

**Exploring the contact-making process of teachers with
learners who present with sensory processing disorder**

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**Dissertation submitted in fulfilment of the requirements for the degree Master of
Psychology at the Potchefstroom campus of the North-West University**

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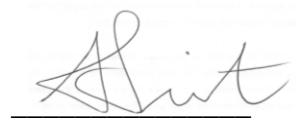
November 2012

DECLARATION BY RESEARCHER

I hereby declare that

Exploring the contact-making process of teachers with learners who present with sensory processing disorder

is my own work and that all the resources used are fully referenced and acknowledged.

A handwritten signature in black ink, appearing to read 'Smit', is written over a horizontal line.

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DECLARATION BY THE LANGUAGE EDITOR

Hereby I declare that I have language edited and proofread the thesis **Exploring the contact-making process of teachers with learners who present with Sensory Processing Disorder** by Sanet Smit for the degree MA in Psychology.

I am a freelance language practitioner after a career as editor-in-chief at a leading publishing house.

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SUMMARY

The contact-making process of teachers with learners, who present with sensory processing disorder (SPD), has an impact on the learners' functioning in the classroom. In this study the researcher explored how teachers made contact with these learners by using their senses to accommodate the learners' unique contact-making style. The involved occupational therapists selected teachers, who taught learners who received occupational therapy for SPD in the age group 7-12 years. The selected teachers participated in unstructured interviews. The case study was used as research method and aimed at gaining deeper insight into and understanding of the teachers' understanding of and contact-making process with learners with SPD. Erikson's developmental theory was integrated with the Gestalt theoretical perspective, with focus on the relevant age group.

The researcher became aware of contact-making interruptions that occurred during the contact-making process between the teachers and learners with SPD. These interruptions occurred because the teachers did not fully understand the contact-making processes and needs of the learners with SPD. The mentioned contact-making interruptions may occur in various forms. The contact-making interruptions were used by the learners to protect themselves and for organismic self-regulation. During the unstructured interviews the teachers became aware of the importance of the way that they made contact with learners who present with SPD, but they lacked training in the appropriate teaching techniques. The results indicated that teachers needed knowledge about SPD and skills to facilitate and accommodate learners with SPD and to approach them according to their uniqueness. Recommendations were formulated to enhance the teachers' knowledge about SPD and support the teachers to try other strategies in the classroom to improve the contact-making process with learners who present with SPD. The recommendations made by the researcher were done in support of teachers in order to make sufficient contact with learners who present with SPD, and in doing so, to promote the holistic development of these learners.

It is important that teachers are aware of the possible contact-making interruptions used by learners who present with SPD, in order to creatively adjust their own contact-making process

and to retry to make and maintain good contact with involved learners by using different senses. This study is a first step in more effective service rendering to learners with SPD, by clarifying issues and shedding light on how teachers cope with this challenge.

KEY TERMS: contact-making interruptions; contact-making process; learner; senses; sensory processing disorder (SPD); teacher

OPSOMMING

Die proses waarvolgens onderwysers met leerders, wat met sensoriese prosesseringsdisfunksie (SPD) geklassifiseer is, kontak maak, het 'n impak op die funksionering van hierdie leerders in die klaskamer. In hierdie studie het die navorser ondersoek hoe onderwysers deur middel van hulle sintuie met leerders met SPD kontak maak om hierdie leerders se unieke manier van kontakmaking te akkommodeer. Die betrokke arbeidsterapeut het onderwysers wat leerders in die ouderdomsgroep 7-12 jaar onderrig en arbeidsterapie ontvang vir SPD vir die doel van hierdie navorsing geselekteer. Die aangeduide onderwysers het deelgeneem aan ongestruktureerde onderhoude. Die gevallestudie is as navorsingsmetode gebruik en het ten doel gehad om beter insig en begrip te verkry vir die wyse waarop onderwysers kontak maak met leerders wat SPD het. Die ontwikkelingsteorie van Erikson is met die Gestalt teoretiese perspektief geïntegreer met fokus op die relevante ouderdomsgroep.

Die navorser het bewus geword van kontakversteurings wat voorgekom het tydens die proses van kontakmaking tussen die onderwysers en leerders wat SPD het. Hierdie kontakversteurings het voorgekom omrede die onderwysers nie die volle omvang van SPD en die behoeftes van leerders met SPD begryp het nie. Kontakversteurings kom in verskillende vorme voor en word deur die leerders gebruik om hulleself te beskerm en organismiese selfregulasie toe te pas. Gedurende die ongestruktureerde onderhoude het die onderwysers bewus geword van die belangrikheid van die manier waarop hulle met die leerders met SPD kontak maak. Toepaslike opleiding ten opsigte van SPD en die hantering van leerders met SPD binne die klaskamer het by die onderwysers ontbreek. Die resultate het aangedui dat onderwysers kennis ten opsigte van SPD en vaardighede oor die hantering van hierdie leerders benodig om hulle uniekheid te akkommodeer. Aanbevelings is gemaak om die onderwysers se kennis en vaardighede uit te brei en hulle sodoende te ondersteun en begelei om nuwe strategieë aan te wend om kontak met die leerders met SPD te verbeter. Die navorser het die genoemde aanbevelings gemaak om die onderwysers te ondersteun om effektiewe kontak met leerders wat SPD het, te maak om sodoende holistiese ontwikkeling van hierdie leerders te bevorder. Dit is belangrik dat onderwysers bewus is van moontlike kontakversteurings wat deur leerders met SPD gebruik

word, sodat onderwysers hulle eie manier waarop kontak gemaak word kreatief kan aanpas en goeie kontak kan bewerkstellig deur van verskillende sintuie gebruik te maak.

Hierdie navorsing is die eerste tree om effektiewe onderrig aan leerders met SPD te bied deur klem te plaas op en duidelikheid te verkry oor hoe onderwysers hierdie uitdaging hanteer.

SLEUTELTERME: kontakversteurings; proses van kontak; sintuie; sensoriese prosesseringsdisfunksie (SPD); onderwyser

FOREWORD

This dissertation is presented in article format in accordance with the guidelines as set out in the **Manual for Postgraduate Studies** of the North-West University. Each section has its references at the end. Section A consists of a general introduction to the dissertation and also includes the aims, motivation and methodology overview of the study. Section B consists of the manuscript to be submitted for publication (article). Section C is a summary and review of the study and also includes recommendations for future studies. Section D consists of the addenda.

Two different implementations of the Harvard method were used in this research. In Section A and C the Harvard method as prescribed by the North-West University was used and in Section B the Harvard method as prescribed by the *South African Journal of Education* was used.

SECTION A:
ORIENTATION OF RESEARCH

1. LITERATURE ORIENTATION AND PROBLEM STATEMENT

While working as a teacher at a primary school, the researcher became aware of the fact that there were learners with sensory processing disorder (SPD) in the school. In 2004, the researcher noticed that the contact making process, way of learning and development of one specific learner in her class were different. That specific learner had challenges with noise, balance, low muscle tone and with anxiety. A paediatric psychologist in Pretoria formally evaluated the learner and identified that he had SPD. The researcher asked a number of teachers about their knowledge of SPD and only a small number of teachers knew what the term SPD meant. These teachers had contact with learners who experienced touch, taste, sound, smell, movement and other sensations differently from other learners, but they confirmed that they did not understand or know how to make contact with learners with SPD (See Addendum G for diagnostic criteria according for the three classic symptom clusters for SPD).

Kranowitz (2005:9) describes SPD as the inability to use information received through the senses in order to function smoothly in daily life. Ostovar (2009:2) similarly describes SPD as the incompetence in the nervous system to process information, such as incoming stimuli, taken in during daily activities. Difficulties in the processing of information taken in through the senses can result in problems with sleeping, playing, studying and functioning socially and emotionally. According to Biel, Perske & Grandin (2005:12), Kranowitz (2005:9), Ostovar (2009:137) and the Sensory Processing Disorder Resource Centre of South Africa (2010), SPD is not one specific disorder, as is blindness or deafness, but it is rather an umbrella term that covers a variety of neurological disabilities. SPD is also known as Sensory Integration Dysfunction (SID) and Dysfunction in Sensory Integration (DSI).

Miller (2007:xx) states that SPD is the current name for the condition that affects at least one in twenty learners. SPD affects five percent of all learners as far as this disorder goes (Auer & Blumberg, 2006:9). Whether sensory issues are mild or severe, learners' social, emotional, motor and academic development can be impaired unless help is received (Miller, 2007:14). Because learners with SPD do not process sensory information the way other learners do, they do not behave the way other learners of their chronological age do (Miller, 2007:xx). Teachers may not

realise the nature of sensory integration problems (Ayres & Robbins, 2005:3; Delaney, 2008:63) and therefore may not make sufficient contact with learners with SPD. Challenges that learners with SPD are faced with, such as listening to the teacher and ignoring the noise of the traffic, are misunderstood (Ayres & Robbins, 2005:5). Ayres and Robbins (2005:107) also point out that the teacher may consider the problem to be poor behaviour and may not be aware that the learners with SPD have a physical reason for their behaviour.

Due to the prescriptions of the White Paper on special needs education (SA, 2001:6) regarding an inclusive environment; teachers are responsible to facilitate and accommodate learners with SPD and approach them according to their differences in the classroom. In order to make good contact with the SPD learners the teachers teach, the teachers need to make effective use of the *contact functions* such as looking, listening, touching, tasting, smelling, moving, expressing feelings, ideas, curiosity, thoughts and so forth (Polster, 1995:132). Learners with SPD will have difficulty in making contact and therefore they have difficulty to learn. If their teachers do not approach them appropriately, their ability to function in the classroom may decrease. A study on the contact-making processes of teachers with learners who present with SPD may contribute to the daily functioning of these learners within the classroom and both learners with SPD and teachers may benefit from the findings.

The researcher, as already mentioned, became aware of the fact that there were learners with SPD in the school and that these learners have specific needs regarding learning and contact-making in the classroom. The researcher saw the need to explore how teachers experience the contact-making process with learners who present with SPD to eventually make recommendations to the teachers on effective contact-making. The contact-making process of teachers with learners, who present with sensory processing disorder, involve exploring how teachers make contact with these learners and how teachers experience contact-making from the learners who present with SPD. The researcher also realised, after asking teachers about their knowledge of SPD, that the teachers did not understand that learners learn and make contact through their senses (Polster, 1995:132) and learners with SPD will have difficulty in learning and making contact (Auer & Blumberg, 2006:12). Ayres and Robbins (2005:53) explain that reading, writing and arithmetic require a large amount of sensory integration and that these make

very complex demands upon the brain. SPD may interfere directly with the learning process in the learner's brain or it may cause poor behaviour that interferes with schoolwork even if the learner has a normal ability of learning (Ayres & Robbins, 2005:53). Kranowitz (2005:51) points out that understanding basic information about sensory processing and SPD is important. If the learner with SPD does not receive the *appropriate* support and schoolwork becomes too discouraging, the learner might eventually not be able to complete school (Ayres & Robbins, 2005:53). "Eventually academic demands get more complex, and they fall behind because they missed so much when they were 'tuned out' earlier" (Miller, 2007:144).

If teachers have the ability to make good contact through supportive and inclusive learning and teach in a flexible curriculum, effective learning and holistic development may take place (SA, 2001:6). Good contact for the purpose of this study is referred to as dialogical contact. Dialogical contact may be defined as contact where there is inclusion, confirmation, presence and commitment to dialogue (as cited in Yontef & Fuhr, 2005:95; Joyce & Sills, 2010:45). Inclusion is described by Yontef (1993:251) as an encounter where the persons who want to make contact put themselves in the client's experience as much as possible without judgment, analysis or interpretation. This is done by still maintaining one's separate self and autonomy. Yontef (as cited in Yontef & Fuhr, 2005:95) refers to confirmation as the whole person and not just the current manifestation of the person and explains that when inclusion is practised, the authenticity and the true experience of the client are confirmed. When the teachers validate the reality of the learners with SPD, whom they teach, confirmation may therefore be present. Presence as part of dialogical contact refers to a genuineness where the caring has to be real and where the people who make contact need to show themselves as a person (Yontef as cited in Yontef & Fuhr, 2005:96). Yontef (as cited in Yontef & Fuhr, 2005:96) describes commitment to dialogue as an essential aspect to the understanding of dialogue and stipulates that the outcome occurs from the interaction. The researcher therefore describes commitment to dialogue as an important aspect in the understanding of the interaction between teachers and the learners with SPD whom they teach.

According to Lobb and Lichtenberg (2005:27), an organism (person) makes contact with the environment in a spontaneous, deliberate and creative way and in this manner the self is defined.

These authors view the self as a function of the organism-environment field in contact, not as a fixed structure, and mention that the self as function, expresses a capacity or a process. Through spontaneity the persons in contact are present at the contact boundary, with full awareness of themselves and with full use of their own senses. This allows them to see each other clearly. However, if it is difficult to make efficient contact, the persons must compensate by doing something else to make contact, thereby seeking a creative adjustment to the situation to obtain dialogical contact. This process of dialogue is, according to the researcher, a significant concept in the classroom during the contact-making process of teachers with learners they teach who present with SPD. Dialogue is an important concept in Gestalt theory, which is the theoretical premise of this research project. In Gestalt theory, the focus is on the organism as a whole (Yontef, 1993:84), and as such, teachers would need to focus on learners with SPD as a whole in order for holistic development to take place.

From the perspective of a field theory, the learners with SPD and the teachers of these learners are continuously and actively organising their field, in terms of current needs and in terms of their previous configurations (Joyce & Sills, 2010:29). Joyce and Sills (2010:29) further point out that previous configurations may include unfinished business from the past and that the persons who want to make contact need to understand what permanent and adaptable patterns they use to make contact with. Clarkson (2004:7) also explains that unfinished business interferes with good contact. This means that teachers, for example, can only understand the SPD learners' behaviour and make efficient contact if they take into account the complete field of the learners, including their thoughts, feelings, behaviour, body and environment.

When learners are no longer able of forming a healthy balance between themselves and their field, contact boundary disturbances or interruptions occur (Blom, 2006:31). Blom (2006:31) explains that these contact boundary interruptions disturb both contact and awareness. Learners with contact boundary interruptions are unable of being aware of their needs and these learners' integrated holistic functioning of the senses, body, emotions and intellect is fragmented (Blom, 2006:31). Contact boundary interruptions used by learners are projecting, retroreflecting, introjecting, confluence and egotism (Lobb & Lichtenberg, 2005:33; Ginger, 2007:35; Joyce & Sills, 2010:106). Lobb and Lichtenberg (2005:33) explain that projection occurs when the

development of contact is disturbed by disowning it and attributing it onto someone or something in the field. Contact is interrupted when retroflection takes place and contact is being turned back inward instead of being allowed to result into full contact with the environment (Lobb & Lichtenberg, 2005:33). Ginger (2007:136) notes that retroflection is contact being turned back towards oneself. Blom (2006:36) states that learners have a tendency to retroflection when their feelings, actions and thoughts are not considered important by their primary caretakers or when they are corrected and disciplined for expressing natural instincts. Introjection takes place when learners absorb contents from their field without consciousness and the learners then give up their own opinion and outlook and accept the point of view of other people, without reviewing it (Blom, 2006:32). Another contact boundary interruption, egotism, is defined by Ginger (2007:130) as a false over-development of the ego. Joyce and Sills (2010:106), however, changed the term egotism to “self-monitoring” as they believed the term “egotism” is confusing. Finally, Ginger (2007:128) believes that confluence is a shrinking of the self, closing down the boundary between the client and his/her field. Lobb and Lichtenberg (2005:33) believe that contact does not improve when confluence occurs because the procedure of differentiation of organism from environment does not even begin.

In the light of contact and contact boundary interruptions, child development, as part of the child’s field, was therefore also an important consideration in this study, because the researcher needed to understand the functioning of the learners with SPD and simultaneously consider their developmental phase. Erikson’s ideas about the effect of social experiences on the development of children remained an important influence in the field of child development (Levine & Munsch, 2010:36) and therefore seemed appropriate for this study. Erikson’s fourth stage, starting with the primary school years and ending with puberty, matches Freud’s latency period (Gordon & Browne, 2010:111). Erikson (1997:109) states that if children in the childhood phase, age 7-12, are encouraged to make and do things and are then praised for their accomplishments, they may begin to demonstrate industry by being thorough, determined at tasks until completed and putting work before pleasure. Gordon and Browne (2010:148) mention that Erikson’s stages help us grasp the social/emotional development and actions of children. Erikson’s theory of psychosocial development gives understanding into children’s frame of mind and how their learning is affected by their emotional and social lives (Gordon & Browne, 2010:150). If learners

are instead punished for their efforts or if they find they are incapable of meeting their teachers' and parents' expectations, they develop feelings of inferiority about their capabilities (Locke & Ciechalski, 1995:25). Schools put pressure on learners to achieve the learning outcomes. Learners without SPD may start working hard to meet expectations, while learners with SPD might not achieve the learning outcomes under pressure (Kranowitz, 2005:246). The main theme in this stage is mastery of life, mainly by becoming accustomed to laws of society, which include society, rules, legislation and relationships (Gordon & Browne, 2010:111). Gordon and Browne (2010:111) also point out that this is the most enthusiastic time for learning for a learner and that the danger in this stage is the development of a feeling of inferiority, incompetence or unproductiveness. Gordon and Browne (2010:111) claim that problems arise if the learner feels inadequate and inferior to tasks that take place at school. Teachers who overstate learners' mistakes could make them give up on ever learning and learners with special needs are particularly sensitive (Gordon & Browne, 2010:111). The researcher therefore looked into the contact-making processes of teachers with learners they teach who present with SPD, taking into account the senses that the teachers use for the contact-making and the reaction of the learners on the teachers' contact-making. The adult is mainly an emotional base and a social intermediary for learners and teachers become interpreters of feelings, performance and problem solving (Gordon & Browne, 2010:111). Ryan and Cooper (2010:173) state that teachers must know and understand themselves before they can help learners to have meaningful experiences. Gordon and Browne (2010:111) also emphasise that teachers who are aware of their own processes can fully value the effort of learners and the researcher understood the learner's behaviour or reaction to the teachers' contact-making process, by taking the learner's developmental phase, the needs of the learners with SPD and the Gestalt concepts into account.

From the above discussion, a problem statement is formulated. Learners, within the mentioned developmental phase, with SPD have specific needs in the classroom in order to make effective contact, due to their nervous system's incompetence to process information and incoming stimuli during daily activities. Difficulties in the processing of information taken in through the senses can result in problems with learning for the learner with SPD, but the teacher's contact-making process can make it more difficult or less difficult for the SPD learner to function in the classroom. If the teachers, teaching these learners, are aware of the needs and development of the

learners with SPD and use their senses in such a way to make effective contact with the learners, the result of the contact could be the holistic development of the learner. If the teachers, on the other hand, are not fully aware of the needs of the learner they teach who present with SPD and they do not use effective sensory stimuli to connect or make contact with the learner, contact interruptions could be present and effective contact would not take place.

The following primary research question was identified:

How do teachers experience the contact-making process with learners who present with sensory processing disorder?

Secondary research questions were:

- How do teachers make contact with learners who present with sensory processing disorder?
- How do teachers experience contact-making from the learners who present with sensory processing disorder?

2. AIM AND OBJECTIVES OF RESEARCH

Maxwell (2005:15) believes that goals are used in a broad sense to include motives, desires and purposes. The aim of social science is, according to Tanner (2008:5), the improvement of the lives of the specific parts of society which are being included in the research by the researcher and that the researcher has some particular insights and concern in this part of the society. The aim for this study was to explore the contact-making process of teachers with learners who present with SPD.

In order to reach the aim of the study, the following objectives were identified:

- To explore how teachers make contact with learners who present with sensory processing disorder?
- To explore how teachers experience contact-making from the learners who present with sensory processing disorder?

3. CENTRAL THEORETICAL STATEMENT

The outcomes-based approaches to teaching and learning in South Africa have significant pedagogical implications (Gultig, 2003:189). Teachers spontaneously meet, join and connect with learners during teaching and the facilitation of values, skills, knowledge and attitudes takes place. Gultig (2003:190) explains that the integration of knowledge, understanding, skills and values/attitudes creates an intellectual space in which holistic experience is promoted. When spontaneity is interrupted, the contacting carries anxiety and happens via introjecting, projecting, retrojecting, egotism or confluence (Lobb & Lichtenberg, 2005:33). If the teachers are not fully aware of the needs of the learner with SPD and they do not use effective sensory stimuli to connect or make contact with the learner, contact interruptions could be present and effective contact would not take place. Kranowitz (2006:17) recognises the value of teachers understanding learners with SPD and what can be done to help those affected when claiming that teaching learners with SPD compels understanding and tolerance, together with creativity and love. Kranowitz (2005:246) explains, in other words, that teachers would be able to promote the SPD learners' success at school if the teachers liked these learners, met their needs, and understood their contact-making process. A greater understanding of SPD amongst teachers could therefore lead to more empowerment of the teachers and contact-making in a more effective way in order to help learners function optimally.

4. METHOD OF INVESTIGATION

4.1 Literature review

In this study a selection of literature was consulted and electronic data bases were used (EbscoHost: A-Z list of current printed journals; Sabinet Reference: South African Government Online; TDNet: A-Z list of printed electronic journals) to locate journals and books. The researcher reviewed the following areas of literature: sensory processing disorder; Child development with specific reference to middle childhood as described by Erik Erikson; Gestalt Theory and Therapy Theory with specific reference to field theory, contact boundary interruptions, dialogical contact-making.

4.2 Empirical investigation

4.2.1 Research approach and design

The researcher followed a qualitative approach, as described by Creswell (2003:88) and Maree and Van der Westhuizen (2009:17), which focuses on detailed descriptions of social reality (Silverman, 2004:332; Fouché & Delpont, 2011:66; Ivankova, Creswell & Clark, 2007:259) and concentrates on the relationships between elements and context, for example. It attempts to understand the world from the subjects' point of view (Munhall & Chenail, 2008:61) and sees the whole as always more than the sum (Fouché & Delpont 2011:66), which makes it applicable to this study. Willig (2008:8) asserts that qualitative researchers are fascinated in how people understand the world and experience happenings and they have a tendency to be interested in the meaning attributed to happenings by the research participants themselves. The researcher, for the sake of this study, was interested in how teachers make sense of their own contact-making process with learners who present with SPD.

Applied research was followed with an explorative and descriptive nature, as described by Fouché and de Vos (2011:95-96) and a case study used as research design, as defined by Fouché and Schurink (2011:320). The case study research method, utilised in this study, was aimed at gaining greater insight into and understanding (Nieuwenhuis, 2007a:76) of the contact-making process of teachers with learners in their classrooms with SPD.

4.2.2 Methods of data collection

Occupational therapists who were the experts in the field (Yack, Sutton & Aquilla, 2002:17; Ostovar, 2009:170; Sensory Processing Disorder Resource Centre, 2010), were consulted in order to obtain results and gain insight into their experiences with learners with SPD. These occupational therapists assisted with the selection of teachers who teach learners who present with SPD. The occupational therapists thus identified learners with SPD and the teachers who taught them, but the researcher only received the names of the teachers who were then selected as part of the sample. The learners stayed anonymous for the sake of this research.

Mrs Alma de Wet is an occupational therapist at Alma de Wet and Linda Retief Occupational Therapy Centre and bases therapy on a sensory integration approach as part of her holistic

approach. She works with learners who present with SPD at one specific primary school in Pretoria.

Mrs Mia de Wet is an occupational therapist at Alma de Wet and Linda Retief Occupational Therapy Centre that also bases therapy on a sensory integration approach as part of her holistic approach. She served as a control to confirm the selection process done by Alma de Wet.

The occupational therapists contacted the parents of the learners to obtain their consent for the research. Although their children were not directly involved in the research, the research did focus on the teachers' handling of learners presenting with SPD and the learners were therefore indirectly involved. Detailed consent forms, which explained the purpose of the research to the involved learners' parents, were given to the occupational therapists to obtain their consent. These signed consent forms were kept by the occupational therapists so that these learners could stay anonymous. Only the names of the teachers who work with these learners were made available for this research. The researcher then obtained the involved teachers' consent (see Addendum A). Consent was also obtained from the governing body of the school involved (see Addendum A and B) and the occupational therapists (see Addendum B).

Unstructured or open-ended interviews took place in order to gain an in-depth picture of the participants' beliefs about a particular topic (Nieuwenhuis, 2007a:87). Eight unstructured interviews took place with six teachers, meaning that two of the eight teachers were interviewed regarding two separate learners respectively. The interviews took place in the form of a discussion with the purpose of exploring the participants' experiences regarding opinions, ideas, attitudes, sentiments and beliefs about certain events (Nieuwenhuis, 2007a:87). During the interviews, the researcher was able to follow up on interesting aspects that emerged and the teachers were able to provide fuller descriptions of the circumstances. The interviews took place at the specific school and the duration was 45-60 minutes per teacher. The involved teachers gave permission for audio recordings to be made, which were transcribed afterwards for the purpose of data analysis. The researcher took written notes of the facial expressions and body language of the teachers when appropriate, because Nieuwenhuis (2007a:89) states that even if the interviews are taped, it is often helpful to take notes in order to be able to review, explore and

reflect on the interview. The researcher could get a better understanding of the opinions of the teachers regarding the SPD learners' behaviour during the contact-making process and explored the experiences of the teachers during the contact-making process, through the interviews.

4.2.3 Participants

The population (Arkava & Lane, 1983:27) for this study included teachers from one specific school in Gauteng that have learners with SPD in their classes. Non-probability, purposive sampling was used, during which the researcher purposely sought typical and divergent data, as advocated by Strydom and Delport (2011:392). Nieuwenhuis (2007a:79) refers to this method as stratified purposive sampling and states that it involves selecting participants according to preselected criteria relevant to a particular research question. According to Strydom and Delport (2011:392) clear identification for the selection of respondents is of cardinal importance.

In this case, six teachers selected by the occupational therapists were involved, based on the following criteria: Participants had to be teachers at the school where the occupational therapists work; teach at least one of the learners who received occupational therapy for SPD and teach in the age group 7-12 years. As the occupational therapist worked at an Afrikaans medium school in Gauteng, the sample was drawn from this school and as a result, the learners identified for the study were Afrikaans speaking.

The following mentioned criteria of selection by the occupational therapist were refined by the researcher for inclusion in the study:

- Participants had to be teachers in the foundation phase that taught within the relevant developmental age group as indicated by Erikson and Piaget.
- Heterogenic classes according to gender and academic performance were included.
- Teachers needed to know the meaning of the term SPD beforehand.
- Teachers had to be available for voluntary participation in unstructured interviews.

4.2.4 Data analysis

Mouton (2001:198-199) views the goal of data analysis as the integration of themes and concepts into a theory that offers an accurate, detailed, yet subtle interpretation of the research area. Schurink, Fouché and de Vos, (2011:397) define data analysis as the process of bringing order, structure and meaning to the mass of collected data. Marshall and Rossman (2010:206) emphasise that researchers should plan a system to ease retrieval for analysis and keep in mind that they are guided by initial concepts and developing understandings, but shift or modify them as they collect and analyse the data.

The researcher compared the model of Lincoln and Guba (1985:202) to the model described by Braun and Clarke (2006:85). Lincoln and Guba (1985:202) define inductive data analysis as a method where sensible interpretation of data collected in the field takes place whereas Braun and Clarke (2006:85) define thematic analysis as a process for identifying, analysing and reporting themes within data and the data are described in rich detail. The researcher mainly used thematic analysis as described by Braun and Clarke (2006:85), but looked into open coding as the part of analysis that pertains specifically to the naming and categorising of data through close examination (cf. Schurink *et al.*, 2011:412-413). The open coding process allowed the researcher to promptly retrieve and gather all the text and other data that linked with some thematic idea so that the organised bits could be assessed together (Nieuwenhuis, 2007b:105; Marshall & Rossman, 2010:215). Addendum D and E include an example of the distinct analytic procedure and shows how the researcher actually engaged in this analysis.

Braun and Clarke (2006:81) outline a 6-phase guide to doing thematic analysis. Thematic analysis is therefore applicable to this study's data analysis, because themes can be identified, analysed and reported to explore the six phases accordingly. The researcher, during the first phase, needed to familiarise herself with the data when she engaged in the analysis and thereafter transcribed the verbal data of the interviews into written data. The second phase involved the generation of preliminary codes from the data and the third phase entailed a search for themes. Phase four involved refining and reviewing the themes. Themes had to be named and defined in phase five, and a report will be produced in the final phase.

4.2.5 *Trustworthiness*

Lincoln and Guba (1985:219) propose four constructs to reflect on the validity of qualitative research: *credibility*, *transferability*, *dependability* and *confirmability*. The goal of credibility is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described (Schurink *et al.*, 2011:420). The researcher asked the involved teachers to explain the interaction that took place between the learners with SPD and themselves, during the unstructured interviews. Their responses were noted and transcribed. The researcher then confirmed her transcriptions with the teachers. According to Lincoln and Guba (1985:124), multiple cases are used to strengthen the study's transferability. The researcher is of the opinion that transferability for this study may not have been strong, as only six teachers in one school were involved in eight interviews. Lincoln and Guba (1985:323) are of the opinion that the term *reliability* is an alternative to *dependability* and that *confirmability* captures the traditional concept of objectivity. The researcher took the themes identified by an independent data-analyst into consideration, which enhanced trustworthiness of the data. The descriptions and verbalised experiences of the teachers seemed to be reliable because they correlate with the literature. Furthermore, occupational therapists specialise in helping people with the everyday activities that make life meaningful and it is their goal to improve daily life tasks and routines such as complex activities needed for academic success at school (Miller, 2007:53). As such, having occupational therapists working at the selected school identify the specific teachers, therefore contributed to the reliability of the study. Lincoln and Guba (1985:323) stress the need to ask whether the findings of the research could be confirmed by other research. The findings of the researcher regarding the ineffective contact-making processes of teachers with learners with SPD are confirmed by a statement by Kranowitz (2005:246): "They may be truly interested in helping the learner, but they can't accommodate his unique learning style if they don't know where to begin." This statement is applicable to this research because all the participants made it clear that although they had heard the term SPD before, they did not have a lot of knowledge of learners with SPD. A contribution to the study could have been to include focus groups with the teachers in order to enhance the trustworthiness of the data.

5. ETHICS

The goal for this study was to explore the contact-making process of teachers who teach learners who present with SPD. Occupational therapists were utilised for the selection process of learners with SPD and the teachers who teach them.

- There were no reasonable foreseeable risks, discomforts, or inconveniences involved in the study. There were no foreseeable significant physical or psychological risks to participation that might have caused the researcher to terminate the study.
- The participants did not receive payment for participation and therefore chose to participate in the study.
- Participants were given the option to refuse any questions they did not want to answer.
- The researcher could have withdrawn participants from the research if circumstances arose that warranted doing so. However, it was not necessary.
- Any information that was obtained in connection with this study that could have identified the participants was kept confidential. All back-up transcripts and audio recordings were locked in a small safe in the home of the researcher. The researcher kept the keys for the safe. Only the researcher used the computer and a password was placed on the computer to protect the data and identities of the participants.
- The occupational therapists protected the identity of the learners by not identifying the learners through sharing their names with the researcher. The researcher interviewed the teachers and the teachers did not identify the involved learners.
- The researcher kept all documentation on a personal laptop computer, only used by the researcher. The computer was locked with a personal password and back-ups were locked in a safe, for further security purposes. Research data will be kept at the premises of the Centre for Child, Youth and Family Studies, North-West University.

The researcher described the above information to the governing body of the involved school, the principal of the school, the occupational therapists and the teachers in both Afrikaans and English. The occupational therapist informed the involved parents. The participants were given the opportunity to ask questions and these questions were answered to their satisfaction. The researcher declared that the teachers and occupational therapists were requested to keep the identity of the learners confidential.

The research project was conducted under a project as initially ethically approved by the University of South Africa (Addendum C) and also by the North-West University: NWU-00060-12-A1, where the study was continued and completed.

6. REPORT LAYOUT

In Section A the researcher explains the literature orientation and problem statement of the research and focuses on the aim and objectives used to explore the contact-making process of teachers with learners who present with sensory processing disorder. The method of investigation is explained in the literature review, as well as the empirical investigation. Details regarding the ethics were described. The exploration of the contact-making processes of teachers with learners with SPD is done in the form of an article in Section B. Section C consists of the summary and recommendations of this study and Section D contains the attachments (Addendum A-I). The chosen journal for submission is the *South African Journal of Education* (see Addendum I for author guidelines).

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SECTION B:

ARTICLE

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**Exploring the contact-making process of teachers
with learners who present with sensory processing disorder**

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ABSTRACT

The aim of this study was to explore the contact-making process of teachers with learners who present with sensory processing disorder (SPD) to determine whether teachers made contact through their own senses in a way that accommodated the learner's unique contact-making style. This contact-making process has an impact on the learner's functioning in the classroom. Occupational therapists identified teachers who taught a learner receiving occupational therapy for SPD in the age group 7-12 years. The selected teachers were interviewed in an unstructured manner for this qualitative research study. The study indicated that teachers needed knowledge about SPD as well as skills to facilitate and accommodate learners with SPD in the classroom in order to approach the learners with SPD based on their differences. Recommendations were formulated to enhance the teachers' knowledge about SPD and support teachers to utilise some strategies in the classroom to improve the contact-making process with learners who present with SPD. Teachers may make a vast difference in the lives of learners with SPD if they understand the learners' weaknesses and strengths. Learners' success may be promoted when teachers make meaningful contact with them.

Keywords: contact-making interruptions; contact-making process; learner; senses; sensory processing disorder (SPD); teacher

INTRODUCTION

Kranowitz (2005:9) defines sensory processing disorder (SPD) as the inability to use information received through the senses in order to function efficiently in daily life and explains that SPD is an umbrella term that covers a variety of neurological disabilities. SPD affects five percent of all learners as far as this disorder goes (Auer & Blumberg, 2006:9; Miller 2007:xx).

Learners with SPD do not behave the way other learners of their chronological age do, because they do not process sensory information the way other learners do (Miller, 2007:xx). Certain learners with SPD feel sensations less intensely, others feel them more intensely and some of these learners just do not come to understand sensory information correctly, which may, for example, make a coin feel the same as a button (Miller, 2007:xx). Whether sensory issues are mild or severe, learners' social, emotional, motor and academic development can be impaired unless help is received (Delaney, 2008:37; Miller, 2007:14). Teachers play a definite role in the development of learners (Bansilal, James & Naidoo, 2010:161). Learners with SPD behave differently and Kranowitz (2005:71) uses an example and explains that some learners with SPD may withdraw passively, while other learners react with an active response such as running away, simply avoiding the sensory sensations that disturb them.

SPD has an effect on learners' coping with their sensory challenges during daily routine tasks like functioning scholastically (Bialer & Miller, 2011:28). Miller (2007:11) found that learners with SPD produce three typical symptom clusters that may appear individually or in a combination and can range in severity from minor to major. This may have an effect on classroom behaviour. Learners who are sensory over-responsive, may make background noises when they are concentrating, be bothered by any loud, unexpected sounds, such as a school bell or be aggressive or impulsive when overwhelmed by sensory stimulation (Miller, 2007:24-25).

Learners who are sensory under-responsive, may not seem to notice when somebody touches them, easily get lost in their own fantasy world and are passive, quiet and withdrawn (Miller, 2007:26-27). Sensory seeking learners are constantly on the move, unable to sit still in a chair and their behaviour often includes being angry or quick-tempered when they are asked to sit still or stop what they are doing (Miller, 2007:29-30).

The above mentioned behaviour of the learner with SPD may have a direct influence on the contact-making process with the teacher. The teachers' ability to teach brings them into contact with the learners and fosters their spontaneity. If the teachers do not make efficient contact with the learners with SPD, they must compensate by transforming their classroom environment, changing their teaching style and redirecting their thinking to make contact, thereby seeking a creative adjustment to the situation. The White Paper on Special Needs Education (SADOE, 2001:6) outlines how the education system must transform to contribute in establishing a caring and humane society. Due to the prescriptions in the White Paper regarding an inclusive environment, teachers are responsible to facilitate and accommodate learners with SPD and approach them according to their differences in the classroom. In order to make good contact people need to have effective use of the *contact functions* such as looking, listening, touching, tasting, smelling, moving, expressing feelings, ideas, curiosity, thoughts and so forth (Auer & Blumberg, 2006:12; Miller, 2007:4-5; Polster, 1995:132). Learners with SPD may therefore have difficulty to learn and to make contact. Their ability to function in the classroom may decrease if their teachers do not understand or approach them appropriately.

The problem that arose seemed to be that teachers may not realise the nature of sensory integration problems (Ayres & Robbins, 2005:3; Delaney, 2008:63) and therefore may not make sufficient contact with learners with SPD. Challenges that learners with SPD are faced with, such

as listening to the teacher and ignoring the noise of the traffic, are also often misunderstood (Ayres & Robbins, 2005:5). Ayres and Robbins (2005:107) further point out that the teacher may consider the problem to be poor behaviour and may not be aware that the learners with SPD have a physical reason for their behaviour.

Learners with SPD may be aggressive, impulsive, explosive or extremely withdrawn because they are being oversensitive to noise, light, touching different textures and smells (Miller, 2007:23). This behaviour may cause disturbances or interruptions in the contact-making process between teacher and learner. Interruptions of contact lead to the accumulation of uncompleted situations, which subsequently continue to interrupt other processes of meaningful contact (Lobb & Lichtenberg, 2005:33). These interruptions of contact that take place in the classroom between teachers and learners who present with SPD, therefore may lead to an interruption of other processes of meaningful contact. The styles of interrupting contact are projecting, retroflecting, desensitisation, introjecting, deflection, confluence and egotism (Lobb & Lichtenberg, 2005:33; Ginger, 2007:35; Joyce & Sills, 2010:106). The contact sustains anxiety and occurs through the contact interruptions when spontaneity is disturbed (Lobb & Lichtenberg, 2005:33). If the teachers teaching learners with SPD, focus on the learners' behaviour and misunderstand, mislabel and punish them, the learners feel even worse about themselves (Ostovar, 2009:189). Ostovar (2009:189) further explains that these learners then feel more disconnected from school, the other learners at school and their teacher. This may have an influence on the learners' holistic development, which includes aspects such as social, emotional, motor and academic development. Rogers (2009:28) claims that teachers that rather seek to make contact with learners build a positive, workable relationship that may lead to accumulation of meaningful contact.

The aforementioned problem formulation lead to the following primary research question: How do teachers experience the contact-making process with learners who present with sensory processing disorder? The following secondary research questions were formulated: How do teachers make contact with learners who present with sensory processing disorder and secondly, how do teachers experience contact-making from the learners who present with sensory processing disorder? In order to answer the research question the goal of the research was to explore how the teachers experienced the contact-making process with learners who present with SPD.

THEORETICAL FRAMEWORKS

GESTALT THEORY

The Gestalt theory of holistic approach, which is referred to in this article, focuses on the organism as a whole (cf. Yontef, 1993:84). Specific emphasis is given to *awareness* and to make *contact* with what is (Perls, Hefferline & Goodman, 1951:230; Veenendall, 2008:9; Veenendall, 2009:9; Yontef, 1993:12). Contact means to connect, to meet or to join (Perls et al., 1951:230). Oaklander (2007:25) focuses on the body as tool during the contact-making process and explains the role of the *body-mind connection* from a Gestalt perspective (Polster, 1995:201; Renna, 2007:4), which also relates to sensory awareness. Yontef (as cited in Yontef & Fuhr 2005:88) explains sensory awareness and that sensory information is used to structure internal experiences of the environmental influences or stimuli (cf. Clarkson, 2004:22; Joyce & Sills, 2010:251; Mackewn, 2004:93). The word *contact* is underlying both sensory awareness and motor behaviour of learners during their daily functioning (Perls et al., 1951:227). Blom (2006:90)

mentions that the sensory and bodily awareness are of great value from a Gestalt perspective and that it contributes to the learner's holistic functioning.

Teachers need to focus on the learners with SPD as a whole. The learners with SPD and the teachers of these learners are continuously organising their field, in terms of current needs and in terms of their previous configurations, from the perspective of a field theory (Joyce & Sills, 2010:29). Teachers would only be able to understand SPD learners' behaviour and make meaningful contact if they take into account the whole field of the learners, including their feelings, behaviour, thoughts, body, sensory functioning and environment. Many learners with SPD seem to have behavioural problems and are misunderstood as behaviourally challenging learners and the reason for their behaviour might have been an on-going sensation of discomfort (Ostovar, 2009:7). Learners with SPD are thus more than just challenging behaviour for teachers in the classroom.

DEVELOPMENTAL THEORY

Developmental theory, as discussed in Wheeler and McConville (2002:313), is discussed from a Gestalt perspective, using the field theory (Lobb & Lichtenberg, 2005:26; Yontef, 1993:323) with the focus on the relevant age group, which for the purpose of this study was on the middle childhood, age 7-12. Erikson (1997:109) asserts that if learners in the latency stage are encouraged to make and do things and then are praised for their accomplishments, they may begin to demonstrate industry by being diligent, persevering at tasks until completed and putting work before pleasure. This is also applicable to learners with SPD and if the teachers understood the way the learners with SPD made contact through their senses, they could encourage and praise them for their accomplishments (Heller, 2003:207).

METHOD OF INVESTIGATION

APPROACH AND DESIGN

The researcher utilised the qualitative approach (Creswell, 2003:88; Maree & Van der Westhuizen, 2009:17), which focuses on detailed descriptions of social reality (Fouché & Delpont, 2011:66; Ivankova, Creswell & Clark, 2007:259; Silverman, 2004:332) and concentrated on the relationships between elements and context. The contact-making process of teachers with learners that present with SPD is a social reality in this study. The qualitative approach attempts to understand the world from the subjects' point of view (Munhall & Chenail, 2008:61) and sees the whole as always more than the sum (Fouché & Delpont, 2011:66), which made it applicable to this study. Applied research with an explorative and descriptive nature was conducted (Fouché & de Vos, 2011:95-96) in the form of a case study design (Nieuwenhuis, 2007a:76).

POPULATION

Participants were purposively selected (Nieuwenhuis, 2007a:79; Strydom & Delpont, 2011:392) from a population that included teachers from one specific school in Gauteng who had learners with SPD in their classes. Occupational therapists selected teachers who worked at the same school as they did and teachers had to teach at least one of the learners (7-12 years) who received occupational therapy for SPD. Participants were drawn from Foundation Phase teachers at an Afrikaans school in Gauteng, based on the mentioned criteria. Teachers were also required to know the meaning of the term *SPD* beforehand.

The occupational therapists assisted with the selection of teachers who taught learners presenting with SPD. Learners were selected by the occupational therapists, but only the teachers who worked with these learners were identified. The learners stayed anonymous for the sake of this research.

DATA COLLECTION

Eight unstructured interviews (Forrester, 2010:78) with teachers took place in order to understand their experiences regarding the contact-making process with learners who present with SPD. The following question was asked: Can you please tell me about your contact-making process with learners who present with SPD? The involved teachers gave permission for audio recordings to be made which the researcher used to transcribe the interviews afterwards for the purpose of data analysis. The researcher took written notes of the facial expressions and body language of the teachers when appropriate, which was helpful with the reviewing, exploration of and reflection on the interview (Nieuwenhuis, 2007a:89).

DATA ANALYSIS

Braun and Clarke (2006:81) propose a 6 phase guide to doing thematic analysis that was applicable to this study, because themes were identified, analysed and reported. Data were collected by means of audio recordings and the researcher familiarised herself with the data when she engaged in the analysis during the first phase. Verbal data of the interviews were also transcribed into written data. The second phase involved the generation of initial codes from the data and the third phase entailed a search for themes. Phase four involved refining and reviewing the themes. In phase five, themes were named and defined and a report was produced in the final

phase. The coding process was also used to allow the researcher to promptly retrieve and gather all the text and other data that could be linked to some thematic idea so that the organised bits can be assessed together (Nieuwenhuis, 2007b:105; Marshall & Rossman, 2010:215).

Trustworthiness. Constructs proposed by Lincoln and Guba (1985:219) were used to reflect upon the trustworthiness and validity of qualitative research: *credibility, transferability, dependability and confirmability*. Themes identified by an independent data-analyst, were taken into consideration and improved the trustworthiness of the data. However, the limited data gathering methods could have influenced the trustworthiness of the research.

ETHICS

There were no reasonable foreseeable risks, discomforts, or inconveniences involved in the study. There were no foreseeable significant physical or psychological risks to participation that might have caused the researcher to terminate the study. The participants did not receive payment for participation and therefore chose to participate in the study. Participants were given the option to refuse any questions they did not want to answer. The researcher could have withdrawn participants from the research if circumstances arose that warranted doing so. Participants could also withdraw at any moment in time. Any information that was obtained in connection with this study that could have identified the participants was kept confidential. Back-up transcripts as well as audio recordings were locked in a small safe in the house of the researcher and the researcher kept the keys for the safe. A password was placed on the computer, only used by the researcher, to protect the data and identities of the participants. The occupational therapists protected the identity of the learners by means of keeping their identity anonymous. Although the researcher interviewed the teachers, at no time were involved learners

identified by the teachers. The research was ethically approved by the North-West University: NWU-00060-12-A1.

RESULTS AND DISCUSSION

In the course of the thematic analysis, the themes and subthemes outlined in Table 1 surfaced.

The researcher discusses the results obtained subsequently.

Table 1: Themes and subthemes

Themes	Subthemes
The way teachers make contact with learners with SPD	Teachers' emotions Teachers' observations and labelling Senses most used by teachers Teachers' contact-making processes
Learners' contact-making process	Senses mostly used by learners with SPD Learners' responses to teachers' contact-making Contact interruptions used by learners
Creative adjustment	Creative adjustment used by teachers to make meaningful contact with SPD learners

THE WAY TEACHERS MAKE CONTACT WITH LEARNERS WITH SPD

The teachers' emotions, observations and views of learners with SPD influenced their contact-making processes with these learners. The senses mostly used by the teachers, the teachers' contact-making processes and the teachers' responses on the contact interruptions used by learners with SPD, had an impact on the contact-making process.

Teachers' emotions. Teacher A referred to learner 1 and said: *He is an extremely unsure, scared little boy* and she turned her head sideways and physically shrunk, speaking with a lot of sympathy in her voice. Teacher A further said: *This learner was extremely scared at the*

beginning of the year and emphasised the word *extremely* while closing her eyes and paused in silence for a few seconds after she said that. Teacher B on the other hand looked irritated and spoke very fast in a hard tone of voice when she referred to learner 2 and said: *He is very restless, doesn't sit still at all and when we need to start with our work he always wants to leave the room.* Teacher E seemed annoyed, frowned and explained the behaviour of learner 5: *He seems mad most of the time, he sometimes hits the learner closest to him and he does not stop arguing.* Teacher C wiped her face repeatedly with both her hands, sighed and said the following about learner 3: *She takes up a lot of my energy and she really depends on me a lot, but I can't just leave her, she needs my help continuously.* Teacher A reacted differently when she claimed the following about learner 6: *The fact that I never know when he is going to explode next is the most tiring thing of all.* She spoke very slowly, with a soft voice and ended the sentence with a sigh.

The aforementioned teachers experienced different emotions while talking about the learners with SPD. Teacher A showed sympathy towards learner 1 and seemed tired when she spoke about learner 6. Teacher B seemed irritated. Teacher E appeared annoyed while frowning and Teacher C looked tired and discouraged. All the teachers interviewed demonstrated intense emotions and none of them expressed the contact-making process with the learners with SPD as effortless or seemed unaffected. Ostovar (2009:79) points out that teachers can help children with SPD if they understand the toll the disorder can have on a child's functioning.

Teachers' observations and labelling. Teachers described four of the learners with SPD as sensitive and unsure of themselves as previously mentioned: *She is very unsure of herself and gets nervous very easily* (Teacher D). *He is an extremely unsure, scared little boy* (Teacher A). Three of the teachers described the learners as unpredictable and one of the teachers stated: *He*

gets wild out of nowhere and kicks or bites the other learners in the classroom (Teacher A). Four teachers claimed that the SPD learners have trouble to sit still and concentrate in class: *It seems as if she never stops moving around and her attention gets distracted easily* (Teacher D). Teachers described learners as *a silent boy, an outsider, Prestik-children and a head-in-the-cloud-child*. Five of the learners with SPD were involved in conflict during class activities and the one teacher said that there was always a fight where learner 4 was involved, because this learner was always looking for trouble. Teacher E said the following about learner 5: *He has trouble making friends and he wants things to go his way or else he sorts it out with violence*. Ayres and Robbins (2005:11) explain this learner's behaviour and point out that learners with SPD also have trouble making and keeping friends and that school puts these learners under significant stress.

Teachers experienced these learners as *a handful, very busy, not an easy learner, a challenge, takes up a lot of time and energy and dependent*. Teacher B said the following about learner 2: *She takes up a lot of my energy and is very dependent*. Teacher F stated: *Sometimes he (learner 6) bursts out in tears if I talk to him and it takes a long period afterwards, before he settles down so that we can carry on with our schoolwork*. Auer and Blumberg (2006:47) explain that even daily tasks take up significant time where the learner with SPD is involved. O'Connor and Geiger (2009:260) mention that in spite of feeling sympathy towards learners with special needs, teachers experienced frustration working with them, because of the huge workloads. According to Teacher C, learner 3 often looks trapped in the classroom and that it is his main mission to get out of the classroom. Teacher B mentions: *He (learner 2) wants to leave the classroom all the time*. Kranowitz (2005:71) explains that learners with SPD that actively withdraw or flee from sensations are in fact just trying to get away from the perceived threats.

Millers' (2007:12) explanation about behavioural patterns of SPD and how the learner experiences problems turning sensory messages into controlled behaviours that match the nature and intensity of the sensory information, seems applicable to the aforementioned behaviour of learners 2 and 3.

The involved teachers reported that most of the learners' peers responded in a negative way towards them. Only two of the learners with SPD were incorporated in play by the rest of the learners, which may also have had an effect on the contact-making processes of the learners. According to Kranowitz (2005:289) learners need to feel good in order to make good contact. When learners feel safe, they can play and learn. Teacher B also mentioned that the academically stronger learners in the classroom became frustrated with learner 2, because they have to wait for her when she needs to complete tasks that they have already completed. This may also cause learner 2 to feel unsafe and influence the contact-making process. If the other learners in their classes understood and supported the learners with SPD, the learners with SPD could be happier and learn in an easier way (Auer & Auer, 2010:113). It is thus evident that SPD may cause poor behaviour that interferes with schoolwork even though the learner has a normal ability of learning (Ayres & Robbins, 2005:53).

Senses most used by teachers. In order to make good contact with the SPD learners the teachers needed to make effective use of the *contact functions* described by Polster (1995:132), such as looking, listening, touching, tasting, smelling, moving, expressing feelings, ideas, curiosity, thoughts and so forth. The teachers used different senses to make contact with the learners with SPD and to teach in the classroom. Teachers indicated that they made contact with five learners through touching them and one of the teachers explained that she was touching the learner's arm while talking. None of the teachers indicated that they used a variety of senses to

teach. The effectiveness of the teachers could therefore be impaired as Auer and Blumberg (2006:12) explain that effective teachers teach concepts through a variety of senses. Teacher A said: *If I see that a learner's attention is wandering off, I go to him and touch his shoulder in order to get his attention again.* One teacher seemed unsure about the sense she mostly used to make contact and said that she used speech most often. Two teachers referred only to visual sense and another to auditory sense. Teachers made contact with five learners through the sense of touch. Teacher A stated: *Sometimes I need to hold him (learner 6) in a tight grip and talk to him in a soft voice, when he gets wild in class.* Teacher B explained that she held the face of learner 2 with both her hands while repeating the instructions verbally in order to make good dialogical contact with the learner with SPD, but also mentioned the following about learner 2: *When somebody touched him, he did not like it at all.* The researcher is therefore of the opinion that Teacher B did not use her contact-functions effectively and that effective contact did not take place. These teachers used their senses to make contact with learners who experience touch, taste, sound, smell, movement and other sensations differently from other learners, and it became clear to the researcher that they did not fully understand the contact-making functions of the learners with SPD.

Teachers' contact-making processes. Even though the teachers all indicated that they attempted to make contact with the learners with SPD, it was evident through the learners' responses that contact was not effective. Teacher D said: *I cannot change everything globally to fit her (learner 4), but if I see that she misinterpreted something I will repeat it and explain it again.* This teacher's actions were efforts to make better dialogical contact with the learner with SPD and to improve learning. However, the learner's reactions to the adaptations made by the

teacher, made the learner uncomfortable because Teacher D points out that: *She (learner 4) seems frustrated, does not want to sit still and she is involved in a lot of conflict.*

Ostovar (2009:193) confirms that most teachers mean well and that they do their best to teach the learners in their classes, but they need to know the learners' needs in order to help them effectively. Teachers need to offer different ways of communicating to these learners because too much spoken language at once causes these learners to go into an auditory overload and they shut down (Boyles & Contadino, 1999:89). The researcher understood *shut down* as similar to disturbing contact. Cullingford (2001:171) encourages teachers to adapt their teaching style to the limitations, gifts and needs of every child.

LEARNERS' CONTACT-MAKING PROCESSES

Senses mostly used by learners with SPD. All the teachers indicated that learners used their sense of hearing and viewing mostly to learn and make contact in the classroom. Teacher A made a comment about learner 1: *The sense that he uses most is definitely his eyes, because he can observe very well through sight, but he uses his ears the least and misses a lot of information when he has to listen to something I explain.* Only one of the teachers added the sense of touch. Ayres and Robbins (2005:53) explain that reading, writing and arithmetic require a large amount of sensory integration and that these make very complex demands upon the brain. Kranowitz (2005:256) stipulates in her book that it should be remembered that reading and listening are not every learner's main way of learning and that multisensory lessons can help these learners to make contact through every possible route. The researcher noticed that the teachers indicated that the learners with SPD in their classes all had the need to make contact through their sense of sight or hearing, as this were indicated as their dominant senses. However, four teachers also

indicated that these learners had trouble to sit still, a possible indication that the learners did not learn best through mere looking and listening. Teacher D said: *She (learner 4) is always moving around and never wants to sit still.* The researcher is of the opinion that listening and hearing might not be the dominant senses of these learners and that the teachers did not take learning through movement into account. “All learners have an inner drive to learn, and they learn best when they can move and touch” (Kranowitz, 2005:256). Learners with SPD have difficulty making contact and to learn, but their teachers do not understand or approach them appropriately and therefore their ability to function in the classroom decreased. The prescriptions of the White Paper on special needs education (SADOE, 2001:6) stipulates that teachers are responsible for an inclusive environment to accommodate learners with SPD and approach them according to their differences in the classroom. Polster (1995:132) mentions that one needs to have effective use of the contact functions to make good contact. Teacher D explains the action taken to make contact that is more effective with learner 8: *I touch her (learner 8) arm when I see that her concentration is wandering off,* but explained learner 8’s reaction and said: *but then she gets such a big fright that she doesn’t concentrate at all.* Ineffective use of the contact functions by Teacher D led to the interruption in the contact-making process with learner 8. Auer and Blumberg (2006:12) also points out the senses are used individually and simultaneously to learn.

Learners’ responses to teachers’ contact-making. The interviewed teachers described the SPD learners’ bodily reactions to their contact-making as: *sitting head down with folded arms, speaking in a soft voice* (Teacher D, learner 8); *shuffling around and trying to get out of the classroom* (Teacher B, learner 2); *he just sits there in his own dream world, staring at something in front of him* (Teacher A, learner 1); *he gets wild out of no where and starts kicking and hitting other learners in the classroom* (Teacher A, learner 6); *he will burst out in tears when*

I talk to him (Teacher F, learner 7). These reactions convey a sense of these learners' feelings of failure and insufficiency. It is clear from the descriptions that these learners were not able to feel capable and skilled, as suggested in Piaget's preoperational phase (as cited in Bukatko & Daehler, 1998:23). Ayres and Robbins (2005:11) point out that functioning at school may put learners with SPD under significant stress. Many of these learners felt helpless and anxious at school. Learners need to have a positive experience in order to make good contact and Kranowitz (2005:289) emphasises this when she explains that learners can play and learn when they feel safe.

The researcher considered the information gathered from the interviews with the teachers and the data gathered during the literature study and concluded that teachers made contact with learners with SPD in such a way that the learners needed contact-making interruptions to regulate and to protect themselves. Dialogical contact, defined as contact where there is inclusion, confirmation, presence and commitment to dialogue (Joyce & Sills, 2010:45), therefore did not take place throughout the contact-making process of the teachers with the learners with SPD.

Contact interruptions used by learners. None of the learners with SPD responded the way the teachers wanted them to respond during the contact-making process. In this regard, the researcher identified contact interruptions used by the learners with SPD. The teachers said, for instance, that the learners' actions such as moving to the front of the classroom or repeating the instructions would enhance contact. This gave the researcher the indication that the teachers thought that they fully understood the contact-making process of the learners with SPD. However, these actions lead to interruptions of the contact and the learners' bodily reactions, such as sitting head down with folded arms; speaking in a soft voice; shuffling around; trying to

get out of the classroom; sitting in a dream world; staring at something; getting wild; kicking and hitting other learners and bursting out in tears when being spoken to, point out the interruptions.

Teacher B made contact with learner 2 through her sense of touch while continuously talking to learner 2. She also explained that she took the face of learner 3 in both her hands when she spoke to him and faced him eye-to-eye. Teacher B explained that learner 2 did not like to be touched, but his auditive sense was dominant. Teacher B described the bodily reaction of learner 2 during contact and mentioned that he looked at her, but acted trapped when being touched and his body stiffened under her hands. Learner 2 used desensitisation in order to block out the tactile sensory stimuli, but simultaneously blocked the auditive stimuli and therefore did not hear what Teacher B said. Teacher B said that *he (learner 2) did not try to get out of her grip but disliked the sense of my touch*. Teacher B was well aware of the learner's bodily reaction when she touched his face, but was not aware of the contact that did not take place due to her touching him physically. Teacher B explained to the researcher that she held his face in her hands and spoke to him for the sake of good communication. It was therefore clear that the need of the learner with SPD was not met in the way the teacher responded to that need. This unmet need led to other incomplete situations in the classroom and the learner did not follow the instructions correctly, because auditive contact was also interrupted when learner 2 desensitised. Ostovar (2009:185) claims that: "A learner who is sensitive to touch is particularly sensitive to unpredictable touching." The researcher came to the conclusion that learner 2 found himself in such an uneasy and uncomfortable situation due to the teacher's touch that he focused only on the sense of touch and could not respond to the auditive stimuli, although his sense of hearing was dominant, according to his teacher. The fact that Teacher B mentioned that the learner had trouble recalling what she said confirms that learner 2 did not respond effectively to the contact made.

According to the data on the contact-making process of Teacher A with learner 1, the teacher mostly used touch. Teacher A mentioned that learner 1's strongest sense was his visual sense and said that learner 1 pulled away when she touched him. Learner 1 used deflection to protect himself and ignored or blocked the teachers' attempts to make contact by means of touch. Teacher A explained that learner 1's mother accompanied him to the class in the morning, but learner 1 hid behind his mother and clung to her dress. He wanted to put the focus on his mother and took the contact away from himself. Deflection occurred when learner 1 turned the contact away from himself.

It is of importance for the teachers to be aware of the possible contact interruptions (Lobb & Lichtenberg, 2005:33) used by the learners who present with SPD, to use creative adjustment and to retry to make and maintain good contact with the learners involved. Contact boundary interruptions used by learners are projecting, retroflecting, introjecting, confluence and egotism (Lobb & Lichtenberg, 2005:33; Ginger, 2007:35; Joyce & Sills, 2010:106). Lobb and Lichtenberg (2005:33) explain that projection occurs when the development of contact is disturbed by disowning it and attributing it onto someone or something in the field. Contact is interrupted when retroflection takes place and contact is being turned back inward instead of being allowed to result into full contact with the environment (Lobb & Lichtenberg, 2005:33). Ginger (2007:136) notes that retroflection is contact being turned back towards oneself. Blom (2006:36) states that learners have a tendency to retroflection when their feelings, actions and thoughts are not considered important by their primary caretakers or when they are corrected and disciplined for expressing natural instincts. Introjection takes place when learners absorb contents from their field without consciousness and the learners then give up their own opinion and outlook and accept the point of view of other people, without reviewing it (Blom, 2006:32).

Another contact boundary interruption, egotism, is defined by Ginger (2007:130) as a false over-development of the ego. Joyce and Sills (2010:106), however, changed the term egotism to “self-monitoring” as they believed the term “egotism” is confusing. Finally, Ginger (2007:128) believes that confluence is a shrinking of the self, closing down the boundary between the client and his/her field. Lobb and Lichtenberg (2005:33) believe that contact does not improve when confluence occurs because the procedure of differentiation of organism from environment does not even begin.

CREATIVE ADJUSTMENT

Creative adjustment used by teachers to make meaningful contact with SPD learners. The researcher investigated how the teachers made contact with learners presenting with SPD, in order to determine if healthy contact, growth and learning took place. Teachers adapted their teaching styles for the learners presenting with SPD, to make contact with the learners more effectively. Four teachers did this through moving the learners to the front of the classroom and Teacher A said: *I moved him (learner 1) to the front of the class right at the beginning of the year and he knew that he had to sit right next to me when we sit on the carpet. If he sits at the back of the class or if he sits next to other learners on the carpet, he disappears and starts daydreaming.* Four of the teachers repeated the verbal instructions to these learners with SPD while the learners had to look at them and one teacher (Teacher B) made the learner (learner 2) repeat the instruction verbally. However, this caused the learner to feel insecure. He spoke in a soft voice as a result. Repeating a verbal instruction is an abstract process and learners within the concrete operational phase do not function optimally using only abstract thoughts. The researcher is therefore of the opinion that Teacher B could have made more effective contact with learner 2 by

means of concrete and practical problem solving. Ostovar (2009:271) confirms this by explaining that the concrete operational phase asks a lot of sensory input to support cognitive development. Boyles and Contadino (1999:89-90) stipulate that information should be presented in a variety of ways in the classroom, because a learner with language receptive disability often has difficulty understanding spoken language. Although the creative adjustment used by the teachers teaching learners with SPD, mostly enhanced contact, it was not always the case. It is however important that teachers need to adapt their teaching style according to the learners' needs to make effective contact.

Learners who present with SPD may be unable to settle down to work due to everything in their field that distract them (Kranowitz, 2005:245). The sound of rustling paper, the movement of learners playing outside the window, the scratchy label inside their school clothes and even the classroom furniture may prevent them from making contact with the teacher (Kranowitz, 2005:245). Learners who present with SPD do not function in a concrete way, as described by Piaget. It is therefore important for the teacher to use creative adjustment to make effective contact with these learners to promote learning and take care of their special or unique needs. If learners find it difficult to make efficient contact, they must compensate by doing something else to make contact, thereby seeking a creative adjustment to the situation to obtain dialogical contact. Teachers work with diverse needs in the classroom and keeping teachers motivated should also be one of the main focuses in schools (Strydom, Nortjé, Beukes, Esterhuysen & Van der Westhuizen 2012:264). Teachers should therefore be aware of the way in which they make contact with learners who present with SPD and how they experience the contact-making from these learners in order to understand and improve the contact-making process with the learners.

CONCLUSION

This study focused on how the teachers experienced the contact-making process with learners that present with SPD. The researcher used qualitative research and interviewed teachers to determine whether effective contact took place in the classroom. The results of the research were obtained through a process of unstructured interviews. Three main themes were identified which were the way teachers make contact with learners with SPD, learners' contact-making processes and creative adjustment. The themes were discussed in the context of literature studied. It can be concluded that the research results identified that the holistic development of learners who present with SPD are influenced by the way in which dialogical contact is being made by the teacher. The way that the teachers made contact with the learners who present with SPD and the way in which teachers experienced contact-making from the learners who present with SPD indicated that effective contact did not take place throughout teaching. By building on the teachers' knowledge and by supporting them in making sufficient contact with learners with SPD, the learners may also benefit from inclusive support and understanding. Strengthening of the self can take place for both the learner with SPD and the teacher. This study may be a first step in more effective service rendering to learners with SPD, by clarifying issues and shedding light on how teachers could cope with this challenge.

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**SECTION C: SUMMARY, RECOMMENDATIONS
AND CONCLUSIONS**

1. INTRODUCTION

This section aims to provide a brief overview of the study, which includes the following:

Section A: Orientation and literature of research.

Section B: Article: Exploring the contact-making processes of teachers with learners who present with Sensory Process Disorder.

Section C: Summary, recommendations and conclusions.

Furthermore, reflections are made according to the findings of the research and recommendations and conclusions are drawn.

2. SUMMARY AND CONCLUSIONS

Conclusions and findings are summarised, based on the data in the literature study and the article in Section B:

2.1 Research methodology

2.1.1 Literature study

Literature was analysed to fully grasp the problem identified for this research. A selection of literature was consulted and electronic databases were used (EbscoHost: A-Z list of current printed journals; Sabinet Reference: South African Government Online; TDNet: A-Z list of printed electronic journals) to locate journals and books. The following areas of literature were reviewed for this study: sensory processing disorder; Child development with specific reference to middle childhood as described by Erik Erikson; Gestalt theory and therapy theory with specific reference to field theory, contact boundary interruptions and dialogical contact-making.

Limited literature was available regarding sensory processing disorder and the researcher could not find any journals or articles on SPD either. Applicable books were the main source of literature on the subject of SPD. A literature study was done with the focus kept on the contact-making process of teachers with learners that presented with SPD. The researcher studied

relevant concepts, such as contact, dialogical contact, contact interruptions and developmental phases, through a Gestalt perspective.

2.1.2 Empirical research

- **Research design**

The researcher followed a qualitative approach as described by Creswell (2003:88) and Maree and Van der Westhuizen (2009:17), which focuses on detailed descriptions of social reality (Silverman, 2004:332; Fouché & Delpont, 2011:66; Ivankova *et al.*, 2007:259) and it attempts to understand the world from the subjects' point of view (Munhall & Chenail, 2008:61), which makes it applicable to this study. The researcher for the sake of this study was interested in how teachers make sense of their contact-making processes with learners who present with SPD. Applied research was followed with an explorative and descriptive nature, as described by Fouché and De Vos (2011:95-96) and a case study used as research design, as defined by Fouché and Schurink (2011:320). The case study research method, utilised in this study, was aimed at gaining greater insight and understanding (Nieuwenhuis, 2007a:76) of the contact-making processes of teachers with learners in their classrooms with SPD.

- **Participants**

Eight unstructured interviews took place with six teachers, meaning that two of the eight teachers were interviewed regarding two separate learners. These six teachers were selected by the involved occupational therapists. As the occupational therapists worked at an Afrikaans school in Gauteng, the sample was drawn from this school and as a result, the teachers identified for the study were Afrikaans speaking. The researcher had difficulty making appointments with the purposively selected teachers for the interviews to take place, since they had a tight schedule and many school activities to attend to. The teachers generally seemed in a hurry, but they experienced different emotions during the interviews. One teacher seemed irritated but another teacher showed sympathy, while talking about the learner with SPD. One specific teacher's emotions and body language observed by the researcher showed signs of being annoyed while frowning and another teacher looked tired and discouraged. All the teachers demonstrated

intense emotions during the interviews and none of them expressed the contact-making processes with the learners with SPD as effortless or seemed unaffected.

- **Sample procedure**

Occupational therapists were consulted and assisted with the selection of teachers who teach learners who present with SPD and received occupational therapy for SPD. The occupational therapists thus identified learners with SPD and the teachers who taught them, but the researcher only received the names of the teachers who were then selected as part of the sample. The learners stayed anonymous for the sake of this research. Detailed consent forms, which explained the purpose of the research to the involved learners' parents, were given to the occupational therapists to obtain their consent. These signed consent forms were kept by the occupational therapists so that these learners could stay anonymous. The researcher then obtained the involved teachers' consent (see Addendum A). Consent was also obtained from the governing body of the school involved (see Addendum A and B) and the occupational therapists (see Addendum B).

Transferability may be weak since teachers of only one school were involved, but the researcher believes that valuable results were obtained and embraces the result of this study, despite the small sample size. This study might seem unimportant at first glance, but the results could benefit all teachers teaching learners with SPD. Dependability was obtained when the descriptions and verbalised experiences of the teachers correlated with the available literature regarding SPD. However, a bigger sample size from different schools is recommended for further studies.

- **Data collection**

Non-probability, purposive sampling was used, during which the researcher purposely sought typical and divergent data as advocated by Strydom and Delport (2011:392). Nieuwenhuis (2007a:79) refers to this method as stratified purposive sampling that took place and teachers were selected by the occupational therapists based on the following criteria: Participants had to be teachers at the school where the occupational therapists work, teach at least one of the learners who received occupational therapy for SPD and teach in the age group 7-12 years. As

the occupational therapists worked at an Afrikaans school in Gauteng, the sample was drawn from this school and as a result, the learners identified for the study were Afrikaans speaking.

- **Data analysis**

The data collected in the research during the unstructured interviews were recorded and transcribed utilising the model of Braun and Clarke (2006:85). An independent data-analyst also identified themes, which was taken into consideration and enhanced the trustworthiness of the data. The researcher collected the data by means of audio recordings and took written notes of body language and facial expressions of the teachers, which was a challenge at first, because the researcher did not feel like breaking eye contact with the participants. The researcher familiarised herself with the data when she engaged in the analysis during the first phase and verbal data of the interviews were transcribed into written data. The researcher read the written data numerous times before getting involved with the second phase. Generation of initial codes from the data took place during the second phase and the researcher searched for themes afterwards. Even though refining and reviewing the themes were a time consuming process, the themes were named, defined and a report was produced in the final phase.

3. AIM OF THE STUDY

The general aim of this study was to explore the contact-making processes of teachers with learners who presented with SPD. Exploration took place through the literature study and the empirical research. The researcher could therefore summarise the study, make recommendations and concluded that the holistic development of learners who present with SPD, is influenced by the way in which the teacher in the classroom is making dialogical contact.

The researcher determined that teachers made contact through their own senses in a way that did not fully accommodate the learners' needs regarding their contact-making style. The researcher learned that this contact-making process had an impact on the learners' functioning. Occupational therapists identified teachers who taught a learner receiving occupational therapy for SPD in the age group 7-12 years. The selected teachers were interviewed in an unstructured

manner and the researcher could observe the emotions and body language of the teachers while audio recordings were done. The study indicated that teachers needed skills and knowledge to accommodate learners with SPD in the classroom in order to approach the learners with SPD based on their unique needs. Recommendations were formulated to enhance the teachers' knowledge about SPD and support teachers to utilise some strategies in the classroom to improve the contact-making process with learners who present with SPD. Teachers may make an immense difference in the lives of learners with SPD if they understand the learners' strengths and weaknesses. Learners' success in the classroom may be promoted when teachers make meaningful contact with them.

4. OVERALL SUMMARY OF RESULTS

Through the exploration of the way teachers experience the contact-making processes with SPD learners the researcher realised that there lies a huge responsibility upon the teachers towards the learners' holistic development. Although all the teachers involved in this study were concerned about the learners with SPD and although they were well aware of the individual learners' needs and reaction on their contact-making, none of the teachers came to the conclusion that their contact-making style could be creatively adjusted in order to enhance contact. The teachers have multiple needs to attend to during their daily functioning in the classroom, and making contact with learners that present with SPD is only one of the many aspects they need to attend to. Although the teachers involved in this study were aware of one or two learners in their classes that received occupational therapy for SPD, five teachers were of the opinion that there was an average of five to seven learners in the classes that they teach who have similar SPD symptoms.

The researcher concluded that teachers have a responsibility towards all learners they teach and if teachers were more familiar with the behaviour and needs of SPD learners, they could also have a greater impact on the learners' development. The teachers could have an impact on the holistic development of learners that present with classic SPD symptoms, but are not identified for having SPD nor receive occupational therapy in this regard. If teachers are aware of the way in which they make contact with learners who present with SPD and how they experience the contact-making from these learners, the teachers could improve the contact-making process.

The teachers' contact-making processes with the learners were influenced by their emotions, observations and views of learners with SPD. The contact-making processes of the teachers were influenced by the senses mostly used by the teachers, the teachers' contact-making processes and the teachers' responses on the contact interruptions used by learners with SPD. All the teachers indicated that learners used their sense of listening and viewing mostly to learn and make contact and only one of the teachers added the sense of touch. Reading, writing and arithmetic require a large amount of sensory integration and it should be remembered that reading and listening are not every learner's main way of learning and that multisensory lessons can help these learners to make contact through every possible route.

The teachers described the SPD learners' bodily reactions during the contact-making and explained that these reactions convey a sense of these learners' feelings of insufficiency and failure. It is clear from the descriptions of the teachers that these learners were not able to feel capable or skilled and that functioning at school may put the SPD learners under significant stress. It is also clear from the way in which the teachers experienced the contact-making from the learners who present with SPD that contact-making were not sufficient in all situations. Many of these learners felt anxious and helpless. Learners need to have a positive experience in order to make good contact, because learners can play and learn better when they feel safe (Gordon & Browne, 2010:111).

The researcher considered the information gathered from the interviews with the teachers and the data gathered during the literature study and concluded that teachers made contact with learners with SPD in such a way that the learners needed contact-making interruptions to regulate and protect themselves. None of the learners with SPD responded the way the teachers wanted them to respond during the contact-making process and the researcher identified contact interruptions used by the learners with SPD. It is of importance for the teachers to be aware of the possible contact interruptions used by the learners who present with SPD, to use creative adjustment and to retry to make and maintain good contact with the learners involved. The teachers and learners with SPD may benefit by building on the teachers' knowledge and by supporting them in making sufficient contact with SPD learners. Learners that present with SPD may also benefit from inclusive support and the teachers' understanding. Strengthening of the self can take place for

both the learner with SPD and the teacher. Keeping teachers motivated should also be one of the main focuses in school and empowering them with knowledge and skills will help teachers working with diverse needs in the classroom. This study may be a first step in more effective service rendering to learners with SPD, by shedding light on how teachers cope with this challenge and clarifying issues.

5. RECOMMENDATIONS

The following recommendations are made regarding theory, training and continued research:

5.1 Recommendations with regards to literature

A document in the form of a manual/guide must be composed, specifically for the teachers in South Africa, which stipulates the categories of SPD and explains the behaviour of children within these categories accordingly. The purpose of this manual/guide would be to extend the teachers' knowledge of SPD and give them insight into the behaviour of children with SPD. Cole (2008:3) is of the opinion that if children are not learning, the teacher needs to change the approach to teaching them. If learners are therefore not making meaningful contact and therefore not experience optimal learning, the teacher needs to change the approach to contact-making and teaching them.

Books and literature used in other countries must be developed and adjusted to be applicable to the education of the SPD learners in South Africa, because the researcher could not find any books applicable to South Africa. The intervention needed in the classroom to enhance the contact-making process must be included in this manual/guide. This manual/guide should include practical guidelines for the teacher in the classroom with regard to the contact-making process and optimal functioning of learners with SPD. Ostovar (2009:79) points out that teachers can help learners with SPD if they understand the impact the disorder can have on a learner's functioning.

The mentioned manual/guide may for instance include practical guidance for teachers to help the learners with SPD to function better at school and include hints like: giving the learner with SPD

alternatives and guide them to make suitable alternatives according to their sensory needs; break big assignments into small chunks; keep voice low; simplify instructions and keep eye contact with the SPD learner; provide a choice of writing implements; encourage learners to participate in an active way rather than being passive; plan movement breaks during and between activities; develop a consistent routine and provide comfortable furniture according to the learner's needs and let the learner sit on a gym ball or jamming the legs of the chairs into tennis balls, to break the noise of moving chairs down.

5.2 Recommendations with regard to training

The teachers' knowledge and skills about SPD must be expanded. The above-mentioned manual/guide must be introduced and presented during a workshop. The content of the manual/guide must be presented in a relevant and comprehensible manner when teachers attend an interactive workshop where their concerns and personal experiences are shared. Such a workshop would further attend to their needs and questions with regards to learners' behaviour and contact-making with SPD learners. A workshop would also make teachers aware of the fact that they are not isolated in the challenge of adapting their contact-making style to accommodate SPD learners. Practical guidelines will give teachers insight into how to make effective contact with children who present with SPD, how to organise the classroom and how to support these children.

5.3 Recommendations with regard to continued research

The researcher considered all the data and concluded that teachers have not made contact with learners with SPD in an effective way, but this study needs to be expanded in order to guide and support teachers in South Africa to make more effective contact with learners who present with SPD. Further and broader research must be undertaken to include all schools in South Africa so that the diversity of all schools, teachers and learners can be accommodated.

5.4 Other recommendations

It is recommended that not only teachers, but also parents attend a workshop on SPD presented by occupational therapists. Parents must also be educated and guided by the occupational therapist that diagnosed their children with SPD, in such a way that the parents see the value in

talking to the teachers and explain their children's needs and ways of contact-making as soon as possible. This could make the contact-making process more successful in less time, because the teacher would have a better knowledge of the behaviour of the learner with SPD.

6. CONCLUSION

The researcher became aware of interruptions that occurred during the contact-making process of the teachers during their contact-making process with learners presenting with SPD, because the teachers did not fully meet the needs of the learners regarding their contact-making processes and special needs. The teachers therefore did not respond according to the SPD learners' needs. Contact-making interruptions were used by the children to protect themselves. The mentioned contact-making interruptions may occur in different forms. It is of importance for the teachers to be aware of the possible interruptions used by learners who present with SPD, in order to adjust their own contact-making processes and to retry to make and maintain good contact with the particular learners by using different senses.

This study on the contact-making processes of teachers with learners who present with SPD could contribute to the daily functioning of learners with SPD within the classroom and both learners and teachers could benefit from the contribution. The researcher saw the need to explore the contact-making process of teachers with learners who present with SPD and make recommendations to the teachers. The focus can now move to the teachers' creative adjustment to be aware of what else the teacher can do during the contact-making process to promote the functioning and holistic development of the learners with SPD in the classrooms of South Africa.

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SECTION D:
ATTACHMENTS

I, Sanet Smit, hereby confirm that the CONSENT forms and ETHICS COMMITTEE APPLICATION form has been approved at Huguenot College / University of South Africa during 2010, as this were where I was enrolled at that stage. I also received ethical clearance (NWU-00060-12-A1) from North-West University where I have completed my research project.

NORTH-WEST UNIVERSITY, POTCHEFSTROOM

CONSENT TO PARTICIPATE IN RESEARCH

TITLE:

Exploring the contact-making process of teachers with learners who present Sensory Processing Disorder

You are asked to participate in a research study conducted by Sanet Smit, from the Centre for Child, Youth and Family Studies, Faculty of Health Sciences, North-West University.

1. PURPOSE OF THE STUDY

The goal for this study is to explore the contact-making process of teachers with learners who present with SPD.

2. PROCEDURES

In this study teachers in Pretoria who have learners with SPD in their classes will take part in the study. An Occupational therapist will be involved in selecting the children with SPD before the study commences. *Sequential sampling* will also be used to gather cases and data until the amount of new information of the diversity of cases is completed. The sample will be drawn from the school the learners your child attends and grade one to three teachers will be included.

Mrs. de Wet, practicing Occupational Therapist, will select learners (who receive occupational therapy) with SPD. She will contact their parents regarding consent for their children to participate in the research and to allow teachers to be informed about learners with SPD, if they do not already know. The researcher will then receive the involved teachers' information. The Governing Body of the school, the teachers and the parents must give consent in order to interview the selected teachers.

Unstructured interviews will be used to understand the teachers' experiences during the contact-making process with learners who present SPD. The interviews will take place at the school. Grade one to three teachers will be included and the duration would be 45-60 minutes per teacher.

The researcher will contact the parents and feedback will be given after completion of the research.

3. POTENTIAL RISKS AND DISCOMFORTS

There are no reasonable foreseeable risks, discomforts, or inconveniences involved in this study. There are no foreseeable significant physical or psychological risks to participation that might cause the researcher to terminate the study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The way in which the learners with SPD is understood and contact being made by the teacher may be contributing to the holistic development of this children. By building on the teacher's knowledge and support them in making sufficient contact with SPD learners, these learners may also benefit from inclusive support and understanding. Strengthening of the self can take place for both the learner with SPD and the teacher.

5. PAYMENT FOR PARTICIPATION

The subject will receive no payment.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of the teachers' identity. The Occupational therapist will protect the identity of the learners, since the researcher will interview the teachers and the teachers will not identify the involved learners. All documentation will be kept on the researchers' lab-top, which are only used by the researcher. A personal password is used to lock the computer and back-ups will be locked in a safe, for further security purposes.

The researcher will use thematic analysis as analysis that pertains specifically to the naming and categorizing of data through close examination.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact Sanet Smit.

Telephone number: 082 929 6287

E-mail: smit.therapy@gmail.com

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
--

Sanet Smit described the above information to (Names will be available after approval of research proposal) in Afrikaans and English. Mrs. de Wet (Occupational therapist) will inform the involved parents. The participant was given the opportunity to ask questions and these questions were answered to satisfaction.

I declare that the teachers and Occupational Therapists are asked to keep the learner's identity confidential.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

(Teacher / Parent)

Date

Name of Legal Representative

(Governing body of the school)

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ . The participant/Legal Representative was encouraged and given ample time to ask me any questions. This conversation was conducted in Afrikaans and English.

Signature of Investigator

Date

NORTH-WEST UNIVERSITY, POTCHEFSTROOM

**CONSENT FOR THE SELECTION PROCESS OF CHILDREN WITH DIAGNOSED SPD
AND IDENTIFY THE TEACHERS WHO WORK WITH THESE CHILDREN**

TITLE:

**Exploring the contact-making process of teachers with learners who present
Sensory Processing Disorder**

You are asked to select learners who present with SPD and identify the teachers who work with these children for a research study conducted by Sanet Smit, a student at the Centre for Child, Youth and Family Studies, Faculty of Health Sciences, North-West University, Potchefstroom.

1. PURPOSE OF THE STUDY

The goal for this study is to explore the contact-making process of teachers with learners who present with SPD.

2. PROCEDURES

In this study teachers in Pretoria who have learners with SPD in their classes will take part in the study. An Occupational therapist will be involved in selecting the children with SPD before the study commences. *Sequential sampling* will also be used to gather cases and data until the amount of new information of the diversity of cases is completed. The sample will be drawn from the school the learners your child attends and grade one to three teachers will be included.

Mrs. de Wet, practicing Occupational Therapist, will select learners (who receive occupational therapy) with SPD. She will contact their parents regarding consent for their children to participate in the research and to allow teachers to be informed about learners with SPD, if they do not already know. The researcher will then receive the involved teachers' information. The Governing Body of the school, the teachers and the parents must give consent in order to interview the selected teachers.

Unstructured interviews will be used to understand the teachers' experiences during the contact-making process with learners who present SPD. The interviews will take place at the school. Grade one to three teachers will be included and the duration would be 45-60 minutes per teacher.

The researcher will contact the parents and feedback will be given after completion of the research.

3. POTENTIAL RISKS AND DISCOMFORTS

There are no reasonable foreseeable risks, discomforts, or inconveniences involved in this study. There are no foreseeable significant physical or psychological risks to participation that might cause the researcher to terminate the study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The way in which the learners with SPD are understood and contact being made by the teacher may be contributing to the holistic development of these learners. By building on the teacher's knowledge and support them in making sufficient contact with SPD learners, these learners may also benefit from inclusive support and understanding. Strengthening of the self can take place for both the learner with SPD and the teacher.

5. PAYMENT FOR PARTICIPATION

The subject will receive no payment.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. You, will protect the identity of the learners in your role as Occupational therapist, since the researcher will interview the teachers and the teachers will not identify the involved learners. All documentation will be kept on the researchers' lab-top, which are only used by the researcher. A personal password is used to lock the computer and back-ups will be locked in a safe, for further security purposes.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact Sanet Smit.

Telephone number: 082 929 6287

E-mail: smit.therapy@gmail.com

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE
--

Sanet Smit described the above information to (Names will be available after approval of research proposal) in Afrikaans and English. You, Mrs. de Wet (Occupational therapist) will inform the involved parents. The participant was given the opportunity to ask questions and these questions were answered to satisfaction.

I declare that the teachers and Occupational Therapists are asked to keep the learner's identity confidential.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Participant

Date

(Occupational therapist)

Name of Legal Representative

Date

(Governing body of the school)

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ . The participant/Legal Representative was encouraged and given ample time to ask me any questions. This conversation was conducted in Afrikaans and English.

Signature of Investigator

Date

**ETHICS COMMITTEE APPLICATION FORM
INSTITUTE FOR CHILD, YOUTH AND FAMILY STUDIES,
HUGUENOT COLLEGE / UNIVERSITY OF SOUTH AFRICA**

SUBCOMMITTEE A

2010

**Application to Institute for Child, Youth and Family Studies at the Huguenot College / UNISA
For clearance of new research projects**

This application must be typed or written in capitals

Name: MS. SANET SMIT

Position/Professional Status: MASTER OF DIACONIOLOGY STUDENT (PLAY THERAPY)

Affiliation: Research Program/Institution: INSTITUTE FOR CHILD, YOUTH AND
FAMILY STUDIES, HUGUENOT COLLEGE/ UNISA

Telephone no. 082 929 6287

Alternative Telephone no. 082 319 7220

Email address: smit.therapy@gmail.com

sanet@lynnwoodlaer.co.za

Name of supervisor: DR. H.B. GROBLER

Telephone no. 021 864 3593

Alternative Telephone no. 072 234 9675

Title of research project:

EXPLORING THE CONTACT-MAKING PROCESS OF TEACHERS WITH LEARNERS WHO PRESENT WITH SENSORY PROCESSING DISORDER.

[SENSORY PROCESSING DISORDER (SPD) IS THE INABILITY TO USE INFORMATION RECEIVED THROUGH THE SENSES IN ORDER TO FUNCTION SMOOTHLY IN DAILY LIFE. SPD IS NOT ONE SPECIFIC DISORDER, AS BLINDNESS OR DEAFNESS IS, BUT RATHER AN UMBRELLA TERM TO COVER A VARIETY OF NEUROLOGICAL DISABILITIES.]

Where will the research be carried out?

THIS RESEARCH WILL BE CARRIED OUT AT ONE OR TWO PRIMARY SCHOOLS, IN THE EAST OF PRETORIA, GAUTENG, SOUTH AFRICA.

All the following sections must be completed (Please tick all relevant boxes where applicable)

1. FUNDING OF THE RESEARCH:

FUNDING WILL TAKE PLACE BY THE RESEARCHER.

2. PURPOSE OF THE RESEARCH:

THE WAY IN WHICH THE LEARNERS WITH SPD ARE UNDERSTOOD AND CONTACT BEING MADE BY THE TEACHER MAY BE CONTRIBUTING TO THE HOLISTIC DEVELOPMENT OF THESE CHILDREN. BY BUILDING ON THE TEACHERS KNOWLEDGE, MAKE RELEVANT RECOMMENDATIONS TO THE TEACHERS ON THE CONTACT-MAKING WITH CHILDREN WHO PRESENT SPD. THE CHILDREN MAY ALSO BENEFIT FROM INCLUSIVE SUPPORT AND UNDERSTANDING. STRENGTHENING OF THE SELF CAN TAKE PLACE FOR BOTH THE CHILD WITH SPD AND THE TEACHER.

3. AIMS AND OBJECTIVES OF THE RESEARCH: *(Please list objectives)*

THE GOAL FOR THIS STUDY IS TO EXPLORE THE CONTACT-MAKING PROCESS OF TEACHERS WITH CHILDREN WHO PRESENT SPD.

4. SUMMARY OF THE RESEARCH

IN THIS QUALITATIVE STUDY (APPLIED, EXPLORATIVE AND DESCRIPTIVE), THE INSTRUMENTAL CASE STUDY RESEARCH METHOD (WITH UNSTRUCTURED INTERVIEWS) IS AIMED AT GAINING GREATER INSIGHT AND UNDERSTANDING OF THE TEACHER'S UNDERSTANDING AND CONTACT-MAKING PROCESS WITH SPD LEARNERS. THE UNIVERSE WILL INCLUDE ALL TEACHERS IN GAUTENG WHO HAVE EXPERIENCE WITH LEARNERS WITH SPD. THE POPULATION WILL BE TEACHERS FROM THIS SPECIFIC UNIVERSE WHO WORK IN PRETORIA AND HAVE LEARNERS WITH SPD IN THEIR CLASSES. NON-PROBABILITY SAMPLING METHODS WILL BE USED. IN THE CASE OF PURPOSEIVE SAMPLING, THE RESEARCHER PURPOSELY SEEKS TYPICAL AND DIVERGENT DATA. CLEAR IDENTIFICATION FOR THE SELECTION OF RESPONDENTS IS OF CARDINAL IMPORTANCE. ONE OCCUPATIONAL THERAPIST WILL BE INVOLVED SELECTING THE LEARNERS WITH SPD AND ANOTHER OCCUPATIONAL THERAPIST WILL CONFIRM HER SELECTION. SEQUENTIAL SAMPLING WILL BE USED TO GATHER CASES AND DATA UNTIL THE AMOUNT OF NEW INFORMATION OF THE DIVERSITY OF CASES IS COMPLETED. THE SAMPLE WILL BE DRAWN FROM ONE OR TWO SCHOOLS IN THE EAST OF PRETORIA AND GRADE ONE TO THREE TEACHERS WILL BE INCLUDED. THE INTERVIEWS WILL TAKE PLACE AT THE SCHOOLS AND THE DURATION WOULD BE 45-60 MINUTES PER TEACHER. THEMATIC ANALYSIS WILL BE USED IN THIS RESEARCH AND THE RESEARCHER WILL ENGAGE IN THIS ANALYSIS EXPLAINED BY BRAUN AND CLARKE. FOUR CONSTRUCTS TO REFLECT ON THE VALIDITY OF QUALITATIVE RESEARCH WILL BE USED: CREDIBILITY, TRANSFERABILITY, DEPENDABILITY AND CONFORMABILITY.

THE GAUTENG DEPARTMENT OF EDUCATION OR THE GOVERNING BODY OF THE INVOLVED PRIMARY SCHOOLS, THE TEACHERS AND THE PARENTS, MUST GIVE CONSENT IN ORDER TO INTERVIEW THE SELECTED TEACHERS.

5. NATURE AND REQUIREMENTS OF THE RESEARCH

5.1 How should the research be characterised *(Please tick ALL appropriate boxes)*

5.1.1 Personal and social information collected directly from participants/subjects	
5.1.2 Participants/subjects to undergo physical examination	
5.1.3 Participants/subjects to undergo occupational evaluation	x
5.1.4 Identifiable information to be collected about people from available records	

5.1.5 Anonymous information to be collected from available records
5.1.6 Literature, documents or archival material to be collected on individuals/groups

5.2 Participant/Subject Information Sheet attached? (for written and verbal consent)

YES	
NO	x

5.3 Informed Consent form attached? (for written consent)

YES	
NO	x

5.3.1 If informed consent is not necessary, please state why:

Informed consent is necessary, but will only be available after die research proposal was approved.

5.4 Will you be using any of the above mentioned measurement instruments in the research?

YES	
NO	x

6 PARTICIPANTS/SUBJECTS IN THE STUDY

6.1 If humans are being studied, state where they are selected:

THE LEARNERS ARE SELECTED AND EVALUATED BY THE OCCUPATIONAL THERAPIST, AFTER THE INVOLVED TEACHERS REFERRED THE LEARNERS FOR FURTHER SUPPORT AT THE OCCUPATIONAL THERAPIST, DUE TO ACADEMIC DIFFICULTIES. THE OCCUPATIONAL THERAPIST SELECTS THE TEACHERS INVOLVED IN THE UNSTRUCTURED INTERVIEWS HELD BY THE RESEARCHER.

6.2 Please mark the appropriate boxes:

Participants/subjects will:	YES	NO
be asked to volunteer	X	
be selected	X	

6.2.1 State how the participants/subjects will be selected, and/or who will be asked to volunteer:

THE OCCUPATIONAL THERAPIST GIVES THE INVOLVED TEACHERS NAMES TO THE RESEARCHER AND THE VOLUNTEERED INTERVIEWS FOLLOW.

6.3 Are the participants/subjects subordinate to the person doing the recruiting?

YES	
NO	X

6.3.1 If yes, justify the selection of subordinate subjects:

6.4 Will control participants/subjects be used?

YES	
NO	X

6.4.1 If yes, explain how they will be selected:

6.5 What records, if any, will be used, and how will they be selected?
Not applicable

6.6 What is the age range of the participants/subjects in the study?
AGES 7 - 12

6.6.1 Was assent for guardians/consent for participants/subjects obtained?

YES	
NO	X

If YES, please attach the appropriate forms.

6.6.2 If NO, please state why:

THE GOVERNING BODIES OF THE PRIMARY SCHOOLS NEEDS TO KNOW THAT THE PROPOSAL ARE APPROVED BEFORE ASSENT WILL BE GIVEN.

6.7 Will participation or non-participation disadvantage the participants/subjects in any way?

YES	
NO	x

6.7.1 If yes, explain in what way:

6.8 Will the research benefit the participants/subjects in any direct way?

YES	x
NO	

6.8.1 If yes, please explain in what way:

THE WAY IN WHICH THE LEARNERS WITH SPD ARE UNDERSTOOD AND CONTACT BEING MADE BY THE TEACHER, MAY BE CONTRIBUTING TO THE HOLISTIC DEVELOPMENT OF THESE LEARNERS. BY BUILDING ON THE TEACHERS' KNOWLEDGE AND SUPPORT THEM IN MAKING SUFFICIENT CONTACT WITH SPD LEARNERS, THE LEARNERS MAY ALSO BENEFIT FROM INCLUSIVE SUPPORT AND UNDERSTANDING. STRENGTHENING OF THE SELF CAN TAKE PLACE FOR BOTH THE CHILD WITH SPD AND THE TEACHER.

7. PROCEDURES

7.1 Mark research procedure(s) that will be used:

Literature	x
Documentary	
Personal records	
Interviews	x
Survey	
Participant observation	
Other (please specify)	

7.2 How will the data be stored?

ALL DOCUMENTATION WILL BE KEPT ON THE RESEARCHERS' LAB-TOP, WHICH ARE ONLY USED BY THE RESEARCHER. A PERSONAL PASSWORD AND BACK-UPS LOCKED IN A SAFE, WILL BE IN PLACE FOR FUTHER SECURITY PURPOSES.

7.3 If an interview form/schedule; questionnaire or observation schedule/framework will be used, is it attached?

YES	
NO	X

7.4 Risks of the procedure(s): Participants/subjects will/may suffer:

No risk	x
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Discomfort	
Pain	
Possible complications	
Persecution	
Stigmatisation	
Negative labelling	
Other (please specify) _POSSIBILITY OF EMOTIONAL UNEASE_____ _____	

7.4.1 If you have checked any of the above except "no risk", please provide details:

8. RESEARCH PERIOD

(a) When will the research commence:
SEPTEMBER 2010

(b) Over what approximate time period will the research be conducted:
2 YEARS

9. GENERAL

9.1 Has permission of relevant authority/ies been obtained?

YES	
NO	x

9.1.1 If yes, state name/s of authority/ies:

9.2 Confidentiality: How will confidentiality be maintained to ensure that participants/subjects/patients/controls are not identifiable to persons not involved in the research:

ANY INFORMATION THAT IS OBTAINED IN CONNECTION WITH THIS STUDY AND THAT CAN BE IDENTIFIED WITH PARTICIPANTS WILL REMAIN CONFIDENTIAL EN WILL BE DISCLOSED ONLY WITH YOUR PERMISSION OR AS REQUIRED BY LAW. CONFIDENTIALITY WILL BE DISCLOSED ONLY WITH YOUR PERMISSION OR AS REQUIRED BY LAW. CONFIDENTIALITY WILL BE MAINTAINED BY MEANS OF THE PARENTS' AND TEACHERS' IDENTITY. THE OCCUPATIONAL THERAPIST WILL PROTECT THE IDENTITY OF THE LEARNERS, SINCE THE RESEARCHER WILL INTERVIEW THE TEACHERS.

9.3 Results: To whom will results be made available, and how will the findings be reported to the research participants

NOT APPLICABLE

9.4 There will be financial costs to:

participant/subject	
institution	
Other (please specify) _____	no

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9.4.1 Explain any box marked YES:

9.5 Research proposal/protocol attached:

YES	X
NO	

9.6 Any other information which may be of value to the Committee should be provided here:

Not applicable

Applicant's name: SANET SMIT

Date: 2010

Applicant's signature:



Who will supervise the project? Dr. H.B. GROBLER

Date: 2010

Supervisor`s signature:



Programme/Institution/Department:

INSTITUTE FOR CHILD, YOUTH AND FAMILY STUDIES, HUGUENOT COLLEGE

MDIAC PLAY THERAPY / UNISA

Date: 2010

Signature:



Data-analysis of unstructured interviews with teachers who teach a child with diagnosed SPD.

Background of interviews: The researcher spoke to the Occupational Therapist about SPD and asked if she could identify children with SPD in the specific school where she gave therapy to these children. The Occupational Therapist contacted the involved learner's parents and asked their permission to inform the teachers about their children that were diagnosed with SPD. The parents gave written consent to the OT to tell the teachers about their children being diagnosed with SPD and the OT kept the indemnity forms, signed by the parents, with her. The teachers were informed about the learners that they taught with SPD. The learners stayed anonymous for the purpose of this study as the parents did not give permission to the OT to make their identity public. Teachers were asked to voluntarily participate in the interviews after the Occupational therapist told them about SPD and the specific learners diagnosed with it. The OT gave the researcher the names of the teachers that teach learners with SPD. The researcher asked these teachers to participate voluntarily in unstructured interviews and they agreed.

Initial question used for unstructured interviews

How do you (as the teacher that teaches the learners diagnosed with SPD) make contact with learners that present with Sensory Processing Disorder?

Transcribed interviews

Transkripsie: ONDERHOUD 1 (Teacher A)

Swart: Onderwyser

GRYS: Navorser

WEET JY WAARVOOR SPD STAAN?

Ja, ek weet

(Dis 'n uitgerekte "ja" wat onseker klink en 'n stilte volg op die antwoord. Die onderwyseres kyk op na die dak en frons).

WAT VERSTAAN JY ONDER SENSORIESE PROSESSERING?

"Sensoriese Prosepering, uhh.. met ander woorde dit is die sensoriese...uhh..die sensoriese ervaring wat die kind het. Sy, sy, sy sensoriese...sy tas, sy smaak. Sy, sy, sy uhh,uhh sy sensors wat hy gebruik uhh,uhh sien, hoor, ruik (Onderwyser klink gespanne en kom vroetelig en onseker voor). En dis die sensoriese ervaring van sy vel en van sy hande.

WAT BETEKEN SENSORIESE PROSESSERINGS DISFUNKSIE VIR JOU?

Uhh, dit is, uhh met ander woorde dit is, uhh-uhh as,as die kind nie met sy sensoriese vaardighede kan leer dit wat hy geleer moet word nie. Dan het hy 'n disfunksie, met ander woorde hy kan nie leer deur die sensoriese vaardighede wat hy, wat hy het nie.

JY KLINK VIR MY GESPANNE?

Ja, uhh-uhh, dit wat ek sê is dalk heeltemal verkeerd.

DIT GAAN NIE VIR MY OOR REG OF VERKEERD NIE. EK WIL NET GRAAG MET JOU GESELS EN HOOR WAT JOU ERVARING EN BELEWENIS IS VAN SPD EN DIE KIND IN JOU KLAS WAT DIT HET.

Oh, oke. Dan is dit reg.

IS JY GEMAKLIK OM AAN TE GAAN MET DIE GESPREK?

Ja, ek was net onseker en het nie geweet of ek op die regte spoor is oor SPD nie, uhh-uhh, want ek het nog nie baie daarvoor gesels nie.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Die meeste kinders gebruik nie net een sintuig om te leer nie. (Onderwyser kom ongemaklik voor en pers haar lippe saam).

WATTER SINTUIE, AS JY DAN NA MEER AS EEN SINTUIG WIL VERWYS, DINK JY GEBRUIK KINDERS DIE MEESTE OM TE LEER?

Hulle, hulle ore en hulle oë.

EN AS JY NA DIE TEENDEEL DAARVAN KYK, WATTER SINTUIG GEBRUIK KINDERS DIE MINSTE OM TE LEER?

Ek dink die sintuig wat hulle die minste (lang uitgerekte woord) gebruik om te leer is (die woord "is" word ook lank uitgerek) is heel waarskynlik, uhh ja-uhh. Hulle gebruik baie hulle, gebruik baie hulle handjies, want 'n kind moet kan leer en vat om te kan leer, om te kan ervaar. Hy moet kan hoor, hy moet kan sien..ek dink tog die sintuig wat hulle die minste gebruik is seker maar reuk en smaak. Ja, uhh, ja-wat, dis seker maar wat hy die minste in 'n leerproses gebruik.

ONS HET NOU OOR DIE GEBRUIK VAN SINTUIE BY DIE KINDERS IN JOU KLAS GEPRAAT. WATTER SINTUIE SAL JY Sê GEBRUIK JY AS ONDERWYSERES DIE MEESTE IN JOU KLAS?

Die meeste? (Onderwyser kyk weer op na die dak en frons)

JA, WATTER SINTUIG GEBRUIK JY DIE MEESTE?

Uhh, my tas-sintuig. Ek is, ek is lief daarvoor om aan, om aan 'n kind te vat (die woord "vat" word harder en met mening uitgespreek) om sodoende sy aandag te kry om te leer, want baie kinders, uhh kinders kom aan die begin van die jaar in my klas en dan kan ek sien hulle is tas-defensief, met ander woorde hulle wil nie aangeraak word nie. Maar dit is 'n algaande proses wat jy hulle leer en uh-uhh, deur net, deur net saggies eers aan hulle skouers te vat. En naderhand weet hulle, uhh weet hulle, die oomblik as hulle aandag dwaal, dan kan jy net, kan jy net raak aan die skouertjie of iets en dan is die aandag weer terug by jou. (Onderwyser praat woord-vir-woord en onvolledige en onsamehangende sinne. Haar hande word deurlopend teen mekaar gevryf en dit laat haar onseker voorkom)

VERSTAAN EK JOU REG AS JY Sê DAT JY JOU TAS-SINTUIG DIE MEESTE GEBRUIK, SODAT JY DIE KINDERS, WAT TAS-SENSITIEF IS, TOT AANDAG KAN ROEP AS HULLE AANDAG AFDWAAL?

Uhh-uhh (onderwyser dink vir 'n oomblik na), ja dan is hulle aandag weer terug by my, as ek aan hulle raak.

WATTER SINTUIG GEBRUIK JY AS ONDERWYSERES DIE MINSTE?

Hoe bedoel jy? Is dit as ek skoolhou?

JA, AS JY MET DIE KINDERS IN JOU KLAS WERK EN KONTAK MAAK.

Weet jy die minste (uitgerekte word "minste") dink ek, uhh-ja. Ag (onderwyseres sug) seker maar my, uhh my stem. Ek praat nie vreeslik hard nie en ek skree nie op die kinders nie. Ag, nee-jong ek gebruik my stem eindelijk baie. Watter sintuig gebruik ek die minste? Watter sintuig gebruik ek die minste? (Onderwyseres herhaal die vraag vir haarself 'n paar keer en kyk na die plafon). Ek gebruik my ore baie (sy gebruik handgebare om na haar

ore te wys met haar wysvinger) , ek gebruik my stem baie (onderwyser wys met haar wysvinger na haar mond)...uhh...(lang stilte volg terwyl sy nadenkend na die vloer kyk), uhhmm, nee, ek kan nie eindlik sê nie, ek dink dis 'n all-over, want ek ...uhh, as jy skoolhou moet jy alles gebruik (onderwyser verruil ek-taal vir jy-taal en verwys aan die begin van die sin na haarself, maar verskuif die klem na ander onderwysers en praat van "jy"). Ja, (stilte) ja(stilte)...

DIS REG SO. JY KAN NIE 'N VERKEERDE ANTWOORD GEE NIE.

Ja, oke. (Knik met haar kop op en af)

EK WIL VIR JOU VRA OM SPESIFIEK AAN DIE KIND IN JOU KLAS TE DINK WAT BY ALMA ARBEIDSTERAPIE KRY.

Yes, ja, yes.

WEET JY NA WATTER KIND EK VERWYS?

Ja, ek weet. Ek moenie die kind se naam gebruik nie, nê. Dis mos anoniem?

JA, DIE KIND BLY ANONIEM EN DIE OUERS HET NET TOESTEMMING GEGEE DAT ALMA VIR JOU KAN SÊ WIE DIE KIND IS.

Ja, oke. (Onderwyser lyk meer ontspanne en glimlag)

WATTER SINTUIG SAL JY SÊ IS DIE SINTUIG WAT HIERDIE SPESIFIEKE KIND DIE MEESTE GEBRUIK?

Die sintuig wat hy die meeste gebruik is definitief sy oë, want hy is 'n baie goeie waarnemer. Ja, is 'n baie (die word "baie" word beklemtoon deur onderwyser se stem wat harder gebruik word) goeie waarnemer.

WATTER SINTUIG KAN HY NIE SO GOED GEBRUIK OM KONTAK MET JOU TE MAAK NIE. WATTER SINTUIG LAAT HOM IN DIE STEEK AS JY MET HOM WIL KONTAK MAAK?

Sy ore, ja definitief sy ore!! (Onderwyser klink selfversekerd en is tevrede en oortuig van haar standpunt).

WAT LAAT JOU DINK DAT DIT SY ORE IS WAARMEE HY NIE SO GOED MET JOU KONTAK KAN MAAK NIE?

Jong, hy hoor nie altyd opdragte nie en dis omdat hy partykeer total in 'n wêreld van sy eie is . Hy is dan in 'n...'n geslote droom-wêreld. Daarom gebruik hy sy ore die minste.

HOE WEET JY DAT HY IN 'N GESLOTE-DROOMWÊRELD IS?

Ek kan dit sien, hy reageer nie op enige iets wat ek sê nie en hy, uhh-uhh voer nie die opdragte uit wat ek gee nie. Hy sit net daar en droom. Hy uhhmm, staar net voor hom uit.

WAT DOEN JY AS JY AGTERKOM DAT HY IN 'N TOTALE DROOM-WÊRELD IS EN DAT HY KONTAK MET JOU VERBREEK HET.

Ek het definitief uhh-uhh my hande gebruik (onderwyser pouseer vir 'n oomblik), uhh-uhh deur net kort-kort aan hom te vat en te, uhh wys ek is daar, sodat hy kan weet ek is daar.

DINK JY DIT IS BELANGRIK VIR HOM DAT JY AAN HOM MOET RAAK?

Uhh, ja. Hy soek geweldig baie sekuriteit en as ek aan hom vat dan weet hy ek is daar. Hy is 'n verskiklike onseker, bang ou seuntjie (daar is baie simpatie in die onderwyseres se stem en sy draai haar kop skuins en krimp effe inmekaar as sy na die seun se onsekerheid verwys). Met anderwoorde die oomblik as ek net aan sy armpie geraak het, het hy geweet hy is oke en hy is nie alleen nie. En dan kan hy weet ek is daar vir hom.

EN KAN HY DAARNA WEER MET JOU KONTAK MAAK?

Ja, as hy gesit en droom het en ek vat aan hom dan is hy weer bewus van my en droom hy nie meer nie.

WANNEER HET HY DIE MEESTE VAN DIE TYD IN HIERDIE DROOM-
WêRELD INGEGAAN?

Dit het baie keer gebeur as hy tussen ander kinders gesit het, dis asof hy
wegraak tussen hulle. Veral as hulle almal saam op die mat kom sit.

IS DAAR ENIGE VERANDERINGE WAT JY AS ONDERWYSES MOES
AANBRING TEN OPSIGTE VAN JOU ONDERRIGSTYL, OM HOM TE
AKKOMMODEER?

Ja, definitief. Ja, versker.

JY KLINK REDELIK SEKER VAN JOU SAAK. KAN JY AAN SPESIFIEKE
VERANDERINGE DINK WAT JY AANGEBRING HET?

Ek moes hom baie vinnig voor in die klas laat sit en as hulle op die mat sit,
weet hy al hy moet hier reg by my kom sit, want anders sit hy tussen die
ander kinders en droom. Want as hy agter sit verdwyn hy totaal, want hy is
nou maar eenmaal een van daardie tipe kinders wat baie stil is in die klas.
Met ander woorde, hy sal heeltemal verdwyn tussen die ander kinders en dit
pas hom ook baie goed.

IS EK REG AS EK VERSTAAN DAT HY DIT VERKIES OM TE VERDWYN
TUSSEN DIE ANDER KINDERS?

Ja,ja! Dit pas hom baie goed as niemand hom raak sien nie. So, as jy hom
agter in die klas sit weet jy, hy gaan nie leer nie, hy gaan nie oplet nie...hy
gaan nie eers skryf nie, want dit pas hom om daar te sit. Hy kruip daar weg.

WAARVOOR DINK JY KRUIP HY WEG?

Hy hou nie baie van die kinders wat so naby aan hom sit nie en soms as hulle
praat lyk dit of hy weg-skram van hulle af.

WAAROM Sê JY DAT HY NIE DAARVAN HOU AS HULLE NABY HOM SIT
NIE?

Jong, as hulle langs hom kom sit en hulle raak skaars aan hom, dan skuif hy weg van hulle af, uhh-uhh of hy trek sy gesig asof iemand hom nou behoorlik seer gemaak het, maar dan het hulle skaars aan hom geraak.

WATTER GESIGSUITDRUKKING KAN JY WAARNEEM AS JY AAN HOM RAAK OM HOM TOT AANDAG TE ROEP?

Hy uhh, uhh, trek ook maar sy gesig. Hy hou nie daarvan nie, maar dit help hom. Dit help hom om te konsentreer.

HOE ERVAAR JY HOM OOR DIE ALGEMEEN IN DIE KLAS?

Aan die begin van die jaar was hy baie bang, verskriklik bang (onderwyseres maak haar oë toe terwyl sy praat en lê baie klem op die woord “verskriklik”). Hy het agter sy ma se rok weggekrui. Uhh uhhmmm, hy was baie wantrouig gewees. Hy het nou al so ontwikkel deur die jaar dat hy nou al begin maats maak het. Hy kan nou vir die eerste keer pouse saam met die ander kinders na die speelgrond uitgaan in ‘n groep. Dis of hy uit sy dop uit gekrui het, maar nogsteeds is hy versigtig en speel eerder met rustiger maatjies. Hy kan nou al praat in die klas, dis iets wat hy glad nie kon doen nie.

DINK KLINK VIR MY OF HY ONTWIKKEL HET HIERDIE JAAR. WAT DINK JY IS DAAR WAT ‘N ONDERWYSER KAN DOEN OM DIT VIR KINDERS SOOS HY MAKLIKER KAN MAAK BY DIE SKOOL?

Ek uhh, uhh dink hulle moet die kind laat veilig voel en vir hulle wys dat ons onderwysers daar is vir die kind. Dis vir hierdie kinders baie moeilik by die skool en as ons hulle dit net eers kan kry om uit daardie geslote zone te kom en te kan waag, sal dit beter gaan. Hierdie kind kon glad nie aan die begin van die jaar geles het nie en nou kan hy al lees.

DIT KLINK VIR MY ASOF DAAR ‘N PAAR GOED IS WAT HIERDIE JAAR IN SY LEWE VERANDER HET.

Ja, net daardie “ek kan dit ook doen” het vir hom baie selfvertroue gegee. Al skram hy nog weg as die maats naby hom sit, het hy so ontwikkel dat hy al op die mat kan sit en ook partykeer saam gesels.

WAT DINK JY WAS DIE REDE VIR DIE VERANDERING IN HOM?

Hy uhh, uhh het uhhmm so veilig gevoel en my aanraking het gemaak dat hy nie droom nie, maar vir my kyk as ek met hulle praat.

HOE HET HY GEWEET DAT HY VEILIG IS?

Ek het nie eers met hom daarvoor gepraat nie, maar ek weet as ek aan hom vat kan hy voel ek is naby hom en dan voel hy veilig.

HET HY AL VIR JOU GESê DAT HY VEILIG VOEL IN DIE KLAS?

Nee, maar ek kan sien hy kan nou waag in hierdie klas, waar hy in die begin net wou weg-kruip.

IS DAAR NOG ENIGE IETS WAT JY ONDER MY AANDAG WIL BRING OOR DIE

KIND IN JOU KLAS MET SPD OF SOMMER IN DIE ALGEMEEN?

Nee, ek dink net dis verskriklik (klem word op die woord “verskriklik” geplaas deurdat sy haar stem verhef) belangrik dat hierdie kind veilig voel.

JA, DIS WAAR. BAIE DANKIE DAT JY BEREID WAS OM MET MY TE GESELS.

Transkripsie: ONDERHOUD 2 (Teacher B)

Swart: Onderwyser

GRYS: Navorsers

WEET JY WAARVOOR SPD STAAN?

Jy het al vir my gesê, maar ek is nie seker nie.

WAT VERSTAAN JY ONDER SENSORIESE PROSESSERING?

Ek weet nie regtig nie. (Onderwyseres kom traak-my-nie agtig voor)

WAT BETEKEN SENSORIESE PROSESSERINGS DISFUNKSIE VIR JOU?

Dis seker nou maar die goed wat hy met sy sintuie ervaar, weet hy nie hoe om dit te verstaan en te ontleed nie.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Hulle gebruik natuurlik hulle gehoor om alles te hoor wat jy sê en dan gebruik hulle die visuele om te sien in die klas, dit wat jy lees of wat ook al. En dan dink ek ook hulle gebruik hulle gevoel, want ek voel as hulle aan goeters voel dan leer hulle op hulle beste, want dan voel hulle dit self.

EN AS JY NA DIE TEENDEEL DAARVAN KYK, WATTER SINTUIG GEBRUIK KINDERS DIE MINSTE OM TE LEER?

Ek dink hulle smaak, ja, hulle gebruik dit nie regtig in die klas om te leer nie.

ONS HET NOU OOR DIE GEBRUIK VAN SINTUIE BY DIE KINDERS IN JOU KLAS GEPRAAT. WATTER SINTUIE SAL JY SÊ GEBRUIK JY AS ONDERWYSERES DIE MEESTE IN JOU KLAS?

Ek dink dis my mond (onderwyseres lag kliphard). Ek praat verskriklik baie, so dis verseker my mond. Ek is 'n prater en ek praat baie, maar ek vat ook baie aan hulle as hulle werk. Ja, praat en vat, maar ek praat die die meeste.

GEBRUIK JY AS ONDERWYSERES DIE MINSTE?

Definitief nie my reuk nie, want ek voel ek en hulle ruik hulle die hele tyd, sjoe ja, veral na pouse. So, nee, dis my smaak.

EK WIL VIR JOU VRA OM SPESIFIEK AAN DIE KIND IN JOU KLAS TE DINK WAT BY ALMA ARBEIDSTERAPIE KRY. WEET JY NA WATTER KIND EK VERWYS?

Ja, ok eek weet wie dit is.

WATTER SINTUIG SAL JY Sê IS DIE SINTUIG WAT HIERDIE SPESIFIEKE KIND DIE MEESTE GEBRUIK?

Wel, dis definitief nie visueel nie, want hy kyk verskriklik af die hele tyd. Dit moet gehoor wees, ja, hy luister. Ja, gehoor, want hy kyk glad nie baie op nie.

WATTER SINTUIG KAN HY NIE SO GOED GEBRUIK OM KANTAK MET JOU TE MAAK NIE. WATTER SINTUIG LAAT HOM IN DIE STEEK AS JY MET HOM WIL KONTAK MAAK?

Ek weet nie... lang stilte. Wat is daar nou weer?

LEER HY DEUR SY TASSINTUIG...(Onderwyseres onderbreek, die navorser en begin met oorgawe vertel van hoe die spesifieke leerling op aanraking reageer).

Hy hou glad nie daarvan as jy aan hom raak nie. Hy kyk ook nie vir jou nie. Hy luister eindlik maar net (onderwyseres trek haar gesig en kom voor of dit vir haar 'n probleem is). Hy maak tog met sy maatjies ogkontak en hy praat met hulle, maar in die klas is hy verskriklik stil. En in die klas kyk hy nie vir jou nie en hy wikkels baie rond. Hy gebruik sy lyf ook baie in die klas, want hy beweeg die hele tyd rond.

HOE MAAK JY MET DAARDIE KIND KONTAK AS HY NOU NIE VIR JOU KYK NIE EN HY LUISTER NET.

Ek vat hom aan sy gesig (onderwyseres sê dit met agressie, maar lag daarna, om dit as 'n grap te verklaar).

HOE LAAT DIT JOU VOEL AS HY NIE VIR JOU WIL KYK NIE.

Ek voel partykeer gefrustreerd, want die ander kinders luister en dan moet ek myself onderbreek en dan eers na hom toe gaan en aan hom vat voordat hy vir my luister.

Ek vat hom aan sy gesig en dan sê ek vir hom: “Kom luister nou vir my”, want anders voel dit vir my hy luister nie vir my nie.

DINK JY HY LUISTER REGTIG NIE VIR JOU NIE?

Ja, ek weet hy luister nie vir my nie en ek weet ook hy hou nie daarvan as ek aasn hom vat nie, maar ek sal altyd aan hom vat en vir hom sê: “staan net gou hier by my”, al kyk hy dan nogsteeds nie vir my nie weet ek ten minste hy is hier langs my en hy hoor wat ek vir hom sê. Ek dank an ek later sien hy verstaan darem redelik wat ek gesê het.

IS DAAR ENIGE VERANDERINGE WAT JY AS ONDERWYSES MOES AANBRING TEN OPSIGTE VAN JOU ONDERRIGSTYL, OM HOM TE AKKOMMODEER?

Ek moet alles weer vir hom gaan sê, want as ek vir die klas verduidelik het wat om te doen hoor hy my nie en dan moet ek dit vir hom by sy tafel gaan herhaal.

HOE WEET JY DAT HY DIE OPDRAG NIE DIE EERSTE KEER VERSTAAN HET NIE EN HOEKOM DINK JY DIS NODIG OM DIE OPDRAG TE HERHAAL?

Ek voel as hy nie vir my kyk nie, luister hy nie vir my nie en dan gaan hy nie weet wat om te doen nie. Dis hoekom, ek gaan na die tyd na hom toe en sê weer vir hom dis wat jy nou moet doen.

HOE REAGEER HY AS JY NA DIE TYD NA HOM TOE GAAN AS JY DIE WERK WEER VIR HOM GAAN VERDUIDELIK?

Ag, nee, hy luister nogsteeds nie. hy hou nie daarvan om vir my te kyk nie.

HOE ERVAAR JY AS ONDERWYSER DIE KIND? HOE BELEEF JY HOM IN DIE KLASKAMER?

Hy is baie woelig en skarrelrig (onderwyseres kom geirriteerd voor). Hy is baie woelig, maar hy is ook baie stil. Hy praat nie, maar hy skarrel die hele tyd rond. As ons moet begin werk wil hy altyd rondloop en as hy klaar sy werk gedoen het, wil hy altyd badkamer toe gaan en rondloop.

SAL JY SÊ DAT HY DIE ANDER KINDERS IN DIE KLAS PLA?

Ja, verseker. Daar is nog kinder swat sukkel om te konsentreer en as hy die hele tyd rondloop kan hulle nie konsentreer nie.

IS HY GEMAKLIK OM 'n TAFELTJIE MET 'n ANDER MAAT TE DEEL?

Dit pla hom nie, ja, dit pla hom nie. Hy sal nie daarvoor kla nie, maar hy sal enige kan wat hy kan, los wees. Hy wil uit die klas uitgaan en nie in die klas wees nie.

IS JY GEMAKLIK DAARMEE.

Nee, dit is nogals 'n probleem.

WAAROM IS DIT VIR JOU 'n PROBLEEM.

Hy gaan op die minste drie keer op 'n dag toilet toe en hy wil die hele tyd rondloop en dan pla hy almal in die klas. Hy het nie 'n blaasprobleem nie, want ek het vir sy ma gevra, maar hy wil sommer net die hele tyd uit en hy wil rondloop.

HOE SAL JY SÊ BELEEF DIE ANDER KINDERS HOM?

Ek dink nie die kinders kom agter dat hy so is nie, hulle hou van hom. Hy het baie seuns-maatjies en hy jol saam met hulle pouses en hulle hou van hom, so ja, hy het maatjies en hulle hou van hom.

Ja wat, hy is fine pouses, soos ek sê, as hy buite is, is hy happy. Dis nou maar net as hy in die klas is, wat hy die hele tyd wil uit.

HIERDIE IS NOU NET ALGEMENE VRAGIES OOR DIE KIND IN JOU KLAS MET SPD. HET HIERDIE KIND SE OUERS AAN DIE BEGIN VAN DIE JAAR VIR JOU RIGLYNE GEGEE EN VIR JOU GESê DATY HY MET SPD GEKLASIFISEER IS?

Nee, glad nie. hulle het vir my niks daarvan gesê nie.

HET HULLE VIR JOU VERDUIDELIK HOE DIE VORIGE JUFFROU OM IN DIE KLASKAMER ERVAAR HET EN DALK VIR JOU WENKE GEE OM DIT VIR HOM MAKLIKER TE MAAK IN DIE KLASKAMER?

Nee, hulle het vir my niks gese nie, hulle het nie eers aan die begin van die jaar gese dat hy vir Arbeidsterapie gaan ie, ek het dit eers later uitgevind.

HOE VOEL JY DAAROOR DAT JY EERS LATER UITGEVIND HET DAT HY SPD HET?

Dit kap ons hande af, want ek niks ondersteuning van die ouers af gekry nie.

HET DAAR ENIGE IETS NA VORE GEKOM GEDURENDE OUERONDERHOUDE?

Hulle het niks gese nie, maar het my altyd uitgevra oor hoe ek hom in die klas ervaar.

WAAROM HET HULLE DIT GEDOEN?

Dit voel vir my of hulle ons probeer toets.

HET DIE ARBEIDTERAPEUT VIR JOU ENIGE WENKE GEGEE OM JOU TE HELP OM MAKLIKER MET HOM KONTAK TE MAAK?

Nee, toe ek vir haar vra wat kan ek doe nom hom te help, het sy net gese dat hulle op die oomblik daaraan werk in terapie.

HET JY AL OOI TEVORE MET ANDER ONDERWYSERS OOR SPD GESELS?

Nee, ek het nie.

HET JY JAARLIKS KINDERS IN JOU KLAS MET SPD?

Hierdie was die eerste jaar wat ek skoolgehou het.

HOEVEEL KINDERS SKAT JY HET GEMIDDELS SPD PER KLAS?

As ek nou mooi moet dink, sal ek sê dis seker so vyk kinders in 'n klas, as ek nou sommer kan skat. As jy 25 kinders in jou klas het, sal ek dink dis ten minste vyf.

DINK JY ONDERWYSERES WEET VAN AL HIERDIE KINDERS MET SPD?

Nee, as die ouers en terapeute maar net vir ons wil sê sal hulle dit makliker maak om vir hierdie kinders skool te hou .

IS DAAR NOG ENIGE IETS WAT JY ONDER MY AANDAG WIL BRING OOR DIE KIND IN JOU KLAS MET SPD OF SOMMER IN DIE ALGEMEEN?

Nee, is ons klaar?

JA, BAIE DANKIE, VIR JOU TYD EN DAT JY BEREID WAS OM MET MY TE GESELS.

Transkripsie: ONDERHOUD 3 (Teacher C)

Swart: Onderwyser

GRYS: Navorsers

WEET JY WAARVOOR SPD STAAN?

Ja

WAT VERSTAAN JY ONDER SENSORIESE PROSESSERING?

Uhh, weet jy... dis mos nou daardie kind wat as daar 'n opdrag aan hom gegee word sukkel hy om dit weer te gee. So, jy dink as jy die werk vir die kind verduidelik dat hy dit verstaan, maar wanneer hy dit weergee dan beseft jy dat hy dit nie verstaan het nie. Wanneer hy dit weergee kan hy dit nie volledig weergee nie en dit is vir hom vermoedend, want dis asof daardie brein net nie daardie opdrag reg ontvang het nie. En dit dalk ouditief of visueel wees, dit hang af van die kind en waar sy probleem lê, omdat dit sensories is. Want jy kan duidelik sien dat wanneer die kind die opdrag moet weergee dat hy die opdrag nie verstaan het nie of sy aandag was nie ten volle daar nie.

WAT BETEKEN SENSORIESE PROSESSERINGS DISFUNKSIE VIR JOU?

Dis as die opdrag nie reg opgeneem word nie.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Oehf, almal. Vir my almal, moet hy, maar dit hang ook af wat jy vir hom leer en watter leerarea jy mee besig is, want soos wiskundig kan hy dit prakties meedeel en daarvoor het hy sy sensories nodig om blokkies te tel, om met tellers te werk. Maar as jy 'n kind weer laat lees het hy weer sy oë weer meer nodig. Ja en ook sy oortjies en ek is baie as onderwyseres gesteld daarop dat hy as kind, dat terwyl hy leer dat hy dit fisies en sensories moet ervaar. Kinders leer nie net visueel nie. So dis vir my as onderwyseres baie belangrik dat 'n kind dit kinesteties en sensories moet ervaar. Dis baie belangrik dat

hulle die hele tyd al hulle sintuie moet gebruik. Veral as kindertjies daardie probleem het met sensoriese, uhh uhh prosssessering. Hierdie kinders het op die ou end 'n probleem met fynmotories en lae spiertonus en vir my is dit soos 'n sneeubal, alle die probleme kom saam op die ou end.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Visueel en ouditief. Hulle gebruik maar basies hulle ogies en ore. Dis maar wat hulle die die meeste in die klas gebruik.

EK WEET JY HET GESE DAT KINDERS AL HULLE SINTUIE GEBRUIK, MAAR WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MINSTE OM TE KONTAK TE MAAK EN TE LEER IN DIE KLAS?

Ag, dis maar die tas, ja die tassintuig. Ja en reuk en al daardie dinge, maar ek dink in Graad R en miskien nog in Graad 1, word daar meer daarop gefokus en dis eindelijk verkeerd.

HOE DINK JY MOET DIE ONDERWYSERS DIT IN DIE HOËR GRADE DIT ANDERS BENADER?

Ek dink hulle moet meer ingestel wees op die tas en reuksintuig in die klas. Veral in die Grandslagfase, dat daardie kindjie die begrippe goed vaslê. Ek dink ook dis baie balngrik om as onderwyseres te gaan kyk waar lê die kind se probleem as jy nou weet hy het prosssesserings probleme. Jy moet gaan kyk is dit ouditief, werklik. So, eerstens moet ek altyd eers gaan kyk of die kind se oortjies ouditief reg is en of sy visuele, sy ogies, reg is.

HOE SAL JY AS ONDERWYSERES AGTERKOM OF UITVIND WAAR DIE SENSORIESE PROBLEEM LÊ?

Weet jy, ek sal sommer in die klas 'n oortoetsie doen, vir myself, om te kyk of die kind my kan hoor. Ek doen ook sommer self die visuele toetsies, met die volg van die ogies en die middellynkruising in die boekies en al daardie dinge.

Want op die ou end is daar dalk net 'n klein probleempie, wat die sensoriese prosessering 'n invloed daarop het.

VERSTAAN EK REG AS EK SÊ DAT DIE SENSORIESE PROSESSERING DALK MET 'n KLEIN PROBLEEMPIE KAN WEES WAT 'n INVLOED OP KONTAKMAKING TUSSEN DIE KIND EN DIE ONDERWYSERS HET?

Ja, ja dit kan dalk net ietsie kleins wees met die oortjies of ogies wat maak dat die kindjie nie die onderwyser verstaan nie. Ja, as dit net eers kan uitskakel kan ons baie probleme uitskakel, maar uhh,uhh, tog kan jy met die kindertjies wat dit erg het dieper ingaan op die saak.

HOE SAL JY DIEPER INGAAN OP DIE SAAK?

Ek verwys hulle vir arbeidsterapie of ek verwys hulle na 'n Opvoedkundige Sielkundige vir 'n evaluasie.

ONS HET NOU OOR DIE GEBRUIK VAN SINTUIE BY DIE KINDERS IN JOU KLAS GEPRAAT. WATTER SINTUIE SAL JY SÊ GEBRUIK JY AS ONDERWYSERES DIE MEESTE IN JOU KLAS?

My visuele, ja ek is baie ingestel op die visuele gebruik in my klas, om te kyk is baie belangrik. Maar ek dink dis belangrik dat mens ook moet focus op die oudivisueel ook in die klas. Uhhmm ja, die ouditief is ook baie belangrik.

GEBRUIK JY AS ONDERWYSERES DIE MINSTE IN DIE KLAS?

Ag ek dink die tas, in die graad 2 klas waar ek nou is, ons gebruik dit nie so baie nie. Ek dink ons moet seker eindlik, vir die sensoriese maatjie. Ons moet dit seker meer gebruik vir daardie kindjie wat nie kan stilsit nie, wat dinge op ander kinestetiese of sensoriese maniere 'n ding moet beleef. Soos daardie kindertjies wat dinge moet voel, ek noem hulle altyd my prestiek maatjies.

KAN JY DIE PRESTIEK-MAATJIES VIR MY BESKRYF?

Ja, dis daardie maatjies wat moet besig bly met 'n prestiek-balletjie in die hand of 'n ballonetjie met sandjies in die hand. Dis hierdie maatjies wat goed op 'n ander manier proesseer as om net te luister en te kyk. Ek dink aan 'n hele paar leerders in my klas wat absoluut aandagafleibaar is as jy nie al hulle sintuie prikkel nie. Dan kan jy dit regtig sien op die ou end.

EK WIL VIR JOU VRA OM SPESIFIEK AAN DIE KIND IN JOU KLAS TE DINK WAT BY ALMA ARBEIDSTERAPIE KRY. WEET JY NA WATTER KIND EK VERWYS?

Ja, ek weet.

ONS KAN VIR DIE DOEL VAN DIE ONDERHOUD SOMMER NA LEERDER A VERWYS AS JY GEMAKLIK IS DAARMEE.

Oke, dis reg.

WATTER SINTUIG SAL JY SÊ IS DIE SINTUIG WAT HIERDIE SPESIFIEKE KIND DIE MEESTE GEBRUIK?

Visueel. Sy kan baie goed lees, maar sy kan nie die opdrag wat sy hoor korrek weergee nie. Sy lees regtig pragtig en dan kan sy dit doen, maar as sy dit moet toepas as sy net geluister net sukkel sy. Sy moet vir my kyk, visueel, om te hoor wat juffrou sê. En ek moet seker maak hoor sy my en is haar aandag by my. Sy kan nie haar voorgrond en agtergrond onderskei nie.

KAN JY VIR MY VERDUIDELIK WAT DIT BETEKEN DAT SY NIE HAAR VOORGROND EN AGTERGROND KAN ONDERSKEI NIE.

As sy 'n afkondigting hoor is haar oortjies daar en nie meer by my nie. En as sy dan net-nou haar opdrag moet weergee, dank an sy dit nie doen nie en dan wil sy weet wat sy moet doen. Dan wil sy daardie herhaling hê om te weet wat het ek gesê. Maar as sy vir my fisies kyk, dan weet ek sy luister vir my en ek het haar aandag en dan is dit vir haar beter.

WAT IS VIR HAAR BETER AS SY VIR JOU KYK?

Sy kan makliker doen wat ek vir haar vra.

IS DAAR ENIGE VERANDERINGE WAT JY AS ONDERWYSES MOES AANBRING TEN OPSIGTE VAN JOU ONDERRIGSTYL, OM HAAR TE AKKOMMODEER?

Veseker, ek moet, want as ek bv. 'n opdrag weergegee het klassikaal, gaan ek altyd terug na leerder A, om seker te maak of sy my wel gehoor het. En ek moet haar aandag herroep.

WAT BEDOEL JY MET HAAR AANDAG HERROEP?

Ek moet teruggaan na haar toe en seker maak het sy my reg verstaan en kan sy dit wat ek vir haar gesê het reg doen? Want, ek noem hulle ook partykeer my kop-in-die-wolke-kindertjies.

WAARNA VERWYS JY MET KOP-IN-DIE-WOLKE-KINDERTJIES?

Dis daardie maatjies waar ek, nadat ek verduidelik het, eers moet gaan kyk. En hierdie maatjies kom vra ook baie keer na die tyd.

SO, JY HOU HULLE DOP EN KONTROLEER NA DIE OPDRAG GEGEE IS OF HULLE DIT VERSTAAN HET.

Ja, ek hou haar dop en dan toets ek weer na die tyd of het sy verstaan.

HOE ERVAAR JY AS ONDERWYSER LEERDER A IN JOU KLAS? HOE SAL JY HAAR BESKRYF?

Sy is definitief 'n dogtertjie wat baie sensitief is.

WAT BEDOEL JY ME SENSITIEF?

Ek sê altyd dat hierdie kindertjies soos sy loop op twee bene. Die ander been is die emosionele en dis baie belangrik, omdat hulle so baie hulp en ondersteuning nodig het. Omdat sy y so baie hulp nodig het, is sy baie sensitief daaroor, want ek moet haar die hele tyd in die klas tot aandag moet

herroep. Daarom maak ek 'n punt daarvan om haar nie uit te sonder nie, want hulle is baie sensitiewe kindertjies ook. Maar, uhhmm, sy vër verg van my as onderwyseres baie hulp en ondersteuning in die klas. Uhhmm, uhhmm, sy tap my soos 'n spons en vat verskriklik baie van my energie. (onderwyseres kom baie onrustig voor en vryf deurlopend oor haar gesig en hare terwyl sy hierdie vraag beantwoord). Jissie, hulle vat regtig baie van 'n onderwyser, maar uhhmm, uhhmm hoe ek haar ervaar is dat jy haarnet nie kan los nie, sy het baie hulp nodig en sy is regtig die hele tyd verskriklik afhanklik van my. En sy het my goedkeuring ook nodig om seker te voel oor wat om te doen.

HOE SAL JY Së BELEEF DIE ANDER KINDERS HAAR?

Kyk, jy kry party kindertjies wat daardie moeder figuur oor haar speel en haar ook maar probeer help en ook maar daar is vir haar en haar ondersteun en hulp aan bied. Maar daar is ander maatjies wat, as ek 'n opdrag moes herhaal het, nie daarvan gehou het nie, dis veral die sterk leerdere wat wil aangaan met die werkies. Maar soos ek së, daar is leerdere wat aanvaar date k maar moet vra watter maatjies is seker, watter maatjies is onseker en watter maatjies waat glad nie wat om te doen nie. Ek het drie gesiggies op my bord wat ek gebruik dat hulle vir my kan wys of hulle die werkies verstaan, gedeeltelik vertaan of glad nie verstaan nie.

STEEK DIE KINDERS DAN HULLE HANDE OP EN WYS VIR JOU DAT HULLE NIE DIE OPDRAG VERSTAAN NIE?

Ja, maar ek probeer regtig nie om daardie kindjie uit te sonder nie. Dit is tog partykeer moeilik, want jy moet haar individueel ondersteun, anders gaan van die werkies verlore. Daar is tog kinder swat optel dat sy ekstra hulp nodig het, maar hulle is baie goedgesind teenoor haar.

HIERDIE LEERDER A SE OUERS AAN DIE BEGIN VAN DIE JAAR VIR JOU RIGLYNE GEGEE EN VIR JOU GESë DAT SY MET SPD GEKLASIFISEER IS?

Nee glad nie, toe ek aan die begin van die jaar met hulle praat oor haar vordering en dat sy hulp nodig het in die klas, wat dit die eerste keer dat iemand met hulle daaroor gepraat het.

WAT WAS HULLE REAKSIE DAAR OP EN WAT HET HULLE DAARNA GEDOEN?

Hulle het dieselfde goed maar by die huis ook ervaar en toe het ons besluit om haar na Alma toe te stuur vir 'n evaluasie vir maandelike arbeidsterapie.

WAT IS DIE GOED WAARNA JY EN HAAR OUIERS VERWYS, WAT JULLE ERVAAR HET?

Ag, dis maar dat sy sukkel om dit wat gese is te onthou en reg te verstaan en dat sy baie herhaling nodig het met mondelinge opdragte.

EK WEET DAT DIE ARBEIDSTERAPEUT BY DIE SKOOL TOE LATER VIR KOM, KOM SÊ HET DAT SY SPD HET. HET DIE ARBEIDSTERAPEUT VIR JOU ENIGE WENKE GEGEE OM JOU TE HELP OM MAKLIKER MET HAAR KONTAK TE MAAK?

Ja, ek is in nou kontak met die arbeidsterapeut. As sy haar kom haal vir haar sessie dan gesles ek altyd eers gou met Alma. Dis vir my baie belangrik as onderwyseres om te weet hoe gaan dit met leerder A. En dan kan ek sommer vir die arbeidsterapeut sê watter goed het sy nog nie onder die knie nie en dan "n moet die arbeidsterapeut vir my op daardie goed fokus. En dan gee die arbeidsterapie natuurlik vir my baie goeie raad ook. So, ons twee het baie goeie interaksie tussen mekaar, op 'n weeklikse basis. Dis vir my baie belangrik.

HET JY AL OOI TEVORE MET ANDER ONDERWYSERS OOR SPD GESELS?

Ja, ek het toevallig al met mense gepraat oor hoe kindertjies vorder ook en dan het ons daaroor gepraat. En as ons so informeel met mekaar gesels kry

mens noglas goeie raad en ondersteuning van jou kollegas af. En dan hoor ek sommer hoe hulle hierdie kinders beleef in hulle klasse en daaruit leer jy ook, so dis vir ons baie sinvol.

HET JY JAARLIKS KINDERS IN JOU KLAS MET SPD?

Ja, verseker. Ek het onder andere hierdie jaar vier leerders met dit in my klas met hierdie probleem.

HOEVEEL KINDERS SKAT JY HET GEMIDDELS SPD PER KLAS?

Maklik ses of sewe kinders per jaar uit 25. Dan is daar nog kinders met ander uitvalle wat bykom ook.

IS DAAR NOG ENIGE IETS WAT JY ONDER MY AANDAG WIL BRING OOR DIE KIND IN JOU KLAS MET SPD OF SOMMER IN DIE ALGEMEEN?

Ag, ja, net dat hierdie kindertjies baie spesiaal is en baie ondersteuning nodig het by die skool.

BAIE DANKIE, VIR JOU TYD EN DAT JY BEREID WAS OM MET MY TE GESELS.

Transkripsie: ONDERHOUD 4 (Teacher D)

Swart: Onderwyser

GRYS: Navorsers

WEET JY WAARVOOR SPD STAAN?

Nee, ek weet nie waarvoor staan die afkorting SPD nie, maar jy en Alma het dit al lank terug vir my gesê.

WAT VERSTAAN JY ONDER SENSORIESE PROSESSERING?

Sensoriese prosessering is dit wat die kind met sy sintuie beleef en hoe hy dit in sy wêreld ervaar, interpreteer en verstaan.

WAT BETEKEN SENSORIESE PROSESSERINGS DISFUNKSIE VIR JOU?

Dit wanneer daar 'n 'barrier' is tussen wat hy met sy sintuie ervaar en die interpretasie daarvan.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Ek sal sê dis visueel en ouditief.

EN AS JY NA DIE TEENDEEL DAARVAN KYK, WATTER SINTUIG GEBRUIK KINDERS DIE MINSTE OM TE LEER?

Dis reuk, want hulle ruik nie baie goed in die klas omwerk te verstaan nie.

ONS HET NOU OOR DIE GEBRUIK VAN SINTUIE BY DIE KINDERS IN JOU KLAS GEPRAAT. WATTER SINTUIE SAL JY Sê GEBRUIK JY AS ONDERWYSERS DIE MEESTE IN JOU KLAS?

Visueel, ek gebruik baie my oë om leerders en hulle werkswyse in die klas waar te neem. En dan gebruik ek my mond baie om te praat, maar ek is nie seker of dit as 'n sintuig tel nie, want ek proe nie regtig nie, dis bloot om te praat en te kommunikeer.

EK WIL VIR JOU VRA OM SPESIFIEK AAN DIE KIND IN JOU KLAS TE DINK WAT BY ALMA ARBEIDSTERAPIE KRY. WEET JY NA WATTER KIND EK VERWYS? WATTER SINTUIG SAL JY SÊ IS DIE SINTUIG WAT JY DIE DIE MEESTE GEBRUIK OM MET HIERDIE LEERDER KONTAK TE MAAK?

My tassintuig, ek vat aan haar om haar aandag te kry. Ek moet fisies aan haar vat en vir sê: “hoor hier, so-en-so, jy moet nou dit-en-dat doen”.

WAT DOEN SY AS JY AAN HAARVAT?

Sy kyk vir my en dan kan sy my beter hoor.

IS DAAR ENIGE VERANDERINGE WAT JY AS ONDERWYSES MOES AANBRING TEN OPSIGTE VAN JOU ONDERRIGSTYL, OM HOM TE AKKOMMODEER?

As ek nou spesifiek na haar moet verwys sal ek sê ja, maar globaal weet ek nie regtig nie. Globaal sal ek nou nie alles verander om by haar aan te pas nie, as ek sien sy sukkel met iets sal dit veranderinge aanbring soos dit nodig is. Dis maar selektief, want as sy sukkel met iets of iets nie gehoor het nie, sal ek optree om haar binne daardie situasie te help.

HOE ERVAAR JY AS ONDERWYSER DIE KIND? HOE BELEEF JY HOM IN DIE KLASKAMER?

Baie besig, baie aktief, baie aan die gang. Dis asof sy nooit ophou beweeg nie, haar aandag is baie afleibaar. Haar aandag is baie verdeeld, nou dink sy hieraan en net-nou dink sy weer daaraan. Sy kan byvoorbeeld nie fokus nie. Ja, sy is maar net besig en haar konsentrasie is maar net nie wat dit moet wees nie.

SAL JY SÊ DAT HY DIE ANDER KINDERS IN DIE KLAS PLA?

Daar is baie konflik waar sy betrokke is. Sy sal nie net by haar bank sit en werk en haar eie ding doen nie. Die kinders sal vir my sê dat sy nie dit of dat gedoen het nie en die kinders se reaksie wat eindelijk nie baie positief nie.

HIERDIE IS NOU NET ALGEMENE VRAGIES OOR DIE KIND IN JOU KLAS MET SPD. HET HIERDIE KIND SE OUERS AAN DIE BEGIN VAN DIE JAAR VIR JOU RIGLYNE GEGEE EN VIR JOU GESê DAT SY MET SPD GEKLASIFISEER IS?

Nee, glad nie. Daardie ma het vir my niks gesê nie. Die arbeidsterapeut het met my oor haar gesels en daar was baie goeie kommunikasie van haar kant af.

HET JY AL OOIT TEVORE MET ANDER ONDERWYSERS OOR SPD GESELS?

Ja, ek het.

HET JY JAARLIKS KINDERS IN JOU KLAS MET SPD?

Ek kry gewoonlik baie. Maar hierdie jaar sal ek sê dis gemiddeld so vyf. Party voel dit vir my of dit amper die helfte van my klas is.

HOEVEEL KINDERS SKAT JY HET GEMIDDELS SPD PER KLAS?

Ek dink daar is gemiddeld so vyf of ses kinders in 'n klas met SPD.

DINK JY ONDERWYSERES WEET VAN AL HIERDIE KINDERS MET SPD?

Nee, ek dink nie so nie. Ek dink hulle weet daar is iets wat nie reg is nie en sien dat die kinders sukkel om te leer en werk in die klas, maar ek dink nie hulle weet dis SPD nie.

IS DAAR NOG ENIGE IETS WAT JY ONDER MY AANDAG WIL BRING OOR DIE KIND IN JOU KLAS MET SPD OF SOMMER IN DIE ALGEMEEN?

Nee, wat. Dit was interessant om met jou daaroor te gesels en ek dink tog dis nodig dat ons onderwysers meer kere met mekaar moet gesels hieroor.

JA, BAIE DANKIE, VIR JOU TYD EN DAT JY BEREID WAS OM MET MY TE GESELS.

Transkripsie: ONDERHOUD 5 (Teacher E)

Swart: Onderwyser

GRYS: Navorsers

WEET JY WAARVOOR SPD STAAN?

Nee, ek is nie regtig doodseker nie.

WAT VERSTAAN JY ONDER SENSORIESE PROSESSERING?

Dis hoe kinders dinge ervaar deur te sien, hoor, ruik, proe en voel.

WAT BETEKEN SENSORIESE PROSESSERINGS DISFUNKSIE VIR JOU?

Ek is nie seker nie. Maar dis seker as die dinge wat hulle deur hulle sintuie ervaar nie reg kan verstaan nie.

WATTER SINTUIG GEBRUIK KINDERS VOLGENS JOU DIE MEESTE OM TE LEER?

Ek dink hulle gebruik die die meeste hulle ore en oë. Hulle luister en kyk die die meeste in die klas vir die onderwyser om die werk te verstaan.

EN AS JY NA DIE TEENDEEL DAARVAN KYK, WATTER SINTUIG GEBRUIK KINDERS DIE MINSTE OM TE LEER?

Kinders gebruik baie min hulle reuk-sintuig, hulle neus, om te leer by die skool.

ONS HET NOU OOR DIE GEBRUIK VAN SINTUIE BY DIE KINDERS IN JOU KLAS GEPRAAT. WATTER SINTUIE SAL JY Sê GEBRUIK JY AS ONDERWYSERES DIE MEESTE IN JOU KLAS?

Ek gebruik my mond die die meeste om te praat, maar dis seker nie dieselfde ding as proe nie. (onderwyser klink onseker oor die antwoord wat sy gegee het op die vraag)

WATTER SINTUIG GEBRUIK JY AS ONDERWYSERES DIE MINSTE?

My reuksintuig, my neus.

EK WIL VIR JOU VRA OM SPESIFIEK AAN DIE KIND IN JOU KLAS TE DINK WAT BY ALMA ARBEIDSTERAPIE KRY. WEET JY NA WATTER KIND EK VERWYS?

(Onderwyseres antwoord nie, maar knik net haar kop. Haar gesigsuitdrukking is neutral en emosieloos.)

WATTER SINTUIG SAL JY SÊ IS DIE SINTUIG WAT HIERDIE SPESIFIEKE KIND DIE MEESTE GEBRUIK?

Sy beste sintuig is seker om te kyk en dinge raak te sien. Hy kan nogal goed onthou as hy iets voor hom sien.

WATTER SINTUIG KAN HY NIE SO GOED GEBRUIK OM KANTAK MET JOU TE MAAK NIE. WATTER SINTUIG LAAT HOM IN DIE STEEK AS JY MET HOM WIL KONTAK MAAK?

Sy gehoor. Hy is nie ouditief sterk nie en sukkel om iets te verstaan en onthou as ek dit net vir hulle sê.

IS DAAR ENIGE VERANDERINGE WAT JY AS ONDERWYSES MOES AANBRING TEN OPSIGTE VAN JOU ONDERRIGSTYL, OM HOM TE AKKOMMODEER?

Hy sit heel voor in die klas en hy sit alleen by 'n tafel. As ek iets verduidelik, maak ek seker dat hy die hele tyd vir my kyk.

WAAROM IS DIT VIR JOU BELANGRIK DAT HY DIE HELE TYD VIR JOU KYK?

As hy vir my kyk weet ek hy luister vir my en hy hoor wat ek sê.

HOE ERVAAR JY AS ONDERWYSER DIE KIND? HOE BELEEF JY HOM IN DIE KLASKAMER?

Hy kan nie op een plek stilsit nie hy is 'all over the place'. Hy is baie keer in 'n bakleiery betrokke en hy het al eenkeer op 'n ander seun in die klas gepiepie, toe die kind te naby aan hom gesit het en blykbaar aan hom gestamp het, maar die ander kind sê hy het amper nie eers aan hom geraak nie. Hy het probleme om die regte maatjie te kry en wil ook nie langs iemand in die klas by 'n tafel sit nie. (Onderwyseres rol haar oë en vee geirriteerd met haar hand oor haar hare). Hy wil hê dat dinge volgens sy behoeftes moet gebeur, of anders sorter hy dit met sy vuiste uit. (Onderwyseres skud haar kop heen en weer en trek haar een mondhoek in afkeur)

WAT DOEN JY AS HY NIE OP EEN PLEK KAN STILSIT NIE?

Dis nou seker nie die beste ding nie, maar ek straf hom, want hy pla die ander kinders in die klas. (Onderwyseres se stem is ferm)

HOE REAGEER HY OP DIE STRAF WAT HY KRY?

Hy is die die meeste van die tyd maar kwaad en slaan partykeer sommer die maatjie wat die naaste aan hom is of by hom verbystap. Hy hou ook aan stry en wil nooit erken dat hy nie geluister het nie. (Onderwyseres lyk omgekrap en frons)

HOE VOEL JY DAAROO DAT HY AAN DIE ANDER KINDERS SLAAN EN OOK STY EN NIE SKULD WIL ERKEN NIE?

Dis sommer net sleg, ek het hom al na mnr.* toe gevat, maar al raas iemand ook hoe erg met hom, dis of hy net nie omgee nie.

IS DAAR TYE WANNEER JY TOT HOM DEURDRING EN MET HOM KAN KONTAK MAAK?

(Onderwyseres bly vir 'n ruk stil en kyk met 'n vraagteken op haar gesig terug na my). Wanneer ek tot hom deurdring? (Onderwyseres herhaal die vraag stadig terwyl sy haar kop op en af skud).

As hy alleen met my gesels is hy eindelijk 'n baie dierbare seuntjie, maar in die klas kan hy baie vreemde dinge aanvang.

WAT IS JOU GEVOEL OOR HIERDIE GEDRAG VAN HOM EN DAT HY DIERBAAR IS AS JULLE ALLEEN IS?

Ek wens net hy wil in die klas luister en ophou om die ander kinders te pla.

IS DAAR NOG VOORBEELDE WAT JY VIR MY KAN GEE OOR SY GEDRAG TUSSEN ANDER KINDERS?

Nie regtig nie. (Onderwyseres kom skielik moeg voor)

SIEN JY KANS OM VERDER TE GESELS OOR DIE LEERLING IN JOU KLAS?

Kan ons dalk op ander keer weer gesels?

JA, ONS KAN.

Oke.

BAIE DANKIE, VIR JOU TYD EN DAT JY MET MY GESELS HET.

Oke, dis reg

Transkripsie: ONDERHOUD 6 (Teacher A)

Swart: Onderwyser

GRYS: Navorsers

EK HET AL BY 'n VORIGE GELEETHED MET JOU 'n ONDERHOUD OOR SPD GEVOER. BY DIE VORIGE ONDERHOUD HET ONS OOR EEN SPESIFIEKE LEERLING IN JOU KLAS MET SPD GESELS. VANDAG GAAN ONS WEER OOR SPD GESELS, MAAR OOR 'n ANDER LEERDER IN JOU KLAS.

- WEET JY NA WATTER LEERLING EK VERWYS?

Ja, ek weet.

- HOE MAAK JY MET DIE LEERLINGE WAT SPD HET KONTAK?

Met my tas-sintuig, ja ek is baie lief daarvoor om aan die kinders in my klas te vat en as ek dan nou aan hierdie kind in my klas dink is dit dieselfde. Ek vat aan hom as ek sy aandag wil kry. Uhh, is dit wat jy bedoel met kontak maak?

- JA, KONTAK MAAK IS DIT WAT JY DOEN OM MET HOM TE “CONNECT”

Oke, uhh, ja. Dan is dit definitief so dat ek aan hom vat om met hom te connect. Ek praat ook met hom en noem sy naam om hom te laat beseef dat ek met hom ook praat in die klas en dan weet ek hy hoor die opdragte en sal dan kan werk. Partykeer hou ek hom styf vas as hy te wild raak.

- KAN JY VIR MY VERDUIDELIK WAT HY DOEN AS HY WILD RAAK?

Jong, hy uhh-uhh is 'n ander enetjie. Hy sal sommer lostrek en by die klas uithardloop (onderwysers gee 'n gespanne laggie, maar haar gesig wys nie dat sy dit snaaks vind nie). Hy raak sommer net uit die bloute uit wild en skop of slaan sommer die ander kinders in die klas. Ek hou nou al baie jare skool maar hierdie kind is 'n ander enetjie.

- WAT DOEN JY AS HY SO WILD RAAK EN DIE ANDER KINDERS SEERMAAK?

Ek het nou alles probeer, maar dit werk vir my die beste as ek hom kan vashou, tot hy uhh, tot hy hy rustig raak. Ek druk hom nie vas nie, maar ek hou hom teen my vas en praat rustig met hom. Hy hou niks daarvan as iemand hard praat of skree nie.

- HOE REAGEER HY NADAT HY SO WILD GERAAK HET EN JY HOM DAN VASHOU?

Partykeer spook hy maar nog so 'n rukkie, maar hy raak tog rustig by my. Dit gaan al baie beter as aan die begin van die jaar, toe was hy eers wild.

- WAT GEBEUR AS HY RUSTIGER RAAK, TERWYL JY HOM VASHOU?

Dan probeer ek met hom gesels en uhh-uhh, en uitvind wat hom so kwaad gemaak het. Die ander kinders weet ook ongelukkig al hy word so gou kwaad en dan buit hulle dit uit en terg hom.

- JY HET NET-NOU GESÊ DAT HY NIE DAARVAN HOU AS IEMAND SKREEU OF LAWAAI NIE. HOE WEET JY DIT?

Hy druk sommer sy ore toe of gaan sit net waar hy is op die vloer. Partykeer is hy besig om iewers heen te loop en as die interkom aangaan druk hy sy ore toe en hou hy dadelik op met dit waarmee hy besig is.

- REAGEER HY DAN OP JOU STEM AS JY MET HOM PRAAT AS HY SO WILD WAS?

Hy maak die meeste van die tyd asof hy met homself praat en sal dan sommer goed mompel wat ek nie kan hoor nie. Ek uhh, het al vir hom gevra wat hy sê en dan het hy altyd een of ander verskoning van die kinders wat hom eerste seergemaak het en dan het iemand byvoorbeeld net verby hom gestap en per ongeluk aan sy arm geraak.

- WATTER SINTUIE GEBRUIK DIE LEERLING DIE MEESTE OF DIE MINSTE OM KONTAK TE MAAK?

Sy gehoor, uhh. Ek dink so, want hy sukkel om opdragte uit te voer in die klas en skarrel altyd nog rond om sy vetkryte en uhh-uhh en sy goed uit te kry en dan het

die ander kinders al met die werk begin. Ek moet baie keer weer die opdrag net vir hom herhaal.

- WAT SAL GEBEUR AS JY NIE WEER DIE OPDRAG VIR HOM HERHAAL NIE?

Hy sal nie weet wat om te doen in die klas. Of hy sal dan die ander kinders pla om uit te vind wat hulle doen dit.

- GEBEUR DIT GEREELD DAT JY DIE OPDRAGTE VIR HOM MOET HERHAAL?

Ja, as ek iets gesê het, kan ek nou al weet hy weet nie wat om te doen nie.

- WAT DOEN JY NOG, BEHALWE OM DIE OPDRAG TE HERHAAL, OM HOM TE HELP MET HIERDIE OPDRAGTE WAT HY NIE KAN UITVOER NIE?

Hy sit heel voor in die klas, by sy eie tafel, weg van die uhh, weg van die ander kinders af, want anders pla hy hulle en dan kan niemand niks in die klas gedoen kry nie. (Onderwyseres maak groot handgebare, terwyl sy verduidelik dat hy WEG moet skuif van die ander kinders af)

- WAT IS DIE UITDAGINGS WAT JY IN DIE KLAS MET DIE LEERLING WAT SPD HET ERVAAR?

Jong, uhh. Hy is nie altyd 'n maklike kind nie, maar ek verstaan hom nou al en weet hoe om met hom te werk. (Onderwyseres bly stil en praat nie verder nie)

- IS DAAR SPESIFIEKE UITDAGINGS TEN OPSIGTE VAN HIERDIE KIND MET SPD?

Ja, uhh. Hy maak nie maklik maats nie en ek moet baie keer die vrede tussen hom en ander kinders in die klas bewaar. Ek dink dit wat my seker die heel moegste maak, is die feit dat ek nooit weet wanneer hy gaan ontplof nie en dat die klas nog rustig is en die volgende oomblik raak hy wild en begin kinders slaan of goed rondgooi. (Onderwyseres sug). Dit vat ook baie tyd in die klas om net aan hom aandag te gee en dan is daar weer ander kinders wat woelig raak, terwyl ek aan hom moet aandag gee. (Onderwyseres praat teen 'n stadiger tempo, met minder energie en kom moeg voor)

- JY KLINK VIR MY MOEG AS JY HIEROOR MET MY PRAAT?

Uhm, ja jong. Dis harde werk en sy ouers verstaan nie wat ek alles by die skool moet doen, net sodat hy ook in die klas oke is nie.

- AS JY DIT KAN OPSOM, WATTER BYDRAE LEWER JY AS ONDERWYSERES TEN OPSIGTE VAN DIE KONTAKMAKING VAN HIERDIE LEERLING MET SPD?

Ek probeer net sy lewe makliker maak en hom help, sodat hy al die werk gedoen kan kry en sodat hy ook maats kan hê.

Transkripsie: ONDERHOUD 7 (Teacher F)

Swart: Onderwyser

GRYS: Navorsers

- EK HET NOG NIE VOORHEEN MET JOU OOR SPD GESELS NIE, MAAR EK HET AL VIR JOU VERDUIDELIK WAT DIE TERM, SPD, BETEKEN TOE EK EN JY GESELS HET OOR DIE NAVORSING WAARMEE EK BESIG IS. BAIE DANKIE, DAT JY INGESTEM HET OM MET MY TE GESELS OOR 'n LEERLING IN JOU KLAS MET SPD. ALMA GEE NET DIE ONDERWYSERS SE NAME, WAT KINDERS IN HULLE KLASSE HET MET SPD VIR MY, MAAR JY BEHOORT TE WEET WIE DIE LEERLING IS.

Ja, die kind kry Arbeidsterapie by een van Alma se arbeidsterapeute.

- IS DIT DAN REG MET JOU AS EK EN JY VANDAG OOR DAARDIE LEERLING IN JOU KLAS GESELS?

Ja, dis reg. Ek hoop ek kan jou help daarmee.

- DIS 'n INFORMELE ONDERHOUD EN DIT IS NIE FORMEEL NIE. JY IS WELKOM OM ENIGE TYD VIR MY IETS TE VRA AS DIT JOU ONDUIDELIK IS OF AS JY NIE MET DIE ONDERHOUD WIL AANGAAN NIE.

Oke, dis reg.

- HOE MAAK JY MET DIE LEERLINGE WAT SPD HET KONTAK, DEUR DIE GEBRUIK VAN JOU SINTUÏE?

My sintuïe...dis nou my oë, neus, mond, ore en vel. Ek het nog nooit so daaraan gedink nie, maar as ek nou vir jou moet sê, dink ek dis seker deur my oë. Dis mos maar die vensters van iemand se hart. (Onderwyser glimlag).

- HOE MAAK JY SPESIFIEK MET DIE LEERLING MET SPD IN JOU KLAS KONTAK?

Ek kyk ook vir hom as ek met hom praat en maak seker dat hy vir my kyk terwyl ek klas gee.

- WAT DOEN JY OM SEKER TE MAAK DAT DIE LEERLING VIR JOU KYK?

Hulle moet hulle arms vou en stilsit as ek met hulle praat, want as hulle rond vroetel kan hulle nie hoor wat ek vir hulle wil sê nie.

- SIT DIE LEERDER MET SPD STIL AS HY VIR JOU MOET KYK?

Ja, hy sit partykeer stil. (onderwyseres lyk onseker en die ja was 'n uitgerekte jaaa)

- JY KLINK VIR MY ONSEKER OOR JOU ANTWOORD.

Eindlik sit hy nie regtig stil nie. Hy vroetel nogal baie en dit lyk of hy nie gemaklik op sy stoeltjie sit nie. Ek dink hy probeer hard om mooi stil te sit.

- WAT LAAT JOU DINK DAT HY HARD PROBEER OM STIL TE SIT?

Hy sal sommer in trane uitbars as ek met hom praat, omdat hy nie stil gesit en geluister het nie. As hy eers begin huil vat dit eers 'n hele ruk voordat hy rustig is en ons kan aangaan met ons werk in die klas.

- WAT BEDOEL JY DAT HY ONGEMAKLIK LYK AS HY OP SY STOELTJIE SIT?

Hy lyk net of hy nie gemaklik sit nie en hy het al van sy stoel afgeval terwyl hy in sy boek moes skryf. Hy sit baie min kere doodstil. Hy skuif van die een boud na die ander boud. Ons is nog nie eers behoorlik aan die werk nie, dan kla hy dat hy moeg is. Dis seker ook maar deel van lae spiertonus.

- AS HIERDIE LEERLING DAN NOU NIE STIL SIT AS HY VIR JOU MOET KYK NIE, HOE KAN HY VIR JOU LUISTER?

Hy sukkel om te luister, want hy kan nie stil sit nie. Ek dink regtig as hy net wil stil sit, sal hy meer kan luister.

- WAT DOEN JY OM MET HIERDIE LEERDER KONTAK TE MAAK AS HY DAN NIE VIR JOU KYK OF LUISTER NIE?

Hy sit langs 'n stil dogtertjie, heel voor in die klas en die ander kinders in die klas mag ook nie met hom gesels as hy met hulle wil begin praat of speel nie. Ons het ook 'n beloning stelsel in die klas en as hy stil sit beloon ek hom, maar as hy rond vroetel word hy nie beloon nie. Partykeer lyk hy hartseer as ek die ander kinders beloon wat mooi luister en stil sit, maar ek moet konsekwent wees met die merietestelsel, anders sal dit die werk nie.

- HOE REAGEER DIE LEERLINGE MET SPD OP HIERDIE WYSE VAN KONTAKMAKING?

Hy sit partykeer meer stil as ander kere en nou dat hy nie geselserige maats langs hom het wat saam kan speel of gesels nie, gaan dit ook al beter. Hy hou van erkenning en as hy doodstil sit en ek skuif sy kol aan, dan reageer hy positief.

- HOE WEET JY DAT HY DIE OPDRAG GEHOOR HET AS HY DOODSTIL GESIT HET?

(’n Stilte duur vir ’n rukkie) Dalk hoor hy nie altyd alles wat ek sê as hy so stil sit nie, want ek moet tog ten spyte daarvan dat hy doodstil sit, weer vir hom sê wat om te doen. Partykeer vra ek of almal verstaan en weet wat om te doen en dan sê hy dat hy verstaan, maar gaan doen dan die werk heeltemal verkeerd.

- WATTER SINTUIE GEBRUIK DIE LEERLING, VOLGENS JOU, DIE MEESTE OF DIE MINSTE OM KONTAK TE MAAK?

As ek nou dink hoe goed hy die praktiese werk in Wiskunde regkry, maak dit seker sin om te dink dat hy maklik leer as hy beweeg. Hy is net nie ouditief baie sterk nie.

- WAT DINK JY NOU DAARVAN DAT HY MOET STILSIT AS JY DIE WERK VERDUIDELIK TEENOOR DIE OPMERKING WAT JY NOU NET GEMAAK HET, DAT HY MAKLIK LEER AS HY BEWEEG?

Dis nie moontlik dat hy sommer net kan beweeg en rondskarrel wanneer hy wil nie. (Onderwyeres lyk of sy haarself wil verdedig en sterk oor die saak voel. Sy sit op die voerpunt van haar stoel en haar lyf is skielik pen orient.) Daar is baie ander kinders ook in die klas en as hy die hele tyd beweeg, gaan niemand kan luister en konsentreer nie.

- WAT IS DIE UITDAGINGS WAT JY IN DIE KLAS MET DIE LEERLING WAT SPD HET ERVAAR?

Dis nogal moeilik om hom te kry om stil te sit en om te konsentreer. Dis ook nogal ’n uitdaging om hom te kry om sy skriftelike werk betyds klaar te kry. Hy wil die

hele tyd opstaan en gaan water drink. Hy mors baie tyd en vroetel partykeer sinneloos rond terwyl hy eindelijk veronderstel is om te werk.

- WATTER BYDRAE LEWER JY AS ONDERWYSERES TEN OPSIGTE VAN DIE KONTAKMAKING VAN HIERDIE LEERLING MET SPD?

Ek help hom om rustig te wees en hy kan al vir 'n langer tydjie stil sit en luister as aan die begin van die jaar.

- IS DAAR NOG ENIGE IETS WAT JY ONDER MY AANDAG WIL BRING OOR DIE KIND IN JOU KLAS MET SPD OF SOMMER OOR DIE ALGEMEEN?

Nee, ek dink nie so nie.

- BAIE DANKIE, VIR JOU TYD EN DAT JY BEREID WAS OM MET MY TE GESELS.

Transkripsie: ONDERHOUD 8 (Teacher D)

Swart: Onderwyser

GRYS: Navorsers

EK HET AL VOORHEEN MET JOU 'n ONDERHOUD OOR SPD GEVOER. BY DIE VORIGE ONDERHOUD HET ONS OOR EEN SPESIFIEKE LEERLING IN JOU KLAS MET SPD GESELS. VANDAG GAAN ONS WEER OOR SPD GESELS, MAAR OOR 'n ANDER LEERDER IN JOU KLAS WAT SPD HET.

- HOE MAAK JY MET DIE LEERLINGE WAT SPD HET KONTAK, DEUR DIE GEBRUIK VAN JOU SINTUÏE?

Ek vat aan haar arm as ek sien sy let nie op nie, want as ek haar naam sê, skrik sy so groot dat sy glad nie weer vir 'n hele ruk kan konsentreer nie. Dis seker dan my tassintuig as ek dit reg het. (Onderwyseres vat aan haar eie arm en demonstreer vir die navorsers hoe sy aan die leerder vat).

Haar aandag dwaal maklik af en dit voel vir my of sy nie 'n goeie korttermyngeheue het nie, want party keer stuur ek hulle om hulle leesboeke in hulle tasse te gaan haal en dan kom sy terug sonder haar boek.

- HOE VOEL JY DAAROOOR DAT JY HAAR STUUR OM IETS IN HAAR TAS TE KRY EN DAT SY DAN MET NIKS TERUGKOM NIE?

Ek kry haar jammer, want sy is 'n dierbare soet dogtertjie, maar sy sukkel regtig met haar skoolwerk. Dit lyk soms of sy nie haarself kan organiseer nie en as die ander kinders hulle boeke uithaal, draai sy sinneloos tussen hulle rond.

- WAT DOEN JY DAN OM HAAR TE HELP OM DIE OPDRAG UIT TE VOER EN TE HELP DAT SY BV. HAAR BOEK UIT HAAR TAS KAN GAAN HAAL?

Sy het 'n baie oulike maatjie in die klas wat haar baie help. Baie keer sal die maatjie sommer die opdrag vir haar uitvoer of weer vir haar sê om dit te gaan doen.

- HOE REAGEER DIE DOGTER MET SPD OP HIERDIE WYSE VAN KONTAKMAKING?

Sy is nogal skaam en word gewoonlik as iemand net in haar rigting kyk bloedrooi. (Daar is simpatie in die onderwyseres se ietwat sagter stem)

- WAT MERK JY OP IN DIE DOGTER MET SPD SE GEDRAG WAT DIT VIR HAAR MOEILIK MAAK OM KONTAK TE MAAK?

Ek weet nie hoe om dit te verduidelik nie, maar sy sukkel om binne haar persoonlik ruimte te bly. Sy loop gedurig in die tafels en stoele in die klas vas en trap op die ander kinders se tone. As ons in ons rye moet staan lyk dit of sy bo-op die maatjie voor haar wil staan.

- HOE BEINVLOED DIT DIE KONTAK TUSSEN JOU EN HAAR IN DIE KLAS?

Sy is soms so hard besig om haarself te organiseer dat sy nie gewerk kry nie. Al die potlode wat ek op die vloer optel behoort omtrent aan haar. Sy sal sommer terwyl sy moet werk of oplet, rond-skarrel op haar deurmekaar tafel. Partykeer is ons besig om oor een onderwerp te gesels en dan sal sy sommer heeltemal oor iets anders praat en as die ander maats dan iets daaroor sê, kry sy baie skaam.

- KAN JY HAAR LIGGAAMSTAAL BESKRYF WANNEER SY SKAAM KRY?

Sy word bloedrooi, krimp in mekaar en sit koponderstebo. Sy sê en doen dan niks nie en as ek of enige iemand anders dan met haar wil praat, vererger ons dit net, want sy wil dan geen aandag op haarself versig nie.

- WATTER SINTUIG GEBRUIK DIE LEERLING DIE MEESTE OF DIE MINSTE OM KONTAK TE MAAK?

Watter sintuig gebruik sy die die meeste of die minste om kontak te maak?

- JA, DINK DALK MAAR EERS WATTER SINTUIG GEBRUIK SY DIE MINSTE.

Dis seker haar gehoor, want dit voel partykeer of sy niks hoor wat ek vir haar sê nie. As die ander kinders stap om hulle boeke te gaan ingee, sal sy rond-kyk en dan opstaan en ook haar boek ingee, maar sy het dan duidelik nie gehoor toe ek gesê het dat sy haar boek moet ingee nie.

- WATTER SINTUIG GEBRUIK SY DAN DIE MEESTE OM KONTAK TE MAAK?

Ek dink sy is visueel baie skerp en kan baie fyn detail in die klas opmerk.

- WAT IS DIE UITDAGINGS WAT JY IN DIE KLAS MET DIE LEERLING WAT SPD HET ERVAAR?

Ek dink dit sal help as sy minder duermekaar kan wees.

- HOE SAL DIT HAAR KAN HELP AS SY MINDER DEURMEKAAR IS?

As sy meer georganiseerd is, sal sy meer op die werk kan konsentreer en dan sal sy nie nodig hê om die hele tyd so gespanne rond te skarrel nie. Sy is baie onseker en raak vinnig op haar senuwees.

- WATTER BYDRAE LEWER JY AS ONDERWYSERES TEN OPSIGTE VAN DIE KONTAKMAKING VAN HIERDIE LEERLING MET SPD?

Ek probeer haar by die klassituasie betrek, sonder om haar uit te sonder. Dis hoekom ek net aan haar arm raak as ek sien sy is nie by nie.

- KAN JY VIR MY VERDUIDELIK WAT BEDOEL JY MET DIE STELLING “SY IS NIE BY NIE”?

Ek kan sien dat sy in my rigting kyk, maar dit lyk of sy regdeur my kyk en as ek na links of regs beweeg bly haar oë net op een plek en volg my nie wanneer ek beweeg nie.

- IS DAAR ENIGE ANDER INLIGTING TEN OPSIGTE VAN DIE KONTAKMAKING VAN DIE LEERDER MET SPD WAT JY MET MY KAN DEEL?

Ek dink as haar ouers haar meer selfstandig laat funksioneer by die huis, sal dit vir haar makliker wees by die skool, want sy wil soms hulp hê met eenvoudige take wat sy eindelijk self kan doen.

- HOE REAGEER JY DAN OP HIERDIE BEHOEFTE VAN HAAR?

Partykeer help ek haar as ek sien sy het regtig hulp nodig, maar ander kere motiveer ek haar om die taak self te probeer uitvoer.

- BAIE DANKIE, VIR JOU TYD WAT JY AFGESTAAN HET. EK BESEF JY MOET GAAN.

Dis 'n plesier. Ons kry eindelijk te min tyd om oor hierdie kinders wat spesiale behoeftes het te gesels.

Example of data analysis according to themes

L: learner referred to
T: teacher referred to

The way teachers make contact with learners with SPD

① Teachers emotions and views

	Positiewe emosies / Vraai	+/Negatiewe emosies	Ander interaksie met ander lle.
L1 TA ①	<ul style="list-style-type: none"> Totaal in sy eie wêreld. In in geslote droomwêreld Onseker, bang ou seunlike Hy raak weg tussen die ander lle. 		<ul style="list-style-type: none"> Skram weg v. lle. af
L2 TB ②	<ul style="list-style-type: none"> Wikkelt baie rond Beweeg die hele tyd. Waelig en skarrel die hele tyd rond. Toilet toe. 	<ul style="list-style-type: none"> Voel partykeer gefrustraerd. 	<ul style="list-style-type: none"> Kan goed oor die weg met ander lle.
L3 TBC ③	<ul style="list-style-type: none"> Kop-in-die-wolke - kinders Baie sensitief 	<ul style="list-style-type: none"> Sy tap my soos in spans en vert verskriklik baie van my energie. Baie hulp nodig en die hele tyd afhanklik van my. 	<ul style="list-style-type: none"> Party help + ondersteun Ander hou nie daarvan om te wag.
L4 TD ④	<ul style="list-style-type: none"> Baie besig, baie aktief, baie aan die gang. Dis asof sy nooit ophou beweeg nie, maar aandag is baie afleibaar. 		<ul style="list-style-type: none"> Baie konflik waar sy betrokke is
L5 TBE ⑤	<ul style="list-style-type: none"> Hy kan nie op iplet stilstaan nie hy is "all over the place" Eindlik in dierbare seun, maar kan die vreemde ding i.d. klas doen. 	<ul style="list-style-type: none"> Onderwyseres frons en lyk te ontsteld terwyl sy oor die ll. se ^{soosiale interaksie} aggressiewe gedrag vertel praat 	<ul style="list-style-type: none"> Baie keer in in balleieny betrokke en het al op in ander seun gepraat. Kwaad en slaan aan maats.
L6 TA ⑥	<ul style="list-style-type: none"> Raak uit die blatte wêreld. Sit heel voor i.d. klas by sy eie tafel. Ontplof (anvoerspelbaar) 	<ul style="list-style-type: none"> Onderwyseres praat stadig, met min energie en kom nieeg voor (nie in maklike kind nie). Maak nie maklik maats nie 	<ul style="list-style-type: none"> Skop en slaan ander kinders uit die blatte Ander weet hy word gal kwaad en weg hom dan.
L7 TF ⑦	<ul style="list-style-type: none"> Vroetel baie, lyk of hy ongemaklik op sy stiel sit Sit heel voor in die klas Sal sommer in trane uitbars 	<ul style="list-style-type: none"> Hy mors baie tyd. "Dis ook nogal in uitdaging om hom te ky om sy skriftelike werk klaar te kry" 	<ul style="list-style-type: none"> Maats mag nie met hom praat nie.
L8 TD ⑧	<ul style="list-style-type: none"> Dierbare soet dogtertjie Skaam, sensitief Baie onseker en gespanne 		<ul style="list-style-type: none"> Sensitief

DIAGNOSTIC CRITERIA: Symptoms and Warning Signs
(Miller 2007:19-40)

Miller (2006:11) explained that: “SPD produces three classic symptom clusters that may occur independent or in a combination with one another and that can range in severity from mild to severe.” Miller (2006:12) defines the clusters as follow:

1. **SENSORY MODULATION DISORDER (SMD)** is a problem with turning sensory messages into controlled behaviors that match the nature and intensity of the sensory information.

1.1 Sensory Over-Responsively (Miller, 2007:24,25)

The child’s sensory responses include being frequently bothered by:

- Fuzzy or furry textures (wool clothing, animal fur, textured blankets)
- Mud or glue on hands
- Crawling or walking barefoot on a coarse carpet or grass
- Feeling crumbs around his mouth
- Having his hair, fingernails, or toenails cut
- Fragrance from perfume or bath products
- Food textures
- Background noises when he is trying to concentrate
- Noise in a school hall, classroom or playground
- Any loud, unexpected sounds, such as sirens, school bells an engine backfire
- Playing on swings and slides
- Bright lights of sunlight
- Being upside down, as when turning a somersault

The child’s behaviors frequently include being:

- Aggressive or impulsive when overwhelmed by sensory stimulation
- Irritable, fussy, moody

- Unsociable and avoids group activities and has trouble forming relationships
- Excessively cautious and afraid to try new things
- Upset by transitions and unexpected changes

1.2 Sensory Under-Responsively (Miller, 2007:26,27)

The child has these sensory symptoms:

- Doesn't cry when seriously hurt and isn't bothered by minor injuries
- Doesn't seem to notice when someone touches him
- Dislikes trying new physical activities and rarely initiates them
- Nearly always prefers sedentary activities like computer time to active physical games
- Was slow or unmotivated to learn to dress and/or feed himself
- Often seems unaware of what's going on around him; doesn't hear his name being called
- Often seems unaware of body sensations such as hunger, hot or cold
- Is or was unaware of the need to use the toilet
- Is not able to use his hands for a task without watching them
- Does not notice noxious smells
- Does not notice food or liquid left on his lips

The child's behaviors frequently include being:

- Passive, quiet and withdrawn
- Difficult to engage in conversation or other social interactions
- Easily lost in his own fantasy world
- Apathetic and easily exhausted
- Excessively slow to respond to directions or complete assignments
- Without inner drive to get involved in the world around him; uninterested in exploring games or objects

1.3 Sensory Seeking (Miller, 2007:29,30)

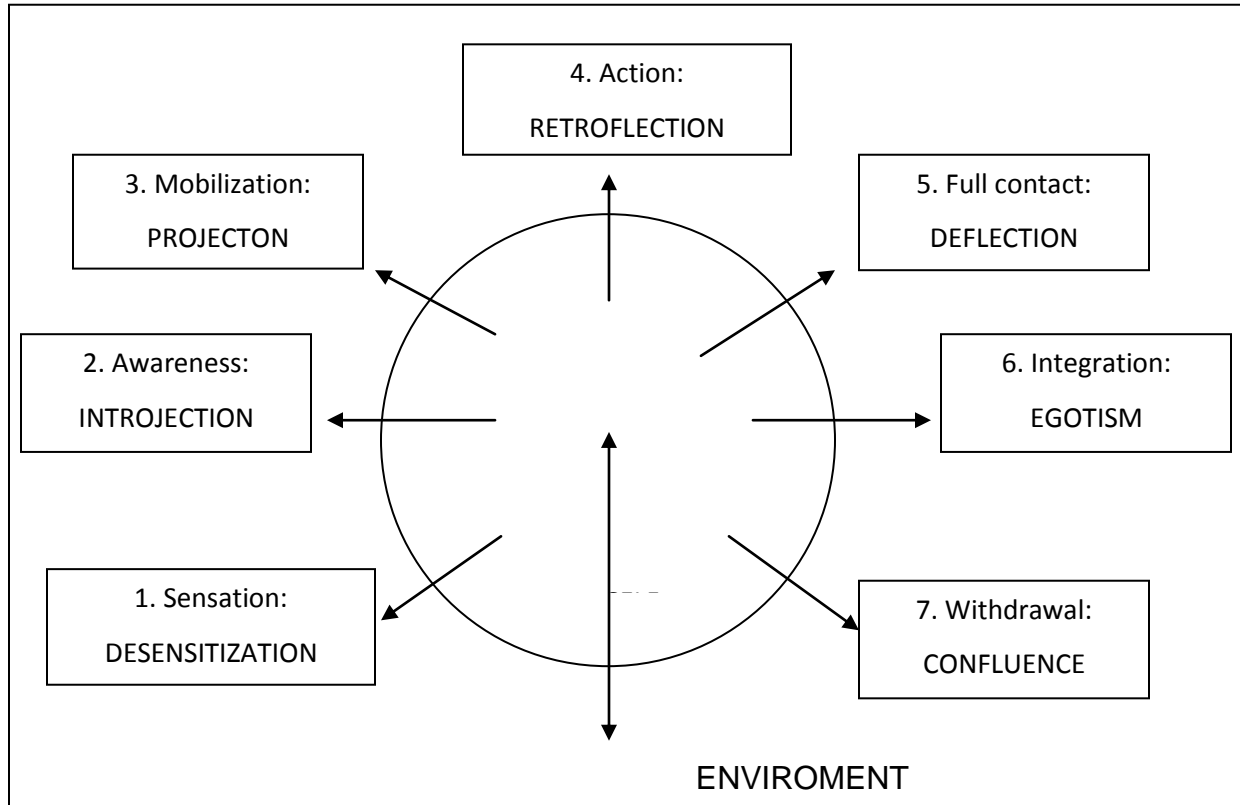
The child has these sensory symptoms:

- Is on the move constantly
- Likes crashing, bashing, bumping, jumping and rough-housing
- Shows a strong preference for excessive spinning, swinging or rolling
- Constantly touches objects; touches and/or intrudes on people
- Seems unable to stop talking and has trouble taking his turn in conversations
- Takes excessive risks during play; climbs high into trees, jumps off tall furniture
- Loves to play music and television at extremely high volume
- Seeks opportunities to feel vibrations, such as by leaning against stereo speakers or appliances like the washing machine
- Frequently fixates visually on objects such as reflections of the sun in the side-view mirrors of the car
- Prefers foods with strong flavors/tastes (bitter, sour, spicy)
- Often licks, sucks, or chews on non-food items such as hair, pencils or clothing
- Is nearly impossible to take to the movies, church, or into other settings that don't allow him to move around
- Is unable sit still in an chair
- Smells or taste objects when playing with them

The child's behaviors frequently include being:

- Angry or even explosive when he is required to sit still or stop what he is doing
- Intense, demanding, hard to calm
- Prone to create situations others perceive as "bad" or "dangerous"
- Excessively affectionate physically

Contact-making interruptions also called contact boundary disturbance



Erikson (Bukatko & Daehler, 1998:23)

Stage	Adaptive Mode	Significant Events and Outcomes
Industry versus Inferiority (6 years to puberty)	Construction- to build things and relationships	The child acquires and extends skills to the wider culture, performs “work” in the sense of education or support of the family. Failure and feelings of inadequacy occur, but the

		child must be able to feel competent and achieve a sense of skill.
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Piaget (Bukatko & Daehler, 1998:17)

Stage	Emerging Cognitive Structure (Schemes)	Typical Achievements and Behaviours
Concrete Operational (7 – 11 Years)	Cognitive operations permit logical reasoning about objects, events and relationships. Thought, how-ever remains limited to concrete objects and events.	Children are no longer fooled by appearance. They recognize that some things do not affect quantity and other characteristics of objects and can reason effectively about classes of objects and their relationships.

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figures should be numbered consecutively, with a brief descriptive heading or caption. Information should not be duplicated in the text and tables. Each table/figure must be referred to in the text by number — not ‘above’ or ‘below’. These will be placed at a suitable position after the first reference.

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For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication, e.g. (M Smith, pers. comm.).

Biographical information of learners and teachers

Biographical information of learners collected during the semi-structured interviews with teachers:

	Gender	Age	Language of Learning and Teaching (LOLT)
Learner 1	Male	6-9	Afrikaans
Learner 2	Male	6-9	Afrikaans
Learner 3	Female	6-9	Afrikaans
Learner 4	Female	6-9	Afrikaans
Learner 5	Male	6-9	Afrikaans
Learner 6	Male	6-9	Afrikaans
Learner 7	Male	6-9	Afrikaans
Learner 8	Female	6-9	Afrikaans

Biographical information of the teachers involved in the semi-structured interviews:

	Gender	Age group	Language of Teaching
Teacher A	Female	60-65	Afrikaans
Teacher B	Female	20-25	Afrikaans
Teacher C	Female	35-40	Afrikaans
Teacher D	Female	40-45	Afrikaans
Teacher E	Female	20-25	Afrikaans
Teacher F	Female	20-25	Afrikaans

**SECTION E:
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