou die volgende punt waarop ons neerkom, is die tekort aan ondersteuning van die departement. Te veel werkslading vir hulle.

Deelnemer: [24:13] Nee, dis “shocking.” Daar is te min mense wat hierdie werk doen per skool.

Onderhoudvoerder: [24:23] Okay. En dan die ander uitdaging was “‘n stigma by die ouers rondom ADHD.” Hoe ervaar jy dit?

Deelnemer: [24:31] Ja, soos ek sê veral [Quest] se ouers wil nie daai woord aanvaar nie. “Hy’s net besig.” Hulle doen ander dinge, maar nie wat ek gevra het hulle moet doen nie. En as hulle geglo wat ek gesê het, sou hulle dit doen. Die ding is dat ouers hartseer is as hulle dit hoor. Hulle voel asof dit sulke negatiewe ding is en dis nie nodig om so te wees nie. Dis net jou kind se persoonlikheid. Jou kind is bietjie “anders”. Ek het al baie gedink my eie kind het dit. En dis okay. Ouers moet ophou om so negatief te wees daarvoor. En toe daai juffrou in die fokusgroep gesê het dat dit nie by hulle so is nie, wou ek toe nie vra in watter skool sy toe is nie, maar ek dink dit hang ook af by watter skool jy is oor hoe die ouers is. As jy soos by ‘n model C skool is, is die ouer te dankbaar dat iemand omgee en wil help. So hulle glo wat jy sê. Hulle gaan nie teen jou opstaan nie en hulle is “minderwetend” as ek so kan sê. Party van hulle weet dalk nie wat dit is nie. So dit is dalk makliker by sulke skole, maar om die hulp te kry is dan nie so maklik nie, want die ouers het nie medies en sulke goed nie.

Onderhoudvoerder: [26:22] So dan moet julle deur departementele prosesse gaan.

Deelnemer: [26:25] Exactly. And how long does that take?

Onderhoudvoerder: [26:29] Okay. Ek het nie die “stigma by ouers” so lekker verstaan nie. Wat bedoel hulle daarmee? Is dit negatief of positief?

Deelnemer: [26:47] Dis negatief. Ouers wil nie hê kinders moet “gelabel” word nie.

Onderhoudvoerder: [26:54] So hulle sien dit as ‘n “label,” maar dis eintlik die stigma. En dan “‘n tekort aan hulpbronne.” Hoe ervaar Juffrou ‘n tekort aan hulpbronne? Stem juffrou saam met dit?

Deelnemer: [27:06] Ek kan dit seker kry. As ek vra vir sekere goed kan ek dit kry.

Onderhoudvoerder: [27:12] So stem jy saam in jou geval?

Deelnemer: [27:15] In my geval, nee, maar ek glo by ander skole is dit so.

Onderhoudvoerder: [27:20] So juffrou ervaar nie 'n tekort aan hulpbronne nie?

Deelnemer: [27:25] Nie op die oomblik nie, maar as ek nie by hierdie skool was nie dan was dit 'n ander storie.

Onderhoudvoerder: [27:34] Watter hulpbronne het juffrou al gekry?

Deelnemer: [27:38] Ek het mos nou daai storie langsaan, jy weet? Ek gaan haal my gym bal en sulke goedjies. Ek het 'n trampoline wat ek kan gebruik. Daar is goed, ek kan dit net gaan haal. Ek het nie altyd tyd vir al die goed wat ek weet ek wil doen nie. Ek het 'n kind gehad in my klas wat ook so was wat ek oorfone voor gekry het, maar ek het gevra en toe sê hulle ek moet die ouers vra om dit te koop en hulle het toe. En dit het nogals gewerk vir hom.

Onderhoudvoerder: [28:27] Watse musiek het juffrou dan gebruik?

Deelnemer: [28:28] Net terwyl hy werk, het hy net die oorfone aangesit. Sonder musiek sodat hy net stilte het. Hy kon glad nie "cope" met kinders wat langs hom praat nie. Hy het "frantic" geraak. As ek klaar my les gegee het, dan sit hy sy oorfone opgesit en hy rustig op sy eie gewerk, maar hy is gelukkig 'n baie slim kind so hy kom darem op sy eie aangaan. Maar hy kon nie "cope" met die geraas nie. Daar moes ek vir die ouers vra om dit te koop.

Onderhoudvoerder: [29:06] Die volgende uitdaging was "vreesaanjaend met tye." Ervaar juffrou dit so?

Deelnemer: [29:14] Ek weet nie. Dalk kan dit vir die juffrou wees, ja, want sy weet nie hoe om dit te hanteer nie. Ek dink as jy onkundig is en jy sien dit vir die eerste keer, kan dit baie "scary" wees.

Onderhoudvoerder: [29:37] Maar hoe ervaar juffrou dit.

Deelnemer: [29:39] Nee, ek is dit al gewoond.

Onderhoudvoerder: [29:51] Hoe ervaar Juffrou ADHD as 'n "kontroversiële konsep?" Stem Juffrou saam dat dit kontroversieel is?

Deelnemer: [30:03] Nee, ek weet nie.

Onderhoudvoerder: [30:06] Kontroversieel in die sin dat dit baie uiteenlopend is en baie mense het verskillende sienings daarvoor.

Deelnemer: [30:14] Maar WIE het nie dieselfde sienings daarvoor nie?

Onderhoudvoerder: [30:20] Ja, dit kan 'n kontroversiële konsep wees by verskillende mense.

Deelnemer: [30:22] Dit kan, ja. As jy nie enige ervaring daarmee het nie... Ek dan anders sien as wat jy doen. Ek kan 'n kind anders hanteer as wat jy een gaan hanteer. Die eienskappe van daai kinders is min of meer dieselfde so dit wat gedoen moet word moet dieselfde wees, maar elke juffrou gaan mos haar eie persoonlikheid hê en haar eie manier van dingetjie doen.

Onderhoudvoerder: [31:02] Ons het gesê dat dit 'n kontroversiële konsep is, derhalwe het al die onderwysers en ouers nie dieselfde oor hoe om die kinders te ondersteun nie. Stem Juffrou saam dat ouers en onderwysers nie dieselfde oortuigings het oor dit nie?

Deelnemer: [31:25] Ja.

Onderhoudvoerder: [31:30] Voel juffrou dis uitdagend?

Deelnemer: [31:33] Dit maak dit moeilik.

Onderhoudvoerder: [31:35] In watter opsig maak dit dit moeilik?

Deelnemer: [31:36] Hulle gaan nie die kind help by die huis soos wat ek hom wil hê nie. Of dalk sien hulle die kind as "stout." Hulle sien dit as negatief. Ek wil dit positief hanteer. Dan "clash" die twee. [Quest] se pa is streng. As hy nie kan stil sit nie, dan word hy gestraf. As hy nie hier kan stil sit nie, dan laat ek hom 'n draai loop of ek laat hom op die trampoline spring. Jy hanteer dit anders.

Onderhoudvoerder: [32:21] Okay. "Dit beïnvloed meer kinders nou, as in die laaste paar jaar." Stem Juffrou saam met dit?

Deelnemer: [32:37] Ja.

Onderhoudvoerder: [32:38] Vertel vir my hoekom dit so is? Wat is Juffrou se mening daarvoor.

Deelnemer: [32:46] Ek dink dat ADHD nou so baie oor gepraat word en daar word soveel navorsing daarvoor gedoen. In die ou dae, het hulle gesê jy is stout, jy is besig. Nou is daar maniere om jou te help, waar vroeër jare moes die kind in die hoek gaan sit. Die kind het eintlik verlore geraak, waar nou ons die kinders meer "uplift." Ons help hulle om hulle potensiaal te bereik, waar in die verlede ek dink dit eenkant toe gedruk was. Hoekom dit meer kinders nou affekteer is ook oor die "screentime" en sulke goedjies. Kinders speel nie meer genoeg buite nie. Hulle breine... word nie so lekker... nie ontwikkel nie, maar jy leer deur speel. Jy leer deur aan goed te vat en jou sintuie te gebruik. As jy voor 'n "screen" sit dan gebruik jy nie jou sintuie nie. As ek kyk na my eie kinders...My kind kon op vier jaar tot by 30 tel. Dis te vroeg. Ek voel nie eens dat formele werk voor Graad 1 gedoen moet word nie, "nevermind" Graad R. Daar's van die goed wat hy huis toe bring wat ek met my kinders doen in die klas. So ek voel ook dat kinders te vroeg gedruk om goed te doen waarvoor hulle nie gereed is nie.

Onderhoudvoerder: [34:46] Die ander een was "word somtyds oordiagnoseer." Stem juffrou saam dat dit 'n uitdaging kan wees?

Deelnemer: [34:59] Ek weet nie. Ja, daar is seker maar mense (juffrouens/ouers) wat te vinnig sal sê: "My kind is [ADHD]." Maar eintlik is die kind net besig.

Onderhoudvoerder: [35:09] Het juffrou dit al ervaar?

Deelnemer: [35:13] Nie ek persoonlik nie, maar ek glo dit gebeur.

Onderhoudvoerder: [35:22] Maar nie in jou opsig nie?

Deelnemer: [35:24] Ek het dit nog nie ervaar nie, maar ek glo dit gebeur, want ouers deesdae hol na 'n terapeut toe oor alles. "My kind kan nie praat nie! Hy is een jaar oud. Hy moet na 'n arbeidsterapeut toe gaan!"

Onderhoudvoerder: [35:45] Okay. Nog 'n uitdaging was "frustrasie."

Deelnemer: [35:49] Ek weet daar is baie frustrasie met die juffrou en kind.

Onderhoudvoerder: [35:52] Ervaar juffrou frustrasie?

Deelnemer: [35:53] Ja. Veral as ek besig met 'n lekker les te gee en ek is eintlik in, dan hier kom [Zee] van agteraf en sy praat. And it sets off the whole class. Dan moet ek eers almal weer rustig kry. So baie keer voel dit vir my, dit wat ek in die dag wil doen kry ek nie klaar nie, want nou moet ek eers vir [Zee] en vir [Quest] aparte aandag kry, want hulle soek altwee *nou* aandag. En hierdie dogtertjie soek ook 'n bietjie aandag, want sy het vanoggend liefde by die huis gekry nie. Maar hierdie twee vat so baie my af. Gister het ek vir [Zee] gesê: "Kan jy net gou, vir 'n oomblik asseblief, laat ek net klaar praat! Ek wil net my sin klaar maak." "Teacher! Teacher! Teacher!" So ja, dit is verseker frustrerend vir my en vir hulle ook frustrerend, want hulle kry nie altyd reg wat hulle wil nie. En hulle brein wil iets doen wat hulle lyf nie wil doen nie. Of "My werk is nie klaar nie. Hoekom is my werk nie klaar nie? Hoekom kan ek nie dit klaar kry nie?" Hulle voel dit ook.

Onderhoudvoerder: [37:29] Nog 'n uitdaging was "behandel verskillend." Hoe ervaar Juffrou dit?

[einde]

[Participant 9 (2)]

Deelnemer: [00:03] Ek dink "behandel verskillend" kan wees dat die kind dink dat die juffrou hom anders behandel, maar tog moet hulle ook verskillend behandel word, maar op 'n positiewe wyse. Ek kan nie dieselfde wees met die ander kinders nie. As ek vir [Zee] nie so hanteer soos ek doen nie, sal sy nie "cope" nie. Sy het nodig om bietjie "leeway" te hê, maar ek kan met almal so wees nie. Ek sal nooit gewerk kry nie. Ek sal chaos in my klas hê, as ek almal laat rondloop, of op die bord skryf, of doen wat hulle wil. Ek kan dit nie doen nie. So hulle word anders behandel, maar solank hulle nie besef hulle word anders behandel nie.

Onderhoudvoerder: [00:52] En die ander kinders?

Deelnemer: [00:54] Ek het vir iemand nou die aand gesê dat dit so "amazing" is dat hulle dit net aanvaar.

Onderhoudvoerder: [01:01] Ja, want kindertjies is mos geneig om te sê: "Maar Juffrou, hoekom het sy 'n lekker gekry omdat sy goed gedoen het? Ek het ook goed gedoen, maar ek kry nie 'n lekker nie?"

Deelnemer: [01:11] Maar soos gister het ek nou weer vir almal gegee. Probeer nie om net die heeltyd te fokus op haar nie. 'n Ander leerder het ook vir my gevra of sy my "sidekick" kan wees. So ek sal seker maak dat sy môre met my kan stap of "whatever." So ja, hulle word anders behandel, solank dit nou nie op 'n negatiewe manier is nie.

Onderhoudvoerder: [01:46] Daai is ook 'n groot uitdaging, as dit nou nie op 'n negatiewe manier werk nie. Okay. Die laaste een was "geduld."

Deelnemer: [01:53] Ja, ek het "buckets full" (lag).

Onderhoudvoerder: [01:59] So juffrou ervaar ook dat dit 'n uitdaging is om geduld te hê?

Deelnemer: [02:03] Yes, nee dit is. Sodra jy daai frustrasie voel, moet jy ook jou geduld uithaal.

Onderhoudvoerder: [02:16] (Onderhoudvoerder lees opsomming van uitdagings)

Onderhoudvoerder: [03:08] "Dis moeiliker om nou 'n leerder te ondersteun as in die verlede, omdat leerders verskillend hanteer moet word volgens hulle spesifieke behoeftes."

Deelnemer: [03:23] Ek dink nie dis moeiliker nie. Ek dink eintlik ons het meer hulpbronne as wat ons gehad het. Nee. Nou het ons meer inligting en meer studies as wat ons daai tyd gehad het. So in daai opsig is dit makliker nou, maar in die sin van dat daar nou soveel meer gevalle is wat in die klas kan sit, is dit moeiliker vir die juffrou, want daar is nou soveel meer van daai kinders en ons is nou soveel meer bewus daarvan, so jy moet daai kinders kan "handle." Eintlik weet ons nou meer en dis hoekom daar soveel meer kinders in die klasse sit. So dis nie "moeiliker" nie, dis net meer. Ons is nou bewus daarvan. [deelnemer lees van bladsy][05:19]

Deelnemer: [05:29] Dis nie "moeiliker" om hulle te hanteer nie. Ons weet eintlik nou meer, maar daar is soveel meer behoeftes wat die juffrouens nou moet hanteer wat dit moeiliker maak.

Onderhoudvoerder: [05:58] Okay. So dis eintlik omgeswaai.

Deelnemer: [06:01] Ja, dis nie moeiliker om die leerders te ondersteun nie, want ons het eintlik die ondersteuning. Maar omdat daar soveel "exposure" is, is daar meer ADHD kinders wat ons moet hanteer.

Onderhoudvoerder: [06:42] (Onderhoudvoerder lees opsomming van uitdagings).

Onderhoudvoerder: [07:14] Is daar iets wat juffrou wil byvoeg?

Deelnemer: [07:15] Nee, ek dink ek het baie gepraat.

Onderhoudvoerder: [07:27] (Onderhoudvoerder lees lys van hulpmiddels)

Onderhoudvoerder: [08:20] Ek sal byvoorbeeld nie ["fidget toys"] gebruik nie. Want hy sal net die heeltyd daarmee speel en glad nie werk nie. Ek kan nie dink dat 'n "fidget toy" vir 'n kind met ADHD kan werk terwyl hulle by hulle banke sit nie. Jy kan hom dalk apart vat en hom 10 minute gee om daarmee te speel, maar ek sal dit nie by hom hou nie. Ek sal hom tydies gee waar hy met dit mag speel.

Onderhoudvoerder: [09:04] Het juffrou dit al gebruik in die klas?

Deelnemer: [09:06] Ek het ander goedjies gebruik, maar nie daai nie. Ek gee eerder die legkaart en klei in stoelsakke wat hulle kan uithaal.

Onderhoudvoerder: [09:29] Dit is baie oulik. Is dit wat die skool vir julle gee?

Deelnemer: [09:34] Ons kry die klei by die skool, ja. Die stoelsakkies moet die ouers self voor betaal.

Onderhoudvoerder: [09:39] (Onderhoudvoerder lees lys van hulpmiddels)

Onderhoudvoerder: [09:48] So is daar enige hulpmiddels wat jy dalk wil byvoeg?

Deelnemer: [09:50] Nee.

Onderhoudvoerder: [09:52] Watter hulpbronne kan jy die meeste mee vereenselwig? Wat jy die meeste gebruik of wat die beste werk?

Deelnemer: [10:11] Ek sou seker sê die oorfone het baie goed gewerk. En die bal werk goed met een, maar nie altyd met die res nie. Veral [Zee]. Ek vat dit meer van haar weg deur die dag as wat ek dit vir haar gee. [Quest] sit ek vir 'n tydjie, maar hy kan nie heeldag sit daarop nie. Hy kan sekere tye daarop sit. Ek het nog nie die rek gedoen nie. Ek het al gehoor van die rek.

Onderhoudvoerder: [10:46] Maar hoe werk die rek?

Deelnemer: [10:52] Dit voel vir my hy gaan heeldag dit stop.

Onderhoudvoerder: [10:54] Is dit vir jou voete?

Deelnemer: [10:56] Ja, ek gaan nie die rek hier sit nie, want dan gaan mense dink ek maak kinders vas aan die stoel.

Onderhoudvoerder: [11:10] Hoe ek dit verstaan is dat jy die rek om jou lyf sit sodat hulle kan beweeg.

Deelnemer: [11:12] Maar daai rek gaan binne 10 minute skiet. Nie met hierdie kinders by my nie. Dit sal vir [Zee] verskriklik frustreer as ek vir haar moet vasmaak. Ek weet nie hoe dit kan werk. Dalk werk dit. Ek het al gehoor van die rek om die stoel. Ek sal eerder dit probeer, voor ek dit om die lyf sit. Ek dink dit sal 'n kind wat wil beweeg mal maak. En dan gee ek ook baie belonings. Sterretjie. Lekkers. En dan breuk ek mos deur te strek en te rek.

Onderhoudvoerder: [12:09] Ons het by "metodes" die belonings gesit. Stem juffrou saam dat dit by "metodes" moet wees?

Deelnemer: [12:17] Ja, seker, want dis deel van jou klasgee.

Onderhoudvoerder: [12:21] Dan is ons by "metodes". (Onderhoudvoerder lees die beskrywing van die sub-tema metodes)

Deelnemer: [12:39] ("Disipline moet op so 'n manier gehandhaaf word dat dit die ADHD leerders, hul klasmaats en die onderwyser help") Ek is baie streng met dit. Ons gaan nou hierdie doen en as ons klaar is gaan ons dit doen. [Quest] en [Zee], veral [Quest] vra vir my wanneer ons dit gaan doen en wanneer ons daai gaan doen, so ek gee vir hom 'n tydlyn van wat gaan gebeur. Elke oggend sê ek wat ons gaan doen vir die dag, sodat hulle weet wat kom. Ek gee die dagprogram vir hulle deur en [Quest] weet dan as ons klaar geskryf het, gaan hy 'n breuk kry. As ons nou wiskunde doen, dan gaan hy nou-nou mat toe kom. Die roetine is vir hulle goed. En ek moet sterk disipline hê, want as almal in die klas praat, gaan daai twee "crazy" raak.

Onderhoudvoerder: [13:33] (Onderhoudvoerder lees die metodes) ("deur meer viduele as ouditiewe leidrade te gebruik"...)

Deelnemer: [14:09] Daar's baie ander goed wat ek kan eintlik met hulle kan doen, maar die tyd...Mens moet ook deur jou werk kom.

Onderhoudvoerder: [14:21] (lees die metodes verder) "...om seker te maak dat die leerder 'n gesonde gebalansseerde dieët volg en baie water drink." Hoe ervaar juffrou daardie konsep?

Deelnemer: [14:33] Die suiker maak hulle mos meer hiperaktief. Deur die dag moet hulle maar gesonde kossies eet. Gewoonlik op 'n Vrydag doen ons "sweeties" en dans dit redelik chaos.

Onderhoudvoerder: [14:46] So hoe verseker jy as 'n onderwyser dat hulle gesond eet?

Deelnemer: [14:54] By baie skole in Graad R mag hulle net op Vrydae lekkers inpak. So hulle kry geen "sweets" deur die dag nie. Ek het dit ook op 'n tyd in graad 1 gedoen, maar omdat die ander klasse dit nie toegepas het nie, het die ouers gekla. Die kinders moan. Hulle sien dat daardie klas lekkers eet en hulle nie. Maar dit het nogals vir my gewerk. So ek dink as 'n skool as 'n span dit toepas, kan dit nogals werk.

Onderhoudvoerder: [15:36] "En deur lief te hê en te luister. Hierdie metodes vereis van die onderwyser om gedissiplineerd te wees, om voorbereid te wees, en om georganiseerd te wees."

Onderhoudvoerder: [15:48] Ja, as ek 'n dag hier inkom en ek is nie voorbereid nie of my roetine is nie reg nie, kan ek nie dieselfde van die kinders verwag nie.

Onderhoudvoerder: [15:56] So juffrou stem saam 100% saam daarmee. So stem juffrou saam met die metodes?

Deelnemer: [16:03] Ja.

Onderhoudvoerder: [16:04] Is daar iets wat dalk vir jou baie uitgestaan het van die metodes?

Deelnemer: [16:15] Nee, alles dit is reg.

Onderhoudvoerder: [16:50] So daar is niks juffrou by die onderhoud wil byvoeg nie?

Deelnemer: [16:53] Nee wat.

[einde]

Appendix N: Transcription of the individual interview: Participant 11

- * The transcription is guided by time guidelines indicated in the square brackets.
- * This individual interview was conducted in Afrikaans (the participant's choice).
- * Two recordings were made during this interview, therefore, the interview is divided into two parts. Recording one is indicated as (1) and recording two as (2).

[Participant 11 (1)]

Onderhoudvoerder: [00:05] Hoe lank gee juffrou nou al Graad 1?

Deelnemer: [00:09] 14 jaar. Nee dis al 15 jaar.

Onderhoudvoerder: [00:13] By dieselfde skool nog? Het jy hier Graad 1 begin?

Deelnemer: [00:15] Ja, ek was eers Graad 3. Ek was eers oorsee vir twee jaar toe kom ek terug. Ek het daai EMAT teaching gegee. Jy leer vir oorsese kinders, soos Chinese kinders, probeer engels praat. Partykeer was ek in klas, partykeer as 'n assistent. Daai tyd was dit nog lekker, want daai tyd het jy baie werk gehad. Ek dink nie dis nou meer so nie. Ek het ook ou mense opgepas [oorsee]. Toe ek terugkom was ek vir twee jaar by Riebeeck Kasteel, Graad 3. Toe kom ek CPM toe. Toe is ek vir 'n jaar hier Graad 3, want daai tyd was ons so klein dat daar net een graad een juffrou was. Sy was (wys na juffrou oorkant haar klas se deur) Graad 1 toe raak sy my kollega in Graad 3. Sy was al die jare die juffrou vir Graad 3 toe kom daar 'n gap. Daar kom toe nog 'n Graad 1 klas. Ons was baie klein. Toe begin die skool, amper wil ek sê twee-graads word. En toe vra hulle of dit ok is. Toe skuif ek Graad 1 toe. Toe het ek saam met [juffrou se naam] [gewerk]. Sy't 40 jaar amper skool gehou waarvan alles Graad 1 was. So ek het baie by haar geleer. Net die manier van wat [om te doen]. Hoor hierso, en ek hou nou nogsteeds so skool. Ek gee nie om wat die staat sê nie of waar jy moet trek nie, want aan die einde van die jaar is my kinders se vaslegging gedoen en ...

Onderhoudvoerder: hulle ken hulle werk...

Deelnemer: Ek het al 2006 hier begin. Ek dink 2008 het ek met Graad 1 begin. Ek hou nie tred met hoe lank dit is nie, maar mens verander elke dag.

Onderhoudvoerder: [01:40] Vertel my van juffrou se kwalifikasies?

Deelnemer: [01:46] Kwalifikasie is net vier jaar op Wellington.

Onderhoudvoerder: [01:49] (Praat oor Wellington)

Onderhoudvoerder: [02:23] Grondslagfase?

Deelnemer: [02:24] Hm.

Onderhoudvoerder: [02:25] Het juffrou se kwalifikasie Graad 1 opleiding ingesluit?

Deelnemer: [02:29] Ja. Graad R tot 3. Het ons mos daai tyd.

Onderhoudvoerder: [02:31] So julle het ook prakties gedoen vir Graad 1?

Deelnemer: [02:33] Ja. En dan het ons dosente daai boeke wat ek lees vir [outeur se naam]. Sy was my dosent.

Onderhoudvoerder: [02:38] So julle het verskriklike goeie dosent gehad?

Deelnemer: [02:40] Baie! Dit wat ek vandag ken en van weet en van hoe om 'n kind te help. Ons het baie hands-on gedoen. Ons was baie prakties. So ons is twee of drie keer 'n week na skole toe uit en dan gaan werk jy net met 'n groepie uit 'n klas. So dan gaan ons met ons mandjie en ons apparaat en dan gaan ons na [skool se naam] toe en ek gaan haal 'n groepie van daai juffrou uit die klas uit. Hulle krit vir my en ek moet Wiskunde gee en moet kan. Dan het ons 'n rem [remediëring] kind gehad elke Woensdag. Met 'n lêer, met 'n klein boekie. Dan moet jy die kind gaan toets. Dit was by die (verduideliking waar skool is). Elke Woensdag is ons soontoe. Dan het jy 'n lêer gehad en 'n klein boekie waarin jy skryf as jy met die kind werk. En dan moet jou boek 'n tema hê. Myne was 'diere' en dan leer ons vandag die 'l-klank' aan, so ek het 'n boom geplak met 'n stokkie met my robotkaart, so ons voel en ons skryf.

Onderhoudvoerder: [03:35] Dis baie apparaat.

Deelnemer: [03:36] Baie.

Onderhoudvoerder: [03:40] (Praat oor mense in onderwys)

Onderhoudvoerder: [04:33] So het julle ADHD opleiding gekry?

Deelnemer: [04:36] Nee. Die ergste een wat ons al gehad het is remedieëring. Ons het nie daai tyd tags gehad van ons het 'n ADHD kind nie. Ons het niks van dit gedoen nie. Ons het maar visuele diskriminasie, stoot kaartjie as die kind sukkel met lees. Hoe klank - ons het remedieëring gedoen. Maar daar was niks van dit nie [ADHD].

Onderhoudvoerder: [05:01] Het juffrou al enige indiensopleiding oor ADHD tydens jou skoolhou ontvang?

Deelnemer: [05:09] Nee. Ek was een keer twee jaar terug by 'n disleksie opleiding - 'n visuele [sessie] in die Paarl. [praat oor disleksie opleiding].

Onderhoudvoerder:[05:33] (Praat oor haar opleidingsessies)

Deelnemer: [05:35] Ja, en die ander Google ek nou maar of met kinders in jou klas. Verstaan soos met my Asperger kinders kom ['n persoon se naam] maar in jou klas en kom kyk wat doen jy, wat moet jy verander.

Onderhoudvoerder:[05:46] Okey

Deelnemer: [05:47] En... ek het.. ja.. soos met Asperger, ek het 'n kind een jaar gehad wat baie erg was. So vir almal se "sanity" moes ek oplees en doen en sorg dat alles reg is en middae het sy wile by die huis afgeval en toe het die mense gesê maar by die skool is die dinge in plek en middae wil sy dit ook so hê. So dis baie moeite, maar ek dink hierdie is maar deur skoolhou en kinders wat in jou klas beland, ja, jy ly maar jouself op.

Onderhoudvoerder: [06:17] (Gee vir die deelnemer die onderhoud skedule, verduidelik die prosedure van die onderhoud en lees die temas en subtemas en lees die eerste tema – Eienskappe)

Onderhoudvoerder: [09:17] Stem juffrou saam met hierdie [ADHD] eienskappe?

Deelnemer: [09:22] Ja.

Onderhoudvoerder: [09:23] Is daar enigiets wat juffrou wil bylas?

Deelnemer: [09:27] Nee wat. Jy kan mos nou vandag ietsie van almal in die klas gesien het (lag). En ek dink met 'n kleiner klas is dit meer beheerbaar. Sê nou maar soos by my. Daar's soos sê noumaar [Jake] - hallelujah as hy sy werk klaar gekry het in die einde, maar as ek 'n groter klas gehad het - en ek het al vroeg genoeg-

Onderhoudvoerder: [09:46] Is [Jake] die ADHD kind?

Deelnemer: [09:47] Ja, wat nie op medikasie is nie.

Onderhoudvoerder: [09:49]Ja, want ek't nogal gesien hy het 'gemove' op die einde.

Deelnemer: [09:53] Hy het 'gemove' ja, want ek het mos gesê: "kom vinnig-vinnig". Ek het laasweek vir hom 'n kroon laat opsit toe hy sy werk klaar kry. So, ek het vir hom gesê as hy nou weer vinnig werk [mag hy weer die kroon opsit]. So ek het nou die geel worteltjie. En soos, hy kan glad nie. Ek het vir hom op 'n bal laat sit. Hy kan nie, hy val 'ploeps' van die ding af. So hy sit nou op sy stoel. Hy het dit erg, maar ek kan dit beheer, want ek het vroeg genoeg met my lees begin. Ek maak so 9-uur al met my Wiskunde klaar, dan begin ek met die lees. So dis die voordeel om sulke klein klas met sulke tipe kinders. Jy hou al die balle maar so in die lug. Soos daai, umh [Ant] wat daar voor sit het die prossessering ook. Het jy gesien, die engels? Hy vra maar hoekom het hy nog nie 'n beurt gekry [op die mat vir lees] nie. Soos jy moes al met sy werk begin het. Ek het mos jou werk eerste vir jou gegee. So...ja... jy moet baie geduld hê dink ek.

Onderhoudvoerder: [10:49] Wat is juffrou se opinie rakende dat dit uitdagend is vir beide die onderwyser en die leerder?

Deelnemer: [10:58] Ek kry meer die leerder jammer. Vir voel vir my ek die grootmens is, ek is groot genoeg om die balle te kan juggle, of om hulpmiddels vir hulle te kan gee om dit beter te maak. Neh, maar ek kry regtig die kinders jammer. En dis wat ek vir daai ma ook nou die dag gesê het – dat die kind onderpresteer heeltemal. Toe sê sy: "maar sy wil net 'n gemiddelde kind hê". Toe sê ek nee maar hy is eintlik 'n bitter sterk kind, maar as gevolg van so sit of so sit. Ek kan nou nog nie glo hy't klaar gekry nie. Miskien gaan dit nou goed, want ek het vir haar gevra hulle moet met olies en goed begin. Want hulle sê mos dat die ADHD kinders se breine is mos droog. Hulle kort soos olie. Maar het jy gesien hoe drink hy sy water tussen pouses op? Hy kon nie ophou drink nie. Maar party sulke kinders drink mos baie water ook soms. Omdat hulle daai... en tussen die twee pouses het hy daai hele [water]bottel klaar gemaak. Dit kan wees omdat hy nie voor dit gedrink het nie, maar toe dink ek miskien raak dit nou vir hom laat in die dag. So ek kry baie meer jammer vir die leerder. Jy kry erge gevalle wat in elke geval nie vir die juffrou gaan luister nie wat heeltyd uitdagend gaan wees, maar ek praat van die opsig van sulke klein klas hê. Ek kan nou nie praat van 'n juffrou met 36 [leerders] nie. Ek dink [om 'n groot klas te hê] gaan baie erger wees. Vir my is dit fine, Verstaan ek is nou maar hier

om dit te kan juggle. En wat lekker is met die bietjie mat, die bietjie apparaat, die TV en die balle. Ek het rekke om van hulle se stoelle gesit. So daar is klomp hulpmiddels voel dit vir my.

Onderhoudvoerder: [12:30] Vertel vir my hoe volgens juffrou uitdagend vir die ADHD kind is?

Deelnemer: [12:36] Want hy... Obviously sien hy sy maatjies kry klaar. Daai kind sit met angs daar in homself. Want soos [Zu] vroetel met sy vingers, hy gaan sy vingertjie al stukkend maak. Hy sit heeltyd met sy vingertjies so (wys gebaar).

Onderhoudvoerder: [12:51] Ek sien met die fidget toy wat juffrou vir hom gegee het.

Deelnemer: [12:53] Ek het dit nou vir hom gegee, maar as ek weer sien dan sit hy met die uitveër en dan sal hy heeltyd uitvee, dan HEELTYD tot ek die uitveër loop haal.

Onderhoudvoerder: [13:00] "oh wow"

Deelnemer: [13:02] So dit voel vir my, in [Jake] se geval het die ma met hom gepraat die middag en toe vra sy: "maar hoekom kry jy nie jou werk klaar nie?" en toe bars hy in trane uit en sê "maar ek hou nie by nie". So hy besef... hulle gaan al daar. Maar as jy vir hom vra in sy assesserings gaan hy 7's vir alles kry.

Onderhoudvoerder: [13:16] Maar mondelings is hy goed of...?

Deelnemer: [13:18] Ja ek kan vir hom.. soos almal doen mos saam. Almal maak klaar, dan hy... Hy is 'n slim kind, en [Zu] ook. [Zu] het herhaal [in] Graad R. So hy is vir my baie oulik. Maar hy is op die medikasie en dit maak 'n groot verskil. Januarie het hy medikasie. Februarie nie gewerk nie. Ons het dit aangepas. Graad R is mos meer informeel as Graad 1. Ek kan vir jou sê... in sy boeke is daar duidelike 'n verskil en sy werkstempo en alles. Januarie kon hy niks klaar kry nie en toe het hy 'n ligter pilletjie gehad. Toe het ek daai Connors evaluering gedoen en toe het hulle [die dosis] opgeskuif. Hy moet nou weer een [pil] vat. So hulle kyk nogals taamlik, maar onthou met so 'n kind, hy hoor ook net: "Maak klaar!" "Maak klaar" Dit voel vir my hulle word later 'n label aangesit. Dis onnodig, want dis eintlik 'n baie intelligente kind. Ek voel die ouers kort meer die opleiding as die onderwysers.

Onderhoudvoerder: [14:18] Ja...

Deelnemer: [14:20] Verstaan jy wat ek bedoel? Ek weet as dit my kind was, het ek al die alternatiewe gebruik. Maar soos in [Jake] se geval, hy speel middae op 'n iPad. Toe vra ek: 'maar ry hy fiets?' Toe nou die aand het hy kom fietsry by die skool. Ons het Woensdaeaande fietsry. 'n Dag daarna is al sy werk klaar. Toe sê ek vir hom: "het jy nou gesien wat fietsry aan jou doen?" Toe hang ek dit aan die groot klok. Toe sê ek "nou kom oefen jy elke aand". Sy [ma] sê dat hy nie uit die huis wil gaan nie. Sy moet hom uit die huis uitskop. Toe sê ek dat dit haar verantwoordelikheid is. Hy kan die iPad speel oor 'n naweek, met liefde, 'n uur. Stel daai kombuisklokkie dat hy dit doen. Ek met my eie twee kinders, as hulle middae by die huis kom dan sê hulle, hulle moeg is. Dan sê 'n dit is 'n halfuur. Enigetyd lê voor die TV. Dan sit ek dit af, want as ek dit nie afsit nie dan gaan daai kinders tot vanaand 6-uur nog daar lê. En hulle gaan nie uit, hulle gaan nie spring, hulle gaan nie. So in ADHD se gevalle ook, mens dink heeltyd quick fix met 'n pilletjie, maar eintlik is daar so baie goed. Die boustene moet eintlik

eers reg wees. Ek het vir sy ma ook nou die dag gesê: “dit help nie om te kyk, het hy intensiewe arbeid? Het hy die fisio? Of het hy dit?” Dit help nie jy gee nou al die kind die medikasie en jy doen nie al daai goed eerste nie. Is sy oë getoets? Want in sy geval was sy oë ook baie sleg. Hulle was na [die oogkundige se naam] toe en dit is nou uitgesorteer. Hy het baie swak sig gehad. So vir my voel dit dit help nie ek se vir die ma op dag 1 dat die ADHD kind ‘n pilletjie moet vat nie. Ek is nie so nie. Dit sal vir my lekker wees as ek met hom kan hanteer sonder medikasie. Dis my “aim” nog al die jare gewees. Hulle kan miskien Graad 4 of 5 op medikasie gaan as dit regtig nodig is. Ek glo in natuurlike goed.

Onderhoudvoerder: [16:00] Hm-hm-hm

Deelnemer: [16:01] Verstaan? Ek sal in die klas my deel doen en dan moet die ouers in die middag by die huis hulle deel doen. Maar al daai dinge moet eers in plek kom en dan sal ek vir die kind regtig... In al my jare voel dit vir my is [Zu] die enigste een [wat medikasie vat]. Ek het nie ander kinders op pille al gehad nie. Ek ken dit nie. Maar ek het gesien in sy geval ons gaan nie... Ek sal met liefde vir die ma sê kom ons kyk na die [natuurlike uitweg], maar toe sien ek nee, nee, nee wag. Hier gaan dit regtig nie [werk nie]. Vir hom doen dit [die medikasie] wonders. Omdat hy herhaal het ook. En ek sê vir jou hulle pluk net die vrugte van dit. Hy is nie meer agter nie. Hy is nou by. Hy doen sy wiskunde vinnig, hy snap lekker oulik en hy lees ook verskriklik oulik. In [Ally] se geval... Dit help nie jy stop nog ‘n pilletjie in haar nie. Wat van haar verlede? Onthou ons kinders het ‘n baie groot voorsprong gehad. Sy het op ses jaar vir die eerste keer in haar lewe skool toe gegaan. Sy is by ‘n spraak[terapeut]. Sy is by ‘n arbeids[terapeut]. Sy is oorals.

Onderhoudvoerder: [17:07] Maar ek bedoel sy was in ‘n klas waar almal al graad R gehad het.

Deelnemer: [17:10] Presies. Jy kan mos nie haar by dieselfde wegspringblokke sit nie. So ek voel al daai boustene moet eers in plek wees en speel is so belangrik. Mense kyk dit mis. En dan sê van my vriendinne: “my kind het nou so ‘n goeie iPad”. En dan sê ek: “maar hoekom moet hulle dit hê? Kan hulle huppel? Kom ons vat maar ons s’n vir huppel hierdie kwartaal.

Onderhoudvoerder: [17:07]

[onderbreking]

Onderhoudvoerder: [17:47] So juffrou stem saam met die eienskappe?

Deelnemer: [17:48] Ja. Ek weet nie. Die pil is net nie vir my ‘n oplossing nie. In die erger gevalle ja, maar nie graad 1 nie.

Onderhoudvoerder: [18:06] Reg so dit was die eienskappe. Die volgende tema is die uitdagings (verduidelik dat sy eers lees die segmente van die uitdagings-tema gaan lees en elkeen gaan bespreek)

Onderhoudvoerder: [18:28] So die eerste een was “‘n tekort aan ondersteuning van die skool.” Ervaar juffrou dit so?

Deelnemer: [18:36] Nee. Ek sal nou nie sê ons doen nie. Alhoewel ons het die arbeidsterapeut tot ons beskikking as ons regtig nodig het. En in ons geval moet ek sê 90%

van die tyd as jy 'n kind verwys - soos [Jake] het ek na daai dorpse een verwys, want hy moet intensiewe aarbeid kry. Hy moet nie in 'n groep van 3 vir 20 min nie. So die meeste gevalle kan die ouers dit bekostig. Soos die middag het ek vir [Ally] se ma gevra of ek haar moet begin los of moet ek nie. Ek wil net weet waar lê die kind. Toets sy haar by 'n sielkundige? En die ma kom dadelik, ja ek gaan more dit laat doen. Nie al die gevalle nie, maar 90% van die ouers kan dit bekostig. So ons maak gebruik van opvoedkundige sielkundiges of arbeidsterapeute of spraakterapeute. So daar is ons eintlik baie bevoorreg. Dit vat 'n groot ding uit ons hand uit. Onderhoudvoerder: [19:27] So as julle die kind verwys, is dit eintlik 'n vinnige proses?

Deelnemer: [19:32] Dit is.

Onderhoudvoerder: [19:36] So juffrou stem dan nie saam met daai een nie. Die volgende een was “'n tekort aan ondersteuning van die departement.”

Deelnemer: [19:45] Kyk ons... amper sê ek al wat ons met die staat te doen het is hulle help ons as ons daai vorms moet invul en 'n kind moet van hier af na 'n spesiale skool moet gaan. [departementele sielkundige se naam] was mos al die jare hier. Sy't nogals lekker vir ons gehelp, maar omdat ons ouers betaal... Verstaan jy? Ons het nie [toetsing nodig nie]. [Departementele sielkundige se naam] so nou-en-dan. Maar al ons ouers moet elkgeval betaal na iewers toe. So maak nie saak waar ons hulle verwys nie. Al wat ons eintlik met die staat te doen het is waar ons aan die einde van die jaar daar sit met ons fase se skedules. [departementele sielkundige se naam] kom nou volgende maandag na ons toe net om ons 'n bietjie te help oor die vorms. Hoe vul mens SGOS in, waar dit, waar dat.

Onderhoudvoerder: [20:25] So julle ontvang darem ondersteuning as julle daarvoor vra?

Deelnemer: [20:29] Ja. Dan kom hulle na ons toe en hulle praat met ons. Ek dink dis omdat ons ondersteuning so baie van buite af kom. Ons het nie die staatse mense nodig nie. Ek dink nie hulle gaan worry oor 'n kind in ons skool nie. Hulle gaan eerder fokus die baie ander skole wat behoeftig is. En wat lekker is, is die kinders wat na ons toe kom, kom mos uit “'n Swartland' uit. So as ons die name aan die einde van die jaar noem dan [die kringbestuurder se naam] al die kinders se name wat na ons toe kom, omdat hulle al deur die sisteem was.

[einde]

[Participant 11 (2)]

Onderhoudvoerder: [00:01] So juffrou ondervind 'n tekort aan ondersteuning van die departement?

Deelnemer: [00:06] Ja.

Onderhoudvoerder: [00:08] En dan “'n stigma by ouers rondom ADHD.” Wat is juffrou se ervaring met dit?

Deelnemer: [00:13] Daar is ouers wat in enige geval hulle kind sal help. Hulle sien hulle kind kry swaar. Hulle kom 5-uur by die huis en sien die kind se pille is uitgewerk. [Zu] se ouers

veral, hulle sal sommer môre al die medikasie verhoog. Maar dan kry jy soos in [Jake] se geval waar die ouers net sê: “Nee, jammer.” Ek weet nie hoekom hoekom hulle destyds ‘n lelike aan dit gekoppel het nie [medikasie]. Dit doen soveel goed vir die kind wat dit moet hê. Daar is ‘n dag-en-nag verskil. Ek het laasjaar jaar ‘n seuntjie in my klas gehad en die ma wil net niks geweet het nie. Ek het later die ma en pa in die huis. Ons praat oor alles. En ek het dit nog nooit in my lewe gedoen nie. Dit was een dag die laaste week van skool. Die klas sit soosin doodstil. Rustige musiek is aan. Ek sit dit nie altyd aan nie, want dit voel vir my party kan nie altydkonsentreer nie. Dis bietjie te erg. Luister hier, en hy het nou potlode. Nou hy is nou besig om sy tafel op te lig met potlode op, maar die hele klas sit stil. Ek sê toe [vir die ma]: “jy moet maar kyk. Kom ek wys vir jou. Ek wil nie die kind afneem met sulke goed nie, maar kyk gou hier [hoe jou seun in die klas is].” Dit was die laaste week in November. Sy het gesê dat as ek nie vir haar daai video gewys het nie, sou sy nooit besef het wat sy aan die kind doen nie. Almal sit en werk doodstil. Ek het nie eers vir hulle gesê ek neem ‘n video nie, want dan gaan almal omkyk. So ek sit rustig net so en hy het nou potlode en hy sit en pak nou sy potlode klaar. Hy het een sin in die hele dag geskryf. So, daar het hulle nou ingekoop en nou pluk hulle die vrugte daarvan. Maar ek voel ook dat daar kinders is in Graad 1 wat eers in Graad 4 en 5 op die regte pad kom. In graad een is jy net een juffrou, so wat weet jy? Maar in graad vier is daar mos baie onderwysers en almal sê dieselfde en dan voel dit vir my hulle begin [die ouers] ‘n bietjie in te koop. Daar is ‘n nare stigma oor die goeters [ADHD].

Onderhoudvoerder: [02:18] So hoe ervaar juffrou dit as ‘n uitdaging?

Deelnemer: [02:22] Die uitdaging lê maar by jou as juffrou om die balle in die klas gejujgle te hou. Uhm..

Onderhoudvoerder: [02:30] Die stigma by die ouers...

Deelnemer: [02:32] Die stigma by die ouers... Kyk jy gaan mos maar die kind moet check wat nie gevat word vir terapie nie. Of wat nogsteeds lekkers eet, want by ons mag jy net Vrydae lekkers eet. En dan doen ons praktiese wiskunde Vrydae en ‘n bietjie kuns. En dan is dit “okey”. Maar dit begin maar by die ouers. Met al hierdie goed. Hoe hanteer hulle hom by die huis? Wat eet hy by die huis? Oefen hy by die huis. Dit raak in die ou end my probleem in die klas. En dan sukkel jy om die kind te kry om sy werk te doen. Want as dit in Graad 1 nie klaar is nie, dan weet ek nie waar dit in Graad 2 en 3 trek nie.

Onderhoudvoerder: [03:13] Okay, en dan “‘n tekort aan hulpbronne”. Ervaar juffrou ‘n tekort aan hulpbronne in verband met die ondersteuning van ADHD kinders?

Deelnemer: [03:23] Ja, dit kan wees. Ek het maar daai gym balle wat ek hier gaan haal en ek het die rekke gekoop by ‘n fisio. Dit is nie asof dit hier lê en jy kan dit kom vat nie. Jy moet self iets doen daaraan. [Zu] se ma moes self daai bal gaan koop by PEP stores. Dit was R199 by hulle. Ons het ‘n kinetika klas gehad wat toegemaak het. Toe het ek daai balle gaan vat. En ons het elke jaar ‘n markdag en van daai geld koop ek “resources”. So ek het hierdie jaar daai legkaarte gedoen en al die speelgoed daar bo. Op ‘n reëndag haal ek dit vir hulle uit. Daar is

baie aarbeidsterapeut goed daar bo [wys na speel hoekie]. En dan moet ek nog daai sensory boxes doen.

Onderhoudvoerder: [04:18] Ervaar juffrou 'n tekort in die sin van inligting ontvang?

Deelnemer: [04:26] Nee...(onseker) Hoe bedoel jy nou? Ek kan mos maar Google as ek iets wil weet. Ek het 'n ADHD groep op Facebook.

Onderhoudvoerder: [04:33] Oh okay.

Deelnemer: [04:36] Dit is 'n baie oulike groep. Daar is baie ouers op en almal sê my kind het dit, hoe maak ek so? Verder lees 'n mens mos maar.

Onderhoudvoerder: [04:42] Is hier iemand by die skool by wie juffrou kan raad vra? Of wie se hulp juffrou kan vra?

Deelnemer: [04:49] Nee. Ek het 'n Graad R juffrou wat baie oulik is. Dit is 'n kind in my klas se ma. Omdat sy is baie op perseptueel en sy't dadelik gesien toe hy kleintyd al die sensoriese ding gehad het. So ek en sy kommunikeer. So ek sal sê: "die kind in my klas maak so, wat dink jy?" Dan sal ek sê maar ek maak so. So.. ja.. Sy't ook maar uit ondervinding met haar eie kinders [geleer] sal ek sê.

Onderhoudvoerder: [05:15] So daar is nie enigiemand by die skool, soos 'n SGOS juffrou nie?

Deelnemer: [05:18] Nee, die aarbeidsterapeut doen ons goed.

Onderhoudvoerder: [05:26] Okay, en dan "vreesaanjaend met tye". Ervaar juffrou dit as 'n uitdaging?

Deelnemer: [05:36] Nee. Dis eintlik lekker. Dis lekker om te sien wat werk en wat nie werk nie. Wat vir die een kind werk, werk nie noodwendig vir die ander een nie. Almal sê die bal werk, want die kind beweeg, maar vir [Jake] gaan daai stoelwedge beter werk. Want hy val van die bal af as gevolg van sy lae spiertoen, dan lê hy (lag).

Onderhoudvoerder: [05:55] So dis nie vir juffrou vreesaanjaend nie?

Deelnemer: [05:59] Nee wat. Dit kan dit baie moeilike maak. Daar is een kind in die ander klas wat dit baie moeilik maak vir die juffrou. So ek kan nie kla nie.

Onderhoudvoerder: [05:10] Maar juffrou het dit nog nie ervaar as vreesaanjaend nie?

Deelnemer: [05:12] Nee.

Onderhoudvoerder: [06:13] Okay, en dan het ons ook gesê dat dit 'n "kontroversiële konsep is. Wat verstaan juffrou onder daai term? Hoe verstaan juffrou ADHD as 'n kontroversiële konsep?

Deelnemer: [06:29] ADHD as 'n kontroversiële konsep. Dat dit nie "set in stone" is nie. Daar is so baie uitvloeings en nie elke een is dieselfde nie.

Onderhoudvoerder: [06:33] Ja? En hoe sien juffrou dit as 'n uitdaging?

Deelnemer: [06:44] Dis eintlik lekker. Verstaan? Of hoe? Dis mos nou 'n lekker uitdaging om te hê. Dis lekker om te sien wat werk en wat nie werk nie.

Onderhoudvoerder: [06:55] So juffrou sien dit as 'n positiewe uitdaging?

Deelnemer: [06:56] Ja. Dis vir my baie lekkerder so as om vir 'n kind $1+1=2$ te doen. Verstaan jy daai is ook vir my lekker en die apparaat is ook vir my lekker. Maar om vir 'n kind te wen... Dit is vir my baie meer wêrd. Dit is vir my beter as 'n 7 op 'n kind se rapport. En onthou as jy vir hulle gemaklik en geliefd voel in die klas en hy weet. Soos ek het ook daai boontjiesel. Ek vat boontjies en ek gee een. So ek hoef nie die heelyd te sê "bly stil, bly stil" nie. Nou die derde keer se ek net oepsie gee maar 'n boontjie, jy hou nie op praat nie. So jy hoef nie 'n heks te wees nie, want ek dink as alles daar in plek is dan voel die kind ook seker meer gemaklik.

Onderhoudvoerder: [07:41] So dis vir juffrou 'n positiewe uitdaging dat elke ADHD leerder verskil?

Deelnemer: [07:48] Ja. Dis maar soos die Asburger sindroom ook (verduideliking daarvan).

Onderhoudvoerder: [08:07] En dan het ons ook gesê dat dit "meer kinders vandag beïnvloed as in die laaste paar jaar"

Deelnemer: [08:15] Ek dink dat met die tegnologie en met soos Google en alles – daai kinders was nog al die jare daar. Dan hoekom dan nou net van niks af uitgekome het nie? In die ou dae het mense hulle gelabel as 'die stout kinders'. So ek dink dat die mense is meer belese, het meer hulpmiddels, en die tegnologie is beter. Soos met Asperger was dit nog al die jare daar en dieselfde met Downsindroom.

Onderhoudvoerder: [08:51] Maar hoe sien juffrou dit as 'n uitdaging? Bedoel juffrou dit is 'n uitdaging dat daar nou meer kinders geïdentifiseer is?

Deelnemer: [09:03] Sê nou maar soos as al die kinders dieselfde taak moet doen in assesseringstyd. Jy is net een mens. En om vir elkeen te kry om op sy plek te wees en jy moet nou die taak NOU almal doen en daai waar die kind die punte in assesserings bykom, dan voel dit vir my ek soek 'n bietjie hulp. Dan soek ek net 'n bietjie hulp. Dan voel dit vir my 'n bietjie erg. Maar in die klas is dit vir my orraait met die blaai. Maar met die assesserings voel dit vir my, die 8 wat ek het of die 7 wat ek het is dan te veel.

Onderhoudvoerder: [09:37] En dit sluit ook eintlik aan by 'elke kind verskil', want elke kind se behoeftes verskil.

Deelnemer: [09:40] Dis die ding. So dan voel dit vir my nou... [is dit te veel]. Soos Dinsdae het ons musiek. Dan moet ek al vroeg begin om alles in plek te kry. Anders kry ek nie my dag klaar nie. Maar wat lekker is met 'n klein klas is jy hou jou oog op almal. Dis wat vir my lekker is.

Onderhoudvoerder: [10:02] Dit klink juffrou sê asof tyd 'n groot uitdaging is?

Deelnemer: [10:06] Dit is. Jy hardloop tog heelyd uit tyd. Soos ons het nie meer tweede pouse nie, want ons het gevoel dat die kinders sit dan te lank hier. So ons het gewoonlik 12 uur tot kwart oor 12 tweede pouse, dan gaan hulle kwart voor 1 huistoe. Toe vat ons dit weg.

Onderhoudvoerder: [10:24] Omdat die kinders nie klaarkry nie?

Deelnemer: [10:26] Nee, ons het met COVID dit begin doen. Aan die begin van COVID het ons elkeen in 'n hoek laat sit. Toe voel ons net om nou 'n kind weer laat pouse hê in 'n blok

laat sit. Dan gaan hulle liewers huistoe. Gewoontlik as hulle terugkom [na pouse] het hulle weggepak en ons het storie ge lees en ons het gediggies geoefen. En nou moet dit maar so “along the line” iewers inkom.

Onderhoudvoerder: [10:47] Okay, en toe het ons gesê dat kinders somtyds “oordiagnoseer” word en dit is ‘n uitdaging. Stem juffrou saam?

Deelnemer: [10:58] Dit kan wees. Omdat ADHD en Sensory en Asperger en daai goed so na aan mekaar is, is jy geneig om te sê dat die kind op die spektrum is. Maar dan is dit nie eintlik so nie. Omdat daai drie goed so na aan mekaar is. So dis vir my baie moeilik. Ek vat en kyk na die Conner evaluering en dan vat ek dit gou en merk dit af. Net vir myself om te kyk waar die kind lê. Dan vat ek daai Neurodiversity. Dan hou dit aan die een kant. Ek het mos dit wat ek invul vir die kinders.

Onderhoudvoerder: [11:44] Wat is dit?

Deelnemer: [11:46] Dis so ‘n vorm. Dis ‘n 16 bladsye ding. So ek hou daai vorm so eenkant. Ek moes dit vir [‘n kind se naam] ingevul het.

Onderhoudvoerder: [12:05] Sê gou weer wat is die vorm se naam...

Deelnemer: [12:08] Dit is Neurodiversity Centre. Ja, hulle is tussen uhm...

Onderhoudvoerder: [12:13] Oh is dit ‘n vorm van hulle? Ek dog dis ‘n presiese toetsvorm soos Connor Scale.

Deelnemer: [12:26] Nee, nee, nee. So hulle vorm moet ek invul met die Asperger. (Praat oor ‘n juffrou in graad R en haar eie ervaring met die invul van die vorm met Aspergersindroom kinders)

Onderhoudvoerder: [12:13] So juffrou sien dit as ‘n uitdaging dat die kind maklik oordiagnoseer kan word?

Deelnemer: [14:03] Baie.

Onderhoudvoerder: [14:04] Het juffrou al ervaar dat ‘n kind oordiagnoseer is?

Deelnemer: [14:11] Ek het nou nog net...Kyk..

Onderhoudvoerder: [14:14] Was daar al ‘n kind in juffrou se klas wat ADHD gediagnoseer is wat juffrou dink hulle het nie eintlik ADHD nie?

Onderhoudvoerder: [14:21] Nee wat. Ek sal meer sê die Asperger gooi ‘n mens baie uit.

Onderhoudvoerder: [14:32] En dan die ander uitdaging was “frustrasie.” Ervaar juffrou frustrasie as ‘n uitdaging?

Deelnemer: [14:41] ... hm-mm. Ek dink dis die klas wat so klein is man. Ek kan dink as jy in ‘n klas is met 30 en as jy deur daai massa werk moet kom. Hier bepaal ek my dag en my spoed.

Onderhoudvoerder: [14:59] So juffrou ervaar nie frustrasie nie?

Deelnemer: [15:02] Nee. Jy moet mos beplan vooruit en jy moet reg wees. Indien nie dan is dit nogal chaos. Hulle hou mos van struktuur. Dis hoekom ek die visuele goed daar plak. Want hulle kom druk mos die boeke hier onder my neus in. Dan sê ek maar jy weet wat om te doen. Nou het ek daai ding in plek [die visuele leidrade] so doen net wat daar op die bord wys.

Onderhoudvoerder: [15:31] Dis 'n baie goeie idee. Ek dink ek moet dit in my klas ook toepas.

Deelnemer: [15:35] "Moet ek inkleur? Moet ek inkleur?" (in kinderstemmetjie). Dan sê ek: "kyk net gou daar". "Moet ek plak? Moet ek plak?" (in kinderstemmetjie). En ek moet sê, hulle kyk daar wat volgende is en wat hulle moet doen.

Onderhoudvoerder: [15:45] En dit leer hulle eintlik so bietjie om individueel te werk, neh?

Deelnemer: [15:50] Ja, want vanoggend het ek met hulle wiskunde gedoen saam met dit. Toe kry hulle 'n kaartjie wat hulle moet afskryf. Toe plak ek die kaartjie. Hy gaan sy boek in die mandjie gooi, dan het ek die mandjie uitgeprint. Ek het die hand sanitizer en die kosblik [geplak] en dan moet hulle iets kry om mee te speel.

Deelnemer: [16:08] Dit is verskriklik oulik. Ek dink ek moet dit in my klas toepas.

Onderhoudvoerder: [16:10] Ek het dit eintlik ook begin doen oor [Ant]. Ek het eers geteken - 'n prit en dan 'n skêr. Hulle lag nog vir my tekeninge ook. Nou print en plak ek dit.

Onderhoudvoerder: [16:25] En dan "behandel verskillend." Hoe ervaar juffrou dit as 'n uitdaging?

Deelnemer: [16:35] Kyk...As jy 'n kind het wat.... Sê noumaar jy't 'n moeilik kind in jou klas wat dit vir jou baie hel maak en jy moet met hom raas. Dan die ander enetjie wat miskien ook ADHD het, hy trek dit outomaties aan. Hy besef nie die juffrou raas nie nou met hom nie. Dit maak dit moeilik. Met [Ally] moet jy maar dadelik mee raas en ['n ander kind se naam] soek aandag, want daars iets by die huis nie lekker nie. Maar dit maak dit nogal erg. Want met een moet jy maar so 'n bietjie kwaaiier wees. En dan dink jy nouwee jy moet nou nie die ander angstig maak nie, nie onnodig nie. Daar kan dit 'n uitdaging wees.

Onderhoudvoerder: [17:20] Hoe sien juffrou dit as 'n uitdaging t.o.v. die ADHD kinders?

Deelnemer: [17:25] ... hmmm...

Onderhoudvoerder: [17:33] Wat is juffrou se opinie? Voel juffrou 'n ADHD kind moet verskillend behandel word?

Deelnemer: [17:35] Hulle moet ja, want elkeen het 'n ander uitdaging wil ek amper sê. Een skryf in die lyne en maak sy werk klaar, maar kan nie stil sit nie. [Zu] krap nouwee. So jy moet maar vir hulle almal verskillend hanteer. Dit is ['n uitdaging], want jy kan nie die heelyd net met die arme kind raas nie. In die somer het [Zu] hom stukkend gekrap. Hy trek sy broek op dan krap hy vir hom hier stukkend (wys op been waar). So ek probeer alles om hom uit dit uit te kry.

Onderhoudvoerder: [18:12] Reg. Dan het ons gesê die laaste uitdaging is "geduld." Hoe ervaar juffrou dit?

Deelnemer: [18:20] Ek dink dis 'n uitdaging, maar ek dink ook dat dit van die omgewing afhang. Ek het 'n hanteerbare omgewing in die klas. Ek het nie iemand wat oor my kop kyk nie. Ek het 'n rustige klein klas. Alles is tot hulle beskikking. Dit voel vir my dit maak dit makliker om hulle te kan hanteer. En omdat hulle net 15 is. Ek voel nie of ek my cool nou verloor nie. Dit voel nie vir my soos dat ek heeldag gil en skel nie. Die omgewing maak dit vir my makliker.

Onderhoudvoerder: [19:06](lees die opsomming)

Onderhoudvoerder: [20:07] Is daar enigiets wat juffrou wil byvoeg?

Deelnemer: [20:12] Nee hoor.

Onderhoudvoerder: [20:14] Dalk ander uitdagings wat juffrou wil byvoeg in juffrou se situasie?

Deelnemer: [20:21] Ek kan nou nie dink aan nog iets nie. Miskien as ek aan nog iets dink gaan ek jou laat weet, maar ek kan nie nou dink aan iets nie.

Onderhoudvoerder: [20:28] Okey, dis reg so. (Verduidelik dat die tema 'strategieë' verdeel is in die sub-strategieë 'hulpmiddels' en 'metodes' en lees die opsommende paragraaf)

Onderhoudvoerder: [21:20] Is daar enige hulpmiddels wat juffrou wil byvoeg?

Deelnemer: [21:28] Hmm... Daai sensory boxes werk nogals. Want dit hou hulle stil. Dit hou hulle besig. Daai goed kos vir jou [min]. Ek het die bokse gehad en die sand koop mens. Dis moonsand. Ek het dit by ons Spar gehoop. En die res is sopgoed en die ander het ek die mielies gevat. Dis twee sakkies mielies. Soos die kersies in die een bak. En in die ander bak die 'dinasours' vir die seuns. En die boontjies, rys en die pasta het ek gekleur.

Onderhoudvoerder: [21:19] Gooi jy dan nou net kleursel met water by en dan "strain" jy dit?

Deelnemer: [21:21] Nee, nee, nee. Jy vat jou droeë rys in 'n sak. Dan gooi jy bietjie olie onderin. Dan gooi jy kleursel in. Dan vryf jy dit lekker in die sak. Dan gooi jy bietjie vanilje kleursel by anders ruik dit snaaks. Dan pak ek dit plat op skinkborde dat dit droograak. Die wit boontjies het ek met acrylic verf deur al die boontjies deurgewerk. Ek het mos daai roomysbakke. Dis nou bo gestapel. Elke kind se roomysbak was by sy tafel, met sy klei, met sy pennetjebord en met sy alles in. Maar weet jy wat? Met [Jake] en daai ADHD kinders. Dit lê hier en dit lê daar. Dan val ons oor die roomysbakke. Ek kon nie meer nie. Toe sê ek vir hulle om dit weg te sit. So nou en dan haal ons die klei uit dan is almal weer opgewonde daaroor. 'n Ander keer haal ons weer die pennetjeborde uit, dan is almal weer opgewonde daaroor. Totdat dit nou erg COVID was. En soos [Jake] en ['n ander kind se naam] wat nooit hulle goed vind nie, vir hulle het ek daai wit goed waarin hulle hulle kryte en alles in het. Soos [Zu] ook. Hulle soek ure vir hulle goed. So [Jake] kan net daar in daai wit houertjie kyk. Al sy goed is daarin. Want anderste is die zip oop en toe.

Onderhoudvoerder en Deelnemer: [23:44] [Praat oor hoe die onderhoudvoerder op 'n goedkoop manier memory boxes kan maak]

Onderhoudvoerder: [24:24] Ek kan sien juffrou gebruik nogals baie van die hulpmiddels.

Deelnemer: [24:31] Ek haal 'n bietjie die balle weg, dan sit ek weer 'n bietjie die rek om die stoele. Of, ek probeer nou maar so.

Onderhoudvoerder: [24:37] Hoe werk die rek, want ek sien die kind sit sy voete agter en dan kan hy dit voorentoe skop?

Deelnemer: [25:43] Dit moet eintlik so weerstand bied. Hy moet dit agter dit sit sodat hy sy voete altyd so voorentoe kan druk. Ek het dit by die fisio gekoop.

Onderhoudvoerder: [25:08] Dan was dit die hupmiddels. So juffrou het gesê ons kan die sensory boxes bysit.

Deelnemer: [25:11] Ons het mos ook gesê van die klokkie? Die timer klokkie.

Onderhoudvoerder: [27:16] Dit kan ons ook bysit, want dit is nie die muurhorlosie nie.

Deelnemer: [25:19] Nee, want as ek vir [Jake] dit gebruik dan sê ek vir hom dat hy die klokkie moet wen. So die timer stel ek net vir hom.

Onderhoudvoerder: [25:24] Vir sy werk om klaar gemaak te word omdat hy so aandagafleibaar is?

Deelnemer: [25:30] Ja. Ek probeer dit ook soms.

Onderhoudvoerder: [25:34] En as hy die klokkie wen kry hy dan 'n boontjie?

Deelnemer: [25:36] Ja. Aan die begin kon hy nooit 'n speelding uithaal nie, want hy was nie klaar met sy werk nie. Nou geniet hy al daai goed en ek het regtig vir hom gesê: "kom deel jy nou bietjie die boeke uit". Ek weet dit is nou COVID, maar ek is nou bietjie oor dit. Dan is hy ook 'n bietjie die leiertjie. Ons sanatize. Jy sal nie dink watter verskil dit aan daai kind gemaak het nie. Net om 'n leiertjie te wees. Kyk hy is nooit daar nie. Hy deel nooit 'n boek uit nie, want hy is nooit klaar nie. So dis eintlik baie sleg. So daai dag toe ek die kroon op die kop sit, toe gaan hy met dit huistoe en toe hy terugkom... Dit was 'n hele storie. Toe van daar af voel dit vir my of ek nou half hom 'n bietjie gewen het. So ek doen nou baie moeite en moedig hom aan "Kom Joubert. Kom deel jy nou uit" en dit help vir hom baie. Soos 'n beloninkie. Hy't vir almal sy boek gewys en as die assistent inkom dan sê ek "het jy gesien hier is 'n nuwe kind in die klas?" Ek het 'n baie groot ophef daarvan gemaak. Ons het 'n video vir sy ma ook gestuur. "Hello mamma. Jy sal nie glo nie. Ek's klaar met my werk. Kyk hoe lyk my tafel. Alles is weggepak" (maak kind na).

Onderhoudvoerder: [26:56] Ag moeder. Mens moet partykeer so 'n ophef maak.

Deelnemer: [26:59] Ek weet, want partykeer voel ek die mamma wil ook so 'n bietjie iets positief ook hoor.

Onderhoudvoerder: [27:05] Ja, en dis eintlik al wanneer die kind besef hoe wonderlik dit is.

Deelnemer: [27:07] Baie keer dan vat ek sy dinasour uit sy tas, dan sê ek die dinasour kyk vir jou. Dan gaan dit die dag ook sommer baie vinniger. So ek probeer maar verskillende goed.

Onderhoudvoerder: [27:20] Ek wil vir juffrou ook net vra, ons is eintlik nou al verby dit, maar stem juffrou saam met die eienskap van "toon groot belangstelling in een onderwerp?"

Deelnemer: [27:35] Ek weet nie of dit meer in lyn is met Asperger nie.

Onderhoudvoerder: [27:38] Dis definitief Asperger, maar as stem juffrou dat dit vir ADHD ook geld? Het juffrou 'n ADHD kind gehad wat...

Deelnemer: [27:44] Kyk as ek nou dink aan [Zu]. Hy hou baie van karre en hy praat net oor karre. En as ek nou dink aan [Jake] hy praat net oor dinasours. Dis al wat hy doen, maar hulle is tog ADHD. Kyk [Zu] is soos 'n ou man. Hy praat soos 'n ou man. Maar hy is nie vir my op die spektrum nie. Hy is nie so erg. So daar link dit te veel aanmekaar. Dis vir my moeilik om

dit uitmekaar uit te sit. Kyk hy't nie eintlik iets... so dis vir my moeilik om te sê. Ek dink nie mens kan sê dit is so of dit is nie so nie. Dan moet jy maar vat wie het jy voor jou.

Onderhoudvoerder: [28:28] So juffrou sê dat dit kan 'n eienskap wees, maar nie noodwendig nie?

Deelnemer: [28:33] Nee. Ek sou dit eerder onder Aspergers gesit het.

Onderhoudvoerder: [28:41] Ek sal skryf juffrou stem nie saam nie. Reg ons is by 'metodes' (Lees die beskrywing van metodes)

Onderhoudvoerder: [30:11] So stem juffrou saam met dit?

Deelnemer: [30:13] Ja.

Onderhoudvoerder: [30:15] Is daar enige metodes wat juffrou wil byvoeg?

Deelnemer: [30:17] Nee, dit is so. Jy het maar al daai verskillende goedjies wat jy doen. By ons is dit lekker dat ons 'n televisie het wat ons ook nou tussenin kan gebruik. Want, baie van hulle is visueel. So soggens doen ons Jack Hartman – dit het die oulikste tel goed. Baie oulik! En klanke. As jy by YouTube ingaan 'Ek kan' van Magda iets. Dit is alles verniet. Dis klanke stories. Dis baie nice. (Praat oor wat hulle op die TV kyk en wys dit vir die deelnemer)

Onderhoudvoerder: [31:22] So is daar enige metodes wat juffrou wil bylas?

Deelnemer: [31:28] Kom ons dink gou. Die prente het ek. En die klasmaats help vir my. Ek sit partykeer vir [leerder se naam] as sy klaar is by [Ally]. Dan mag sy nie vir haar die antwoorde gee nie, maar net sê wat sy moet doen soos plak. Maar dis meer met leerondersteuning ook, maar dit kan ook help met 'n ADHD kind wat nie klaarmaak nie. Die maatjie kan mos vir hom knip en hy kan dit plak.

Onderhoudvoerder: [31:57] Ja so dit kan mens byvoeg as maat-tot-maat ondersteuning.

Deelnemer: [32:01] of maatjie ondersteuning.

Onderhoudvoerder: [32:07] Hulle noem dit die "buddy-system"

Deelnemer: [32:10] Die buddy [system]. Ja dit kan ook werk. Vir my help die boontjies nogals baie vir hulle.

Onderhoudvoerder: [32:14] Die dissiplinestelsel wat juffrou het. Ek sien voor in die klas...

Deelnemer: [32:20] Die robotstelsel ja. Soos as ek nou uit die klas uit gaan. Die kinders se name was op die geel. Dan kom staan die klaskaptein nou voor.

Onderhoudvoerder: [32:25] Wag, waarvan praat juffrou nou?

Deelnemer: [32:27] Van die eerste keer, tweede keer, daai. Dan staan die klaskaptein daar. Dan as die kind praat dan kom sy naam op geel en as hy weer praat dan kom hy nou in die moeilikheid.

Onderhoudvoerder: [32:40] En as hy dan in die moeilikheid kom?

Deelnemer: [32:43] Ag dan sal ek maar net raas of 'n boontjie wegvat of watokal. Maar dis nou wat die klaskaptein moet doen.

Onderhoudvoerder: [32:49] En die klaskaptein wissel?

Deelnemer: [32:50] Die klaskaptein is elke dag iemand anders. Ek gaan by die lys af. As jy te skaam is om die boodskap te gee dan moet jy 'n maatjie kies om saam te gaan die dag. Dit is ook 'n vaardigheid wat almal moet ontwikkel. Hulle moet leer. Ek haat dit as dieselfde kind altyd by jou klas inkom en dis dieselfde kind wat vir jou die boodskap bring. Dit werk nie. Almal moet maar ontwikkel. Aan die einde van die jaar is helfte van hulle nie meer skaam nie. Hulle moet. Jy moet vir almal 'n kans gee, maar nou met COVID doen ons nie meer dit nie.

Onderhoudvoerder: [33:28] Okay so dit is ook 'n oulike een – die “buddy-system”. En dan met watter metode kan juffrou die meeste mee assosieer?

Deelnemer: [33:45] Met die ADHD kind? Vrek...

Onderhoudvoerder: [33:49] As juffrou nou hier kyk (wys op die bladsy). Watter metode sal juffrou sê is vir juffrou een wat uitstaan?

Deelnemer: [33:54] Die beweging. Ek dink as jy bietjie vat vir net in tussen beweeg en weer aangaan.

Onderhoudvoerder: [34:00] Soos daai videos.

Deelnemer: [34:04] Ja. Ek het nou die dag daai boontjie sakke gehad. Hulle was mal daarvoor. Ek gee die opdrag sit dit op jou kop en doen middellynkruising – vat hom met jou regterhand, sit hom op jou linkervoet. Hulle vra aanmekaar wanneer kom die boontjie sakke weer. Ek probeer soggens voor wiskunde doen ek wiskunde speletjies met hulle. Die dobbelstene wat so groot is gooi ek vir hulle en dan vra ek waarop dit val. Sê dit land op 5, dan vra ek vir hulle om dit te verdubbel.

Onderhoudvoerder: [34:33] (praat oor dobbelstene maak op universiteit)

Onderhoudvoerder: [34:44] Elke oggend as on half 8 inkom, dan lees ons bybel en bid. Dan doen ons emosie-sirkels. Elkeen het sy emosiesakkies in sy stoel.

Onderhoudvoerder: [34:54] En wat is dit?

Deelnemer: [34:56] Elke kind moet sê hoe hulle voel en hoekom hulle so voel.

Onderhoudvoerder: [34:59] En wat is in die sakkie?

Deelnemer: [35:01] Al die emosies. Hy moet kies. Daar's 'n hartseer, gelukkig. Dan sê die kind hoekom hy/sy gelukkig of ongelukkig is. Dan kom 'n mens ook 'n bietjie agter hoe die kind gaan wees en dit help hulle ook vir hulle om 'n bietjie te praat. Dit is nou voor bybel of na bybel. Maar dit word gedoen en dan bid ons nou en dan gaan ek oor na skrif toe. Dan kry ek elke dag 8 [uur] tot 9 [uur] iemand wat vir die kinders kom [help] en dan is dit my wiskunde tyd. Dan onttrek ek hulle mat toe. As ek nie 'n nuwe ding klassikaal vir hulle moet aanleer nie.

Onderhoudvoerder: [35:44] En is dit wanneer die assistente kom?

Deelnemer: [35:45] Ja, dan kom hulle. Sê nou ons doen daai naamkaartjie vier keer en hulle kan dit nou al doen, dan vat ek 3 of 4 op die mat. Soos nou die dag het ons daai maatjies van 6 gedoen, toe doen almal dit gelyk. En dan probeer ek soggens matwerk ook wiskunde doen.

Onderhoudvoerder: [36:01] En die assistente, help dit vir juffrou?

Deelnemer: [36:03] Ja. Een is by [Ally] en die een is by ['n ander kind se naam]. Die ma's betaal hulle. So ek gebruik nie vir mat nie. Hulle help net daai twee kinders. En dan kan ek na ['n ander leerder se naam] toe en ['n ander leerder se naam] was nie vandag hier nie. Hy moet ek ook mee help.

Onderhoudvoerder: [36:15] En as sy nou met hulle werk, moet juffrou dan die werk wat juffrou moet doen inhaal of vervang dit nou die werk wat hulle moet doen?

Deelnemer: [36:23] Nee, hulle sit in die klas.

Onderhoudvoerder: [36:25] So hulle doen hulle werk en die assistent help hulle net vir ondersteuning.

Deelnemer: [36:35] Dit is [lekker] want ek het vir [Ally] en vir ['n ander leerder se naam]. Ek kan nie. En dan het ek nog ... [Ant] verstaan nie die boodskap nie, maar as hy dit het, het hy dit. En dan moet jy vir [Zu] [help]. Ek dink Graad 3 is dit bietjie makliker, want dan kan hulle al lees en skryf. Met hulle voel dit net vir my... Ek het nog nooit in my lewe 'n assistent gehad nie, maar die ouers is bereid om dit te doen om die kinders te help. Party dae dink ek ek is 'n swak juffrou en die ander dae dink ek... Die kind voel goed, want sy werk is dan ook klaar soos sy maatjie s'n en hy kon "actually" iets invul. Vir [ander leerder] teken ek elke dag 'n getallelyn in sy boek, dan maak ek 'n voor en dan maak ek 'n pyl. So hy moet weet, maar steeds kan hy dit nie alleen gedoen het nie. Ek skryf al sy werk vir hom af; hy vul net die antwoorde in. So ek gaan sit by hom en ek doen die eerste drie saam en dan verloor ek hom heeltemal. Dan moet ek aangaan na die ander toe.

Onderhoudvoerder: [37:33] So as die kinders sê nou maar moet afskryf vier kom voor hmm en 3 kom voor hmm. Dan skryf almal dit af en vul die antwoorde in, maar hy skryf dit nie af nie hy skryf net die antwoorde in?

Deelnemer: [37:43] Ja. Hy skryf net die antwoord in.

Onderhoudvoerder: [37:45] Dit is maar hoe ons ook differensieër. Okay, so dit is die metodes. So juffrou sê juffrou dat juffrou ook differensieer met juffrou se ADHD kinders?

Deelnemer: [37:59] Ja.

Onderhoudvoerder: [38:03] In watter opsig?

Deelnemer: [38:04] Met die ADHD kinders sal jy differensieer met die apparaat. Die een sit in 'n stoel, die een het 'n rek, die een het 'n bal. So.

Onderhoudvoerder: [38:11] Maar ten opsigte van werk in hulle boeke?

Deelnemer: [38:14] Van werk ook, ja. Soos ek vul mos [Jake] se werk klaar in, anders kry hy dit nie klaar nie.

Onderhoudvoerder: [38:20] So juffrou moet mos eitlik aanpasbaar wees. Soos ons gesê het tydens die fokusgroep. Soos die takies korter maak. Is dit wat juffrou bedoel?

Deelnemer: [38:32] [Amy] het nou vir die eerste keer eers begin oorskryf in lyne. Sy kon eers nie. So ek sal nou net vir haar 'n halwe kaarte gee om oor te skryf. Net 6 sommetjies, nie 12 op daai kaartjie nie.

Onderhoudvoerder: [38:45] So juffrou stem saam dat mens aanpasbaar moet wees as onderwyseres?

Deelnemer: [38:49] Ja.

Onderhoudvoerder: [38:50] En juffrou is aanpasbaar ten opsigte van hulle behoeftes?

Deelnemer: [38:54] Ja, want elkeen is verskillend. Wat vir die een werk, werk nie vir die ander een nie.

Onderhoudvoerder: [38:59] So jy moet dit eintlik “uitfigure” en dit toepas.

Deelnemer: [39:01] Ja. En dit vir almal probeer lekker maak.

Onderhoudvoerder: [39:05] So juffrou het geen ander metodes wat juffrou wil byvoeg nie? Stem juffrou saam met die metodes?

Deelnemer: [39:15] Ja, dit is nogals baie in-diepte. Ek kan nie aan nog iets dink nie.

Onderhoudvoerder: [39:27] Oh ja! Dit is wat ek vir juffrou ook wil vra oor die “n gesonde, gebalansseerde dieet volg en baie water drink”. Voel juffrou dat jy as ‘n onderwyser dit kan doen of is dit nie van toepassing nie?

Deelnemer: [39:43] In die begin van die oueraand in die begin van die jaar dan sê ons dit mos vir die ouers. Ons kla. Dit baie help met ons kosblikke ook. Ons snoepie verkoop ook nie lekker nie in die week nie. So dit help regtig baie.

Onderhoudvoerder: [39:58] En kan juffrou sê dat dit iets is wat werk vir die ADHD kind?

Deelnemer: [39:59] Dit werk. Want eenkeer het [Zu] en [Ally] ‘n lekker gehad toe Whatsapp ek vir die ma en sê jammer, maar dat daar geen sjokolades by die skool mag wees nie. Toe eet hulle dit. Maar ek kyk. Ek sê “jy mag nie, maar jy kan dit 12-uur eet.” Maar Vrydae kan jy mos heeltemal agterkom, want dan gaan hulle snoepie toe.

Onderhoudvoerder: [40:20] En sien juffrou ‘n verskil in hulle gedrag?

Deelnemer: [40:22] Dit voel partykeer zone party uit. Die suiker is te veel en party raak so slaperig en party is heel aan die gang. [Ally] sit nie op haar stoel as sy by die snoepie was nie. Dan gooi sy dit weg daar agter is ‘n drom. Dan is sy hier [by diedrom voor in die klas]. Sy sit nie stil nie. Mens kan dit duidelik agterkom.

Onderhoudvoerder: [40:39] So juffrou stem 100% saam dat hulle ‘n gebalansseerde dieet moet volg en baie water moet drink?

Deelnemer: [40:42] Ja, want ek’t eenkeer so ‘n dik boek gelees, wat ek nie eers klaar gelees het nie. Maar wat sê jou brein is jou “second” purpose. Alles wat hier in jou maag aangaan...

Onderhoudvoerder: [40:55] Soos wat juffrou gesê het van die water drink. Kan juffrou gou weer daai sê ek dink nie ek het dit opgevang nie.

Deelnemer: [40:03] Van die ADHD kind, dit stel ook mos nou omega olies voor. Ek beveel dit baie keer aan, want hulle sê die kind se brein, uhm, hy soek...soos iemand wat dors is... hy soek olie. En die brein moet geolie kom. Ek dink dis hoekom hulle dit so sterk aanbeveel vir die ADHD kind.

Onderhoudvoerder: [41:20] So dit is hoekom hy so baie water drink?

Deelnemer: [41:22] Ja, ek wil ook nog daarvoor intensief gaan oplees. Dis vir my baie interessant. Dit het vir my baie sin gemaak.

Onderhoudvoerder: [41:31] Dit is dan alles van metodes. Dan is ons klaar. Is daar iets wat juffrou wil byvoeg by die onderhoud?

Deelnemer: [41:38] Nee.

(Bedanking vir haar bereidwilligheid om te help en vir die opoffering van haar tyd)

[einde]

Appendix O: Transcription of the field note: Participant 1 – School 1

* L1 indicates learner 1 one L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	08-06-2021	Time frame	08h00 – 10h00
Location of observation	School 1		
CATEGORY: CHARACTERISTICS			
<p>L1 struggle to sit still. Need help with packing out cards. Asks a lot of questions. Scream out answers/questions – even if it is incorrect.</p> <p>L Asks to go to bathroom at the beginning of the lesson</p> <p>L1Cards fall on ground while packing up – takes time to pick it up.</p> <p>L1 and L2 is quiet while packing out resources/apparatus</p> <p>L1 count out loudly and screams out every time he is done</p> <p>L2 keeps moving feet on roll under it</p> <p>L2 asks questions loudly after teacher already told him what to do</p> <p>While the teacher was outside the children talked and L1 and L2 were very loud</p> <p>L1 and L2 can't work on their own and kept on asking questions.</p> <p>L1 rides on her chair.</p> <p>Learners struggle to follow instructions</p> <p>L2 fidgets with mask.</p> <p>L1 play with book when he is done writing. L1 walks to the teacher when he doesn't get attention. When she doesn't not say its correct when he does a sum. L1 and L2 looks at cleaner for a while and then goes on with their work. Learner stands up and play with blocks.</p>			
CATEGORY: CHALLENGES			
<p>Teacher has to repeat instructions a lot.</p> <p>Learner keeps on standing up</p> <p>To give attention to other learners while L1 + L2 needs a lot of attention</p>			
CATEGORY: STRATEGIES			
THEME: TEACHING RESOURCES			
<p>Each receives their own packet with number cards 1-10 number names 1-10, and dotted cards, English cards of number names. Learner 2 uses a hard carton roll under their feet.</p> <p>With his/her workbook the learner receives apparatus as support</p> <p>2 + 5 + 7</p> <p>Each learner receives unifix blocks</p>			

THEME: METHODS

Practical activity – packing out numbers, cards and names.

Learner sits in front of class by the teachers desk

Display workbook on the whiteboard – does 2 examples on board with learners.

Implements a routine in classroom. Class schedule or routine is not posted, but learners know it

Formal and practical maths activity – sums

Scream at learners when they don't listen

GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)

Colourful classroom rich in resources.

Desk has resources on – number, line, sounds

Each learner has a chair bag, a cushion on seat and a writing board on the table.

Use a book holder to keep place in writing books

Classroom has a hyperactive whiteboard.

Sits in rows – 10 learners (comes to school in groups because of COVID)

Learners walks around in class to show their work to teacher.

Follow a maths program of WCED ('Bala Wandé') for months

Other teacher comes in classroom because the teacher was called out of her class.

Learner wets herself

Learners attention is at cleaner cleaning after the learner that wet herself

Teacher is organized and prepared.

Appendix P: Transcription of the field note: Participant 3 – School 2

* L1 indicates learner one, L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	11-06-2021	Time frame	11h00 – 13h00
Location of observation	School 2		
CATEGORY: CHARACTERISTICS			
<p>Child enjoys physical activities – star jumps</p> <p>Listens to instructions</p> <p>Lies on stomach on count when they stand in line to run zoom. H-hop song and hopping competition. After activity teacher ask learner to cross legs before second activity.</p> <p>Does not listen, lies on tummy. Struggle to sit still while waiting their turn.</p> <p>Do not sing all the songs with the teacher – gets bored quickly.</p> <p>Put up a hand to say m-word but can not answer.</p> <p>Fidget with a water bottle while listening.</p> <p>Sings and scratches table with water bottle lid</p> <p>Does not listen to instructions –does not do the correct page stand and work</p> <p>Stand and runs in class when learners pack away</p> <p>Group guided reading – L1 reads rushes through the book and goes on while others will read the whole sentence.</p> <p>L1 stands and reads. Drops money on purpose to pick it up. The teacher has to remind L1 to work with and to sing songs.</p> <p>Stands up out of desk to sing song and dance (other learners sit). Then moves close to the teacher to look at the pictures of a song on her phone. Teacher calls name by name to reserve reward. L1 goes before she calls his name.</p>			
CATEGORY: CHALLENGES			
No carpet			
CATEGORY: STRATEGIES			
THEME: TEACHING RESOURCES			
<p>Each Learner gets a box with a bag with counters, numbers and number names.</p> <p>Desks with number lines and names.</p>			

THEME: METHODS

Attention grabber – “Eyes on me eyes on you”
Action songs
Rewards – stickers and peanut butter
Praise
Gives learners jobs to do – hold key/ help with key
Keeps learner close to her while doing Physical Education
Seating, rows – learner sit close to the teachers table
Breathing exercise – 5 finger breathing
Action sound songs – do what I do, what sound is this
Practical – write ‘m’ on the desks
Brain music – calming music
Has to stand up to fetch book. Don’t give it to him
Line writing song
Puzzles when work is done
Stop, look, listen – attention grabber
Quick movements to grab attention, feet together and pull up string
Zip it, lock it, put it in your pocket
(S,T,A)
• Stop
• Think
• Act
5 Fingers breathing
Take a walk
Drink water
Count to 10
Finger songs
Schedule – order of songs on the end of the day

GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)

Learners stand up to put their book away
Learners are distracted when they stand up
Learner are allowed to shout out answers during shared reading
The teacher is well prepared and organised
Lesson: Started with a physical education
Then a phonics lesson and writing
Shared reading
Sing songs

Appendix Q: Transcription of the field note: Participant 5 – School 3

* L1 indicates learner one, L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	09-06-2021	Time frame	11h30 – 13h30
Location of observation	School 3		
CATEGORY: CHARACTERISTICS			
<p>As I came in the L1 came to greet me.</p> <p>L1 speaks out of turn and walks around non stop (continuously) in the class.</p> <p>Works for 5 minutes and then walks around again. Fidget at teachers table. All around the teacher and sweeps the floor. Talks to self. Screams at learner “That’s your name” Even if its not and “no”. Daws family – works and keep quiet for 10 minutes</p> <p>When she says she is done her work is incomplete.</p> <p>She stands up and walks around again. Looks at how I work and walks away a lot. Very talkative while doing shared reading in Afrikaans</p> <p>L1 does not read with and talks to the girl next to her.</p> <p>Fidgets with hair. Is quiet; Is quiet while lollipop is in her mouth.</p> <p>Suddenly stands up in front of learners (in their way) and reads with teacher for 2 minutes.</p> <p>If she answers she has to stand up</p> <p>While teacher hands out books L1 fidget with other books. Copy words from board – learner works quietly while busy. After activity, when they begin with drawing activity (draw face) learner fidget with bin. When teacher says she can do something later she says “no, not later” (undisciplined) Learner empties bin then wash hands.</p> <p>When other learners made a noise L1 just walks around</p> <p>Child sings then L1 asks loudly “who is singing?”</p> <p>Learner leaves the class to go to the bathroom. L1 comes back and fidgets with things at teachers table. L1 does not do her work or cooperate with the teacher when she comes back from the bathroom. When teacher stands at a learners table and helps him, L1also goes his table to see. She hits the child for attention. L1 did not do 2 activities. (the face drawing and the senses activity). For break the learner stays in class and waits for ever one to leave before she goes out. Comes back in class a few times. Tries to help learner open book at the correct page. Interacts with learner while teacher gives instructions.</p> <p>L1 starts paying through book. Teacher has to repeat instructions.</p> <p>English learner has to paste stickers at the correct places. L1 does this quietly. Teacher has to repeat instructions English learner has to paste stickers at the correct places</p> <p>L1 does this quietly. Teacher asks L1 to hand out boxes of milk to each learner.</p>			

CATEGORY: CHALLENGES
<p>Struggle to make learner sit still</p> <p>Little resources in classroom</p> <p>No carpet area. Learners does not have their own crayons – teacher provides them with it.</p>
CATEGORY: STRATEGIES
THEME: TEACHING RESOURCES
<p>Big book and pictures</p> <p>L1 uses no individual resources</p>
THEME: METHODS
<p>Asks L1 to hand out pages</p> <p>Rewards – star on head</p> <p>After activity – stand up and stretch</p>
GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)
<p>Resources on wall</p> <p>Cupboards are old and ravaged</p> <p>Tables display</p> <p>Comes to school in groups because of COVID-19. 10 learners attended the day.</p> <p>Small classroom – no carpet – little resources – reading corner with no carpet</p> <p>Colourful walls - painted bright green</p> <p>Announcements – L1 walks around and makes a noise</p> <p>L1 sucks a lollipop during lesson</p> <p>L1 is unhealthy – overweight</p> <p>When learner comes to see what I am doing I just kept on writing and did not speak to her.</p> <p>She just quickly looks and then she goes away.</p>

Appendix R: Transcription of the field note: Participant 7 – School 4

* L1 indicates learner one, L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	10-06-2021	Time frame	11h30 – 13h30
Location of observation	School 4		
CATEGORY: CHARACTERISTICS			
<p>L1 moves his feet a lot (constantly or non-stop) while working. Sings while working. Teacher needs to repeat instructions a lot L3 turns around to ask peer to give the answer – uncertain L4 stand up for eraser, yet there is one on his desk L1 fidgets a lot L4 Fidgets in bag during assessment and talks to friend L4 Fidgets while teachers is out of class for 2 minutes L4 plays with stationary L2 colours in, became in one colour over the whole picture L4 writes on desk with pencil Work on carpet – L1 – L4 enjoys the clay L4 wants to help a learner find a bowl for the clay and stands up to get it L2 Talks to friend. L1 desk is untidy and wraps clay around his finger. L2 plays with clay for a while and then is uninterested (became uninterested) L1 – L4 sit still while reading a story</p>			
CATEGORY: CHALLENGES			
Learners do not all have stationary – teacher has to supply			
CATEGORY: STRATEGIES			
THEME: TEACHING RESOURCES			
Clay			
THEME: METHODS			
Visual and auditory Rewards = sweets			

GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)

The classroom is resource rich – colourful

Enough space – Enough lighting and ventilation

Learners sit in rows on their own desk – COVID-19.

Because of COVID-19 the learners are divided into two groups. Each group attends school every 2nd day.

The learners are disciplined

The teacher is organised and prepared

L1-L4 = ADHD

I arrived when the learners were doing an assessment task.

FAT's were done before break.

Announcement during class time.

Teacher leaves class

Bathroom break before break.

Appendix S: Transcription of the field note: Participant 9 – School 6

* L1 indicates learner one, L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	03-06-2021	Time frame	08h00 – 10h00
Location of observation	School 6		
CATEGORY: CHARACTERISTICS			
<p>The learner with ADHD immediately comes to teacher. My pencil is gone – ADHD L2.</p> <p>Sing Christian songs in the morning and movements. Learners enjoys it a lot. Learner goes in front of the classroom and dances on her own. Teacher has to talk to the L1 a lot and has to repeat instruction/ remind her what to do.</p> <p>L1 walks around to ask to borrow an eraser. L2 wants to borrow his eraser and keeps on asking to borrow his after she already got one.</p> <p>Disobedient – do not roll on the ball and she did. Goes to carpet area while not allowed.</p> <p>L2 runs to stand first in line to go to bathroom L1 plays on carpet and then realises its bathroom break and runs afterwards. Runs in classroom first after bathroom break, while the rest of the learners walk in their lines.</p> <p>L1 makes a lot of noise. Screams out answers.</p> <p>Learner dances – impulsive – Peers laugh at her and attention is not on teacher. Walks around in class a lot.</p> <p>Learner 2 asks what to do (after the teacher has already given instructions) while teacher is busy with a group on the carpet.</p> <p>Disciplined with cutting out activity (L2). (L1) does not listen and walks to teacher’s table.</p> <p>L1 forgot about star sticker - forgetful</p>			
CATEGORY: CHALLENGES			
<p>To get L1 started. L1 Shouts out the answers. L1 requires a lot of attention (one-on-one)</p> <p>L1 walks around a lot and does not work – needs a lot of reminders to finish work.</p> <p>Attention is at L1 a lot and struggles to give attention to reading group – Learner read alone for a while, while she organises L1.</p>			
CATEGORY: STRATEGIES			
THEME: TEACHING RESOURCES			
<p>Gym ball – learner sits on ball when she wants to. Interactive whiteboard – use for songs and short clips/videos.</p>			

THEME: METHODS

Practical activities – such as clapping pattern. Simon says, show me ten / half of 10 fingers, slap 4 times. 10 + 10(sums) your name, good / naughty.

1, 2, 3 Look at me and fold our arms – attention grabber.

Rewards – “when you work nicely you may play with the balloon and stars on forehead and sweat.

Teacher is very organised – everything is set out in the morning.

L1 plays teacher and write the answers on the board. Asks question when they count in 5 what comes next? Takes initiative on her own to ask next question and after 15? What is 10 +10?

L1 is allowed to stand and work/use chain/just gym ball.

L1 hands out worksheets – Talk to the learners a lot.

Bathroom break 08:45.

Gives the learner tasks to do in between class e.g. Wipe the board.

Count backwards from 5 for discipline: Sit at desk next to teacher while busy with a group on the carpet – keeps L1 close.

Repeat instructions

Remind not to shout out

Reminder of reward (sweetie)

GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)

Day starts at 08:00

Because of the COVID-19 regulations we met in the School hall. A lot of movements as people walk through to their different classes – interruptions. One learner interact by giving a learner passing by to the other classroom a high five.

Very spacious. A lot of colourful resources. Each learner has an ice cream container with stationary, a tissue box and a book bag on their chairs. There is a reading corner and a carpet area.

An Interactive white board. Bathroom = outside of classroom.

Table at carpet where learner can sit and work while the teacher is on carpet with a reading group.

The learners are English speaking

Interacted with me immediately – ADHD Learner 1

Peer came to me afterwards

Peer works quietly at desks while teacher is busy on carpet

Meeting was a bit too long in the morning. The teacher organised supervision for her classroom and come 10 minutes later.

Checks on learner with ADHD while busy with a group on the carpet.

Appendix T: Transcription of the field note: Participant 11 – School 8

* L1 indicates learner one, L2 indicates learner two, and so forth.

FIELD NOTES			
Date of observation	17-06-2021	Time frame	10h30 – 12h30
Location of observation	School 8		
CATEGORY: CHARACTERISTICS			
<p>Moves on Gym ball a lot</p> <p>Fidgets a lot</p> <p>Paste paper in book skew</p> <p>Takes for reading in group – he lies on stomach to read</p> <p>Good reader</p> <p>Looks at peers that is working at desks after a while – attention span is short</p> <p>L2 gets bored quickly and talks to friend while teacher is busy on carpet and he is at desk. L2 Finishes work quickly and play with sensory box. Gets bored quickly (5 min) and goes to fetch Legos.</p> <p>L1 Fidget toy during the whole Group Guided Lesson.</p> <p>L1 Enjoys practical activity – word building – cut and paste untidy?</p> <p>In between tasks he cuts table with scissors and bounces on chair</p> <p>L2 Teacher has to remind him to colour in and asks him to keep quiet the whole time while she is on the carpet</p> <p>L2 is on carpet – listen to teacher as he sit right in front of her</p> <p>L1 + L2 enjoys stretch video and movements. – Is disciplined</p> <p>L1 + L2 = disorganised – pictures pasted on desk of everything he has to remember to take home e.g., water bottle, bag etc.</p> <p>L2 asks assistant to help</p> <p>L2's attention span is short – learners are at task 2 already)</p> <p>L1 can do work on task 1, but can't rewrite words = unneat</p> <p>He does not copy words but copy picture – did not listen to instruction.</p> <p>L1's table is unorganised L1 colours in, in pencil.</p> <p>Task is completed</p> <p>A peer fidgets in bag – L1is distracted by this L1 takes a while to start with task 2</p> <p>L2 works neat and neat desk.</p> <p>L2 struggles to complete task 2</p> <p>Stretches and lies on chair – has to be reminded to work but teacher is busy on carpet</p> <p>L2 sit after school to finish work.</p>			

CATEGORY: CHALLENGES
To teach Afrikaans and English and explain – do different work. Attention is divided between learners with challenges.
CATEGORY: STRATEGIES
THEME: TEACHING RESOURCES
Gym ball Extra time – puzzle and sensory boxes Cushion to sit on Elastic bank around foot of chair to put feet behind and stretch it. A small finger (fidget toy) cushion to press on while listening to the story Sensory box
THEME: METHODS
Very visual – lots of pictures Reward – Dance Discipline system – sticker card on desk 1 st , 2 nd , 3 rd (beans in bowl 10 beans = sticker) Takes beans away when learner misbehaves. Practical – build word c - a - t (cut and paste) Structure – verbal routine well established Timer – stretch legs when it goes off Watch educational video on dinosaurs + movements run, sit, stretch When work is done – do a dance and song Background music – calm Instructions is pasted on board as picture, e.g., first pritt and then colour in. (instructions is pasted in the right order that it should be followed)
GENERAL NOTES (CLASSROOM, LEARNERS, TEACHER)
L1 = ADHD and L2 = ADHD Colourful resources. Carpet area. TV in classroom. Each learner has a chair bag and tissue box an stationary L1 + L2 is seated in front of class Basin in class for washing hand and sanitizer Multi lingual (Duel medium)? Classroom English and Afrikaans Learner has muscle sickness; Learner has sensory problems Teacher is organised and well prepared. Teacher has to stand up and manage other learners at desk during Group-guided reading. L1's attention is at teacher while other learners are on the carpet When teacher goes to bathroom – there is an assistant in school that observes for a while.