

UNIVERSITY OF VENDA
LIBRARY
CALL NO. 211.204.018
ACC NO. 13510100

**INTERVENTION STRATEGIES USED IN READING TO DISABLED
LEARNERS IN PUBLIC MAINSTREAM SECONDARY SCHOOLS**

BY

MABUZA LIVHUWANI

STUDENT NUMBER 11575420

Submitted in partially fulfillment of the requirements for the degree of

MASTER OF EDUCATION

In the

DEPARTMENT OF CURRICULUM AND EDUCATIONAL

MANAGEMENT

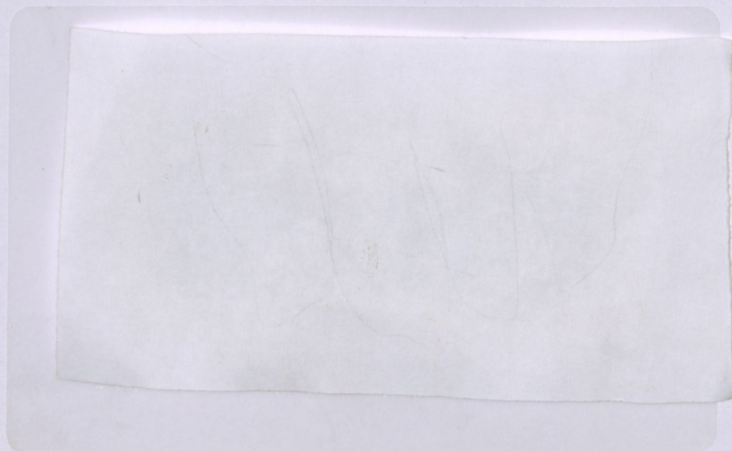
SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

SUPERVISOR : Dr KUTAME A.P

CO-SUPERVISER : Dr MUDZIELWANA N.P

2013



DECLARATION

I, MabuzaLivhuwani hereby declare that this dissertation entitled "intervention strategies used in reading to disabled learners in public mainstream secondary school" is my original work. Therefore, all sources used have been acknowledged in the list of references and that this work has not been submitted before for any other degree at any other institution.

To my supervisor Dr Kuzame A.P for his relentless and outstanding assistance, guidance, constructive criticism and full support;

Mabuza L

To my supervisor Dr Mkhafwan N.P for her professional guidance and support in developing my research skills;

Signature L. Mabuza

Date 5-08-2014

To Dr Mkhafwan H.N who always inspired me with a friendly support;

To my husband, Lethabo Stanley Mabuza, for his steadfast emotional, loving and caring support throughout this study, and my children Sibongile, Alex and Lungile, for their patience and utmost understanding during my study, Maluma Themani who cared for my children during the course of my studies; and last but not the least,

To my colleagues, E.N Tenga, L.P Mokuba, T Rameso, and T Manyago who strongly encouraged and cheered me to reach the finish line.

ACKNOWLEDGEMENTS

DEDICATION

Praise to the Lord God Almighty, who gave me the opportunity and spirit of tolerance during this study to complete it.

I also wish to express my sincere gratitude and appreciation to the following people without whose contributions this study would not have been successfully completed.

To my supervisor Dr Kutame A.P for his relentless and outstanding assistance, guidance, constructive criticism and full support;

To my co-supervisor, Dr Mudzielwana N.P for her professional guidance and contributions made that enhanced my research skills;

To Dr Mutshaeni H.N who always inspired me with a friendly support;

To my husband, Lethabo Stanley Mabuza, for his steadfast emotional, loving and caring support throughout this study, and my children Sibongile, Alex and Lungile, for their patience and utmost understanding during my study, MalumaThembani who cared for my children during the course of my studies; and last but not the least;

To my colleagues; E.N Thenga, L.P Mukhuba, T Ramaano, and T Manyage who strongly encouraged and cheered me to reach the finish line.

DEDICATION

- So, above all, I thank the Lord God Almighty who gave me strength during this study.
- I dedicate this dissertation to the late Johannes Mudzuli and Mutshekwa Mmboneni Maluma for making me what I am today.
- My husband Lethabo Stanley Mabuza; my children Sibongile, Bongani Alex and Lungile for their tolerance, from them I got patience and support always.

ABSTRACT

Learning disabilities seem to be a roadblock to learning and motivation. The purpose of this study was to investigate current intervention strategies that disabled learners in public mainstream secondary schools use in reading. The study focused on the importance of teaching learners with learning disabilities how to effectively learn by teaching them how to use various learning strategies and reading skills strategies. A quantitative research design was employed and research tools used for data collection were a pretested and approved questionnaire. Data collected was analyzed using descriptive statistics and results were presented by themes as well as in tables and figures.

Results showed that educators need continuous workshops to enable them to handle learners with learning disabilities. Resources should meet the needs of disabled learners to increase accessibility and easier use by learners with special needs. Schools should be adequately funded to improve their resources provision. The partially sighted and the low vision learner should be placed in front to enable him/her to better see the chalkboard.

Using these strategies helps learners to be more effective, purposeful and independent learners. It helped teachers to select what strategies might be more useful to their learners; giving the types of classroom tasks they encounter or have difficulties with. Programme should be designed to cater for the needs of special of learners with reading disabilities.

KEY WORDS: reading strategies, learning disabilities, mainstream school, teaching, learners

TABLE OF CONTENTS

CONTENTS	PAGES
Declaration	i
Acknowledgement	ii
Dedication	iii
Abstract	iv
Table of contents	v - ix
CHAPTER 1: ORIENTATION TO THE STUDY	1
1.1 Background to the study	1
1.2 Statement of the problem	2
1.3 Aim of the study	2
1.4 Research questions	3
1.5 Definitions of key concepts	3
1.5.1 Intervention	3
1.5.2 Strategy	3
1.5.3 Learning disabilities	4
1.5.4 Disabled learners	4
1.5.5 Public school	4
1.5.6 Reading strategies	5
1.6 Research design and methodology	5
1.6.1 Research design	5
1.6.2 Research methods	6
1.6.3 Population	6
1.6.4 Sampling procedure	6
1.7 Data collection	6
1.8 Data analysis and interpretation	7
1.9 Significance Of The Study	7

1.10	Delimitation Of The Study	7
1.11	Ethical Considerations	7
1.12	The Organization Of The Study	8
	CHAPTER 2: LITERATURE REVIEW	30
2.1	Introduction	9
2.2	Conceptualization	10
2.3	Historical background	11
2.4	Theoretical framework	15
2.4.1	The medical model or discourse	16
2.4.2	The social paradigm	17
2.4.3	The political paradigm	18
2.4.4	The pluralistic paradigm	19
2.4.5	Bronfenbrenner's ecological and bio-ecological model as a framework for this research	19
2.4.6	Microsystem	20
2.4.7	Mesosystem	20
2.4.9	Exosystem	20
2.4.8	Macrosystem	21
2.4.10	Chronosystem	21
2.5	What are Reading Strategies?	22
2.6	Identification of Learners with Reading Disabilities in the Classroom.	23
2.6	Categories of learners with reading disabilities	23
2.6.1	The disabled	24
2.6.2	The disadvantaged	24
2.6.3	The gifted and talented	24
2.7	Inclusive Education and Government Policy	24
2.8	Strategies for Learners with Reading Disabilities	28
2.8.1	Reading Field	28
2.8.2.1	The whole language approach	28

2.8.1.2	The basic skills or phonic approach	29
2.8.1.3	Whole language and phonic approach	29
2.8.1.4	Language experience approach	29
2.8.1.5	Neurological impress approach	30
2.8.1.6	Programmed reading instruction	30
2.8.1.7	Daily word lists approach	30
2.8.1.8	Cloze method	30
2.8.1.9	Reading comprehension strategies	30
2.8.1.9.1	Rap	31
2.8.1.9.2	Reciprocal teaching	31
2.8.1.9.3	Collaborative strategic reading	32
2.9	Classroom Interventions For Oppositional and Conduct Problems	34
2.10	Behaviour Modification in the Classroom	35
2.11	Written Languages Strategies	35
2.11.1	Components of writing	36
2.11.2	Brainstorming	36
2.11.3	Outlining	36
2.11.4	Composing	37
2.12	Revising	37
2.13	Self-Regulated Strategy Development	38
2.14	Teacher's Attitude	39
2.14.1	Attitude towards change	39
2.14.2	Attitudes towards disability.	41
2.15	An Inclusive Classroom Environment	42
2.16	The Psychosocial Environment	43
2.17	The Physical Environment	43
2.18	Classroom Organization	44
2.19	The Curriculum	46
2.20	Parental Involvement	48
2.21	Pupil and Parent Attitudes	49

2.22	Relationships with the Peer Group	49
2.23	Materials and Equipment	50
2.24	Computers	51
2.25	Conclusion	52
	CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	53
3.1	Introduction	53
3.2	Aim of the study	53
3.3	Research questions	53
3.4	The nature of the study	54
3.5	Research design.	54
3.6	Research methodology	55
3.6.1.	Population	55
3.6.2.	Sample	55
3.6.3	Instrumentation	56
3.6.4	Data collection	58
3.6.5	Data capturing	58
3.6.6	Data analysis	58
	CHAPTER 4: DATA ANALYSIS AND INTERPRETATION	59
4.1	Biographical Information	59
4.1.1.	Gender of Respondents.	59
4.1.2.	Age of respondents	60
4.2	Issues related to intervention strategies of learners with	60
	reading disabilities	60
4.2.1	Hard Hearing	61
4.2.2	Response to Assisting Learners with Project Tasks.	61
4.2.3	Availability of Large Printed Books	62
4.2.4	Visual Impaired Learners	63

4.2.5 Accessibility	63
4.2.6 Availability of Large Lined Space Worksheet	64
4.2.7 Creates Keys that are Easy to Interpret During Lesson	65
4.2.8. Learners with Hearing Impairment	65
4.2.9 Availability of Enlarged Maps.	66
4.2.10 Stimulates Reading Interest	66
4.2.11 Clarifies Aspects to Learners	67
4.2.12. Assist the Disabled Learner at the Library	68
4.2.13 Assisting with Computer Letters	69
4.2.14 Group Learners and abled Learner During Discussions	69
4.2.15 Learner Support During Physical Training	70
4.2.16 Check Learners Books Regularly	71
4.2.17 Provide Learners with Synonyms for Difficult Words	72
4.2.18 Question Papers with Large Prints	72
4.2.19 Educational Activity	73
4.2.20 Support From Various Stakeholders When Needed	74
4.2.21 Accessibility for Wheel Chair Users	74
4.2.22 Positive Reinforcement	75
4.23 Encourage Mind Mapping	76
4.2.24 Extra Time to Finish Writing Tests	77
4.2.25 Completion of Tasks	78
4.2.26 Practice Spelling	78
4.2.27 Practice Opportunities	79
4.2.28 Lists to Remember Information	79
4.2.29 Educators Not Pressurizing Learners for Speed	80
4.2.30 Helping Learners with Their Projects	81
4.2.31 Creating Space for Demonstration	82
4.2.32 Stimulating Attention	83
SUMMARY	83

CHAPTER 5: OVERVIEW OF THE STUDY, SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION		PAGES
5.1 Overview of the study		84
5.2 Findings		85
5.3 Limitations		87
5.4 Recommendations of the study		87
5.5 Recommendations for further research		88
5.6 Conclusion		88
REFERENCES		90
ANNEXURE 1 Questionnaire		99
ANNEXURE 2 Letter		104
ANNEXURE 3 District Letter		105

LIST OF TABLES	PAGES
Table 4.1	59
Table 4.2	60
Table 4.2.1	61
Table 4.2	62
Table 4.3	62
Table 4.4	63
Table 4.6	64
Table 4.7	65
Table 4.8	66
Table 4.9	66
Table 4.10	66
Table 4.11	68
Table 4.12	68
Table 4.13	69
Table 4.14	69
Table 4.15	71

CHAPTER 4

ORIENTATION TO THE STUDY

Table 4.16	Check Learners Books Regularly	71
------------	--------------------------------	----

1.1 BACKGROUND TO THE STUDY

Table 4.17	Provide Learners with Synonyms for Difficult Words	72
------------	--	----

Table 4.18	Question Papers with Large Prints	73
------------	-----------------------------------	----

Table 4.19	Educational Activity	73
------------	----------------------	----

Table 4.20	Support From Various Stakeholders When Needed	74
------------	---	----

Table 4.22	Positive Reinforcement	75
------------	------------------------	----

Table 4.23	Encourage Mind Mapping	76
------------	------------------------	----

Table 4.24	Extra Time to Finish Writing Tests	77
------------	------------------------------------	----

Table 4.25	Completion Tasks	78
------------	------------------	----

Table 4.26	Practice Spelling	78
------------	-------------------	----

Table 4.27	Practice Opportunities	79
------------	------------------------	----

Table 4.28	Lists to Remember Information	80
------------	-------------------------------	----

Table 4.29	Educators not Pressurizing Learners for Speed	81
------------	---	----

Table 4.30	Helping Learners with Their Projects	81
------------	--------------------------------------	----

Table 4.31	Creating Space for Demonstration	82
------------	----------------------------------	----

Table 4.32.	Stimulating Attention	83
-------------	-----------------------	----

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

Learners must learn to read and write in order to be successful lifelong learners. Many from rural schools children with disabilities are exploited, abused, abandoned, neglected or deprived of their basic rights and liberties. In July 2001, the Minister of Education released the Educational White Paper 6, titled 'Special Needs Education in South Africa: Building an Inclusive Education and training system'. The policy reflects a major paradigm shift in education policy from a dual special education system towards a transformation of an inclusive general education so that the system is responsive to the diverse learning needs of all learners. Educational White Paper 6 further recommends a shift in thinking about special needs and support services towards a commitment to the development of an all inclusive education and training system.

According to UNESCO (1995), it is estimated that more than 500 million people, the majority being learners with disabilities, live in developing countries of which 80% lives in poor rural areas. About 85% of the world's children with disabilities are below the age of fifteen (Holander, 1993) According to the National Commission Report on Special Needs in Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) Department of Education, (1997) most African children in South Africa have been deprived of equal and appropriate educational opportunities.

Experience has shown that each child comes from a different family background and some may have special needs requiring special attention. Learners with special needs at all levels need to be diagnosed and given early remediation in the educational process. The techniques and materials discussed here are designed especially for the learner's unique abilities and disabilities. provide the highest rate of inclusion into

mainstream and academic achievement. However, learning materials used for learners with reading disabilities have still not been resolved. Urbandill (2009) for example, some learners are short sighted so they need assistance in seeing properly. These conditions hamper effective and efficient learning for learners with reading disabilities. Learners with reading disabilities seem to have inferiority complex and low confidence when met with challenges. Jones and Thomas (2009) for instance, in poverty strike homes, the economic inability to buy newspapers which of course is not a priority or of importance indirectly mitigates the reading ability of special needs students, and increases learners reading disabilities to a more vulnerable level.

1.2 STATEMENT OF THE PROBLEM

1.2.1 DEFINITIONS OF KEY CONCEPTS

The main question being asked in this study is 'What intervention strategies are being used for reading for disabled learners in public mainstream secondary schools'? The 1975 Education for All Handicapped Children's Act of South Africa mandated individualized instructional programs for learners with learning disabilities. This act also called for placing such learners, whenever possible, in regular classrooms, rather than separating them from the mainstream learners.

1.3 AIM OF THE STUDY

The primary aim of this study was to investigate and elucidate information on current intervention strategies being used in reading for disabled learners in public mainstream secondary schools in Venda, South Africa.

Secondary aims of the study are:

- To assess the effects of current intervention strategies used in reading for disabled learners in public mainstream secondary schools.
- To determine how educators use these intervention strategies to enhance disabled learners learning in mainstream schools.

1.4 RESEARCH QUESTIONS

The study was guided by the following research questions:

- To determine how educators use these intervention strategies to enhance disabled learners learning in mainstream schools?
- How do educators use these intervention strategies in reading for disabled learners in public mainstream secondary schools?
- What impact has the intervention strategies on the reading skills of disabled learners in public mainstream secondary schools?

1.5. DEFINITIONS OF KEY CONCEPTS

1.5.1 Intervention

Jones and Thomas (2009) defined intervention as interference, involvement, intrusion, interposition, interpolation, and meditation. This according to Spodek, Seracho, and Lee, (2000) means to become involved in a situation in order to improve or help it. Intervention in this study refers to providing a collection of free tools and resources for use in differentiating instructions, monitoring progress and academic assessment, as well as behaviour.

1.5.2 Strategy

Strategy as defined by Urbandill (2009) is a specific and clear plan intended for achieving a particular goal or purpose. For the purpose of this study, strategy is been referred to as the executive functions used to direct all cognitive activities including the ability to plan, organize, monitor, evaluate and reflect on one's own learning strategy. It also involves the use and close integration of economic, political, cultural, social, moral, spiritual, and psychological abilities.

1.5.3 Learning Disabilities

According to Spodek, et al. (2000) a learning disability refers to retardation or disorders in processes of speech, language, reading, writing, arithmetic, or other academic subjects resulting from a psychological handicap caused by possible cerebral dysfunction and/or emotional or behavioural disturbances. Jones and Thomas (2009) further states that learning disabilities refer to a wide variety of conditions that may interfere with a learner's ability to perform everyday as in the case with muscular dystrophy, conditions involving the central nervous system such as cerebral palsy, those involving skeleton structure such as cystic fibrosis or heart disorder conditions etc. This study viewed learning disability as any abnormal health conditions that people may have from birth or that caused by illness or injury that affects their ability to learn.

1.5.4 Disabled Learners

Disabled learners are learners with physical, mental, or sensory disabilities and other functional disabilities which give rise to physical, cultural or social barriers that inhibits them from participating at an equal level with other learners in any activity (Urbandill, 2009). For the purpose of this study 'disabled learners' are viewed as people with learning problems including the performing or completion of specific types of skills or tasks. Thus, disability is an impairment which can sometimes not be cured or fixed.

1.5.5 Public Schools

The Policy handbook for Educators (2003) defines a public school as an institution where all learners are admitted on conditions that they have an authentic residence and their parents are residents or citizens of the country they live in. Usually, these types of schools fall under the control of the government of that country. In this study government controlled educational institutions are regarded as mainstream schools since learners are admitted into the system upon fulfilling the necessary entry

requirements. These types of schools should operate in line with the national constitution of the country.

Generally speaking research methodology focuses on process and the kind of tools and

1.5.6 Reading Strategies 2002). Leady and Omrod (2010) states that research methodology refers to the general approach the researcher uses to carry out a research

Law (2002) defines reading strategies as techniques, principles or rules that facilitate the conveying, acquisition, manipulation, integration, storage, and retrieval of information across situations and settings. Reading strategies in this study referred to an activity characterized by the translation of symbols, or letters, into words and sentences that communicate information with some meaning to the reader. The goals of reading are wide-range, but essentially the reader aims to understand the meaning of a written text, evaluate its significance, and use what he or she has read to enhance his or her knowledge, effectiveness, or pleasure.

1.5.4 Sampling Procedure

1.6 RESEARCH DESIGN AND METHODOLOGY

Sampling procedure was purposive since the target learners with learning disabilities

1.6.1 Research Design relation-rich key informants for the objectives of the study. The study sample consisted of seventy learners in the identified mainstream school that

Schumacher and McMillan (1993) defined research design as a plan according to which relevant data will be collected. Every scientific research project requires a plan that tabulates all activities which are to be utilized in answering a research problem. According to Mouton (2001) a research design focuses on the end products, formulates a research problem as a point of departure, and focuses on the logic of research. He further states that a research design indicates the general approach to be used for example experimental, field survey, observations and specifies the actual procedures for selecting the population to be used. A quantitative research design was used in this study to examine the intervention strategies for learners with learning disabilities in mainstream schools.

with a five point hedonic scale anchored on both sides as strongly agree and strongly disagree.

1.6.2 Research Methods INTERPRETATION

Generally speaking research methodology focuses on process and the kind of tools and procedures used (Merriam, 2002). Leady and Ormrod (2010) states that research methodology refers to the general approach the researcher uses to carry out a research project. Research methodology also dictates the kind of tools that the researcher selects to meet the research goals and objectives.

1.6.3 Population with effective reading skills in schools. The study findings are expected not only to contribute to the existing literature on how disabled learners can be

The study research population consisted of disabled learners and educators in the Mvudi Circuit of the Vhembe District in the Limpopo Province. should give credence to learners with disabilities in mainstream schools. It is further hoped that the research

1.6.4 Sampling Procedure ulating and incorporating research in the learning process to help learners with reading disabilities in mainstream public schools.

Sampling procedure was purposive since the target learners with learning disabilities were regarded as information-rich key informants for the objectives of the study. The study sample consisted of seventy learners in the identified mainstream school that admits learners with learning disabilities. ed schools under the Mvudi Circuit area within the Vhembe District in the Limpopo Province.

1.7 DATA COLLECTION

1.7.1 ETHICAL CONSIDERATIONS

Data was collected from target respondents using pretested, approved questionnaire. The self-administered questionnaire was delivered to target schools in the Mvudi Circuit schools in Vhembe District in the Limpopo Province. The questionnaire consisted of three sections: Section A that elicited biographical information from the respondents. Section B consisted of a series of closed ended (yes or no) questions, and Section C contained questions with a five point hedonic scale anchored on both sides as strongly agree and strongly disagree.

respect for autonomy of the participants: Respondants were provided with sufficient information about the research and the process. Respondants were informed that

1.8 DATA ANALYSIS AND INTERPRETATION

Data collected was analysed using the Statistical Package for Social Science (SPSS) and information presented as frequencies, frequency percentages in tables and figures.

1.9 SIGNIFICANCE OF THE STUDY

The study is relevant not only in the South African context but globally where disabled learners are faced with effective reading skills in schools. The study findings are expected not only to contribute to the existing literature on how disabled learners can be supported in reading in mainstream schools in the Vhembe District; but that the Department of Education in South Africa with strong emphasis should give credence to learners with disabilities in mainstream schools. It is further hoped that the research findings will contribute to stimulating and incorporating research in the learning process to help learners with reading disabilities in mainstream public schools.

1.10 DELIMITATION OF THE STUDY

The study was only conducted in selected schools under the Mvudi Circuit area within the Vhembe District in the Limpopo Province.

1.11 ETHICAL CONSIDERATIONS

Ethics is typically associated with morality, and both words concern matters of right and wrong, conforming to the standards of conduct of a given profession or group. Throughout the research process, steps were implemented to ensure that the study complied with ethical principles of research. The aim of the research was explained to respondents and the following ethical steps were considered and taken to ensure:

Respect for autonomy of the participants: Respondents were provided with sufficient knowledge about the research and the process. Respondents were informed that

participation was voluntary and they were free to answer or not to answer the questionnaire. The researcher was flexible on when respondents completed questionnaire was to be collected.

Respect for the basic rights of individuals: Respondents were assured of confidentiality and their anonymity. They were further assured that their identities would not be revealed in the research report and none of their details would be divulged. They will be informed about the research results after the research process.

1.12 THE ORGANIZATION OF THE STUDY

This study is organized into five chapters.

Chapter one introduced the research with a statement of the problem, the purpose of the study, the research question, the definition of concepts, as well as the sample, the instrument, the data collecting procedure, data analysis, study delimitation, ethical considerations and significance of the study.

Chapter two presents literature review on intervention strategies used in reading to disabled learners in public schools. This covered conceptualization, historical background and reading strategies.

Chapter three provided information on research design and research methodology, the questionnaire as a research tool, its administration, sampling method, target population and pretesting of questionnaires.

Chapter three focused on empirical research aspects including the research hypothesis, and discussions of the research methods.

Chapter four presents the findings and interpretations of the results using frequencies and percentages in tables and figures.

Chapter five consists of conclusions, outline limitations of the study summary and recommendations for further research.

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses existing literature from various sources related to the interventions strategies for learners with reading disabilities in mainstream schools. Information reviewed contains conceptualization, inclusive education and government policy. The chapter also discusses the historical background of learners with special needs or learning disabilities and the intervention strategies used to assist these learners.

2.2 CONCEPTUALIZATION

Kami (2008) is of the opinion that learners with learning disabilities are those generally referred to as exceptional persons and these comprise children, youths and adults with one form of disability or learning difficulty or the other. Learners with learning disabilities include all learners who for whatever reasons are failing to benefit from school (UNESCO Report, 1994). Uregbu, (2006) defines learners with learning disabilities as those with significant sensory deficits or unusual high intellect not properly addressed in regular academic or school programmes.

It is further believed that a highly intelligent child is a child with outstanding achievement ability, yet not well catered for in the regular classroom system (Hay 2000). In the same vein, Egilson, (2006) sees the learner with learning disabilities as one who deviates from the ordinary learner such that he /she requires special services in other areas that would make life more meaningful and worth living. They also require special educational services in order to benefit from the regular school curriculum. The learning disability of such individuals compels them to require additional help in order to achieve their full educational potentials within the curriculum.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses existing literature from various sources related to the interventions strategies for learners with reading disabilities in mainstream schools. Information reviewed contains conceptualization, inclusive education and government policy. The chapter also discusses the historical background of learners with special needs or learning disabilities and the intervention strategies used to assist these learners.

2.2 CONCEPTUALIZATION

Kami (2008) is of the opinion that learners with learning disabilities are those generally referred to as exceptional persons and these comprise children, youths and adults with one form of disability or learning difficulty or the other. Learners with learning disabilities include all learners who for whatever reasons are failing to benefit from school (UNESCO Report, 1994). Unegbu, (2006) defines learners with learning disabilities as those with significant sensory deficits or unusual high intellect not properly addressed in regular academic or school programmes.

It is further believed that a highly intelligent child is a child with outstanding achievement ability, yet not well catered for in the regular classroom system (Hay 2000). In the same vein, Egilson, (2005) sees the learner with learning disabilities as one who deviates from the ordinary learner such that he / she requires special services in other areas that would make life more meaningful and worth living. They also require special educational services in order to benefit from the regular school curriculum. The learning disability of such individuals compels them to require additional help in order to achieve their full educational potentials within the curriculum.

In other words learners with learning disabilities are those learners who cannot benefit maximally from the regular classroom teaching or learning experiences on account of physical, mental, emotional and other sundry disabilities, which may or may not be easily identified. Hence, learners with learning disabilities are those learners who need to be given special attention in the classroom.

2.3 HISTORICAL BACKGROUND

According to Erikson and Granlund (2004) learners with learning disabilities often find learning to be a difficult and painful process. During the apartheid era, teachers referred learners who did not fit into the traditional curriculum to the auxiliary services of the different education departments for diagnosis, remediation and possible placement in special schools. The result of this was that the responsibility for providing learning support to a diversity of learners was taken away from the teacher and given to others beyond the immediate circle and capability of the school. In-teacher training support (such as remedial education) was offered to a variety of student teachers as an optional module. Previously teachers used to teach a group of learners without taken into account the diversity of learners. Veteran teachers know better that, students with learning and behaviour difficulties face a difficult journey and that their educational process requires constant attention and fine tuning if they are to succeed (Mather & Goldstein, 2008).

Landsberg, et al (2005) stated that the South African education system entered a new era from 1994 when democracy was declared. This was associated with socio political shift with emphasis on important values such as equity, non-discrimination liberty, respect and social justice which have provided the framework for the national constitution. These values are central to a socio-critical perspective that was developed in education as a result of a sharp critique of society (Burden, 1999).

Education is a basic human Right. This is proclaimed in the universal declaration of Human Rights and reaffirmed by the World Declaration on Education for all (UNESCO,

1994). Education in South Africa has undergone major transition. Prior the 1994 democratic election which gave birth to the new South Africa, education was organized on the basis of race and disability (Hay, 2000). The earlier educational policies that were developed promoted the interests of the apartheid government. Schools that accommodated White disabled learners had many resources while schools for Black disabled learners had scanty to no resources if any at all (Prellwitz & Tamm, 2000).

An investigation by the National Education Policy Investigation (NEPI) Support Services in 1992 produced a report on Education and Training (NEP 1992) on issues relating to non-racism, non-sexism, democracy, a unitary system for redress of apartheid and segregation. The goal was to address these issues and abolish apartheid in order to provide equal and quality education for all.

According to De George (1998), today a great number of learners with mental retardation attend regular classrooms with mainstream learners. For example, the process known as inclusion provides a variety of classroom activities and experiences designed so that all learners, including learners with disabilities can attend conventional schools. Although inclusion is a controversial method, nonetheless, many parents, learners and advocates for disabled children believe that exposure to role models in regular educational settings might improve the achievement levels and social skills of learners with learning disabilities (Calhoon, 1998).

During apartheid, special schools were organized according to two segregation criteria - race and colour. Schools that accommodated white disabled learners were better resourced whereas schools that accommodated black disabled learners were under-resourced. During that time, it was impossible for learners with disabilities to gain access to education. UNESCO (1995) emphasizes the need for including persons with disabilities in the work place, social environment, political sphere and sports arenas.

Due to the difficulties students with learning disabilities faced in becoming academically and socially competent, challenges and other compounding factors often caused them

to quit school Calhoon, (2005). It is the main goal of the Department of Education to support the learning of learners with learning disabilities, towards a broader goal of successful, integration in society (Deshler, 2004).

Some learners with learning disabilities face great difficulties in comprehending texts due to a number of deficits that affect their reading skills, comprehension and competence Chan, (1991). Learners with special needs require unique intervention strategies while, other learners with learning disabilities have deficits in implementing and monitoring effective learning strategies spontaneously (Botsas & Padeliadu, 2003).

According to Elksnin and Elksnin (1998), learners experiencing learning and behavioural disabilities are unable to establish and maintain friendships as effortlessly as their peers without disabilities (Spodek, et al., 2000). Unlike learners with disorders such as autism or Asperger's syndrome, learners with non-verbal learning disabilities desire and enjoy social interactions. They want to relate intimately and in other meaningful ways to their peers and other people (Palombo, 1994). Although a natural and essential part of human existence, friendship involves a series of complicated social interactions, often using social skills and competencies that these children lack, including social perception, interpersonal communication involving non-verbal language, and self-regulatory behaviours (De George, 1998).

Learners with learning disabilities have trouble initiating various interpersonal behaviours, such as introducing themselves to join in conversation, work or play; offering their assistance and apologizing (Calhoon,2005). Learners with learning disabilities are less empathetic to other people's feeling and moods and can be uncooperative. They may have little regard for typical school behaviour-related expectations, such as listening, following directions, and waiting to take a turn. Confused and frustrated and unsure of how to express and have their needs met, these learners often exhibit aggressive behaviour (Allsopp, 2000).

As De George (1998) puts it, school is both an academic and social setting and requires a student's successful navigation of both spheres of influence. Children and youths with social disabilities find it difficult to adapt and conform to group behaviours required in school. Such disabilities negatively interfere with adjustment to school and productive learning and progress. These learners often show extreme anxiety, high levels of frustration and poor self-esteem; and they experience mild to severe social isolation from their peers (Palombo, 1994). Prone to feelings of diminished self-worth or poor self-concepts, these learners are easily discouraged, quickly disappointed, less resilient and more distractible and off-task when confronted with academic challenges in the classroom (Thompson, 1999).

Urbandill (2009) indicates that teachers should take an active role in helping learners acquire, develop, and refine the social skills necessary for meaningful social relationships and interaction. They can do this by developing a positive environment within the classroom, through modeling, encouraging, collaborative learning and providing direct instruction in social skills. They can develop a community of learners that is accepting of all.

The National Reading Panel (2000) found that students' text comprehension improved when teachers staged demonstrations and then had learners apply varied strategies, such as answering and generating questions and summarizing what they had read. Several easy to use examples of research based strategies are to help learners recognize important information, formulate and answer questions, and increase their abilities to explain and discuss what they have read (De George, 1998).

Mather and Goldstein, (2008) indicate that instructions in these strategies can help learners improve their understanding and increase their retention of important information. Several of these strategies use a first letter mnemonic. These types of strategies can help learners in the various steps of a task.

De George, (1998) outlines several easy-to-use examples of strategies for writing. "The purpose of these strategies is to help learners formulate and write different types of texts". Instruction on these strategies can help learners improve their understanding and increase their retention of important information. As with other strategies, several of these techniques also use a first-letter mnemonic. As mentioned above, such strategies can help students remember the various steps involved in a task.

Spodek, et al., (2000) stated that making a relationship is a two-way process and the other members of the class may need to make the effort to relate to learners with special needs. Teachers can help this process by emphatically explaining the problems some learners are coping with and their effects, and asking particular learners to look after others with special needs and see that they are involved. This will be particularly necessary if integration is being started for the first time and involves some learners with severe learning difficulties or physical disabilities.

Landberg, et al. (2005) on the other hand noted that it is necessary to guard against learners with physical disabilities being over-protected. It may also be necessary for the teacher to talk to some learners with special needs about how to get on with other learners. The teacher must balance to serve as a model for both groups of children by demonstrating respect for children with special needs and showing that all children are valued as people in their own right.

2.4.1 Theoretical Framework

A paradigm is a framework for identifying, explaining and solving a problem. According to Skritic (1995), a paradigm or a world view is a shared pattern of basic beliefs and assumptions about the nature of the world and how it works. These assumptions tell us about what is real and what is not; they shape our cultural identity and guide and justify our institutional practices. The paradigms according to Peters (1993) are explanations of the way in which cultural values determine how disability is constructed at the societal level through diverse forms of producing knowledge about disability. In this sense,

paradigms are enabling, but also possess the potential of being restrictive when applied in the new theories and knowledge that attempts to better explain the nature of the world. There are four models which are also referred to as paradigms within which disability can be located.

2.4.1 The Medical Model or Discourse

Mittler (2000), states that professionals use these models not only as explanatory frameworks, but also to direct their ideas and beliefs which they demonstrate in their methods; behaviours and conversations. The assumptions of medical paradigm, according to Peters (1993), are underpinned by the characteristics of sociological theory of fundamentalism where individuals allocated to their places in society according to their abilities and selection involves labeling and separation.

Thomas and Loxley (2001), contends that the medical or within-child model is ultimately a model of diagnosis and treatment. In terms of medicine, the field of its origins, it is highly focused on pathology, sickness, the nature and an etiology of the presenting problem, and dealing with the specific pathology in a centered way. If one thinks about the role of a medical doctor, which is to find out what is wrong with people and to fix them up, such a model is fine in its place. Peters (1993), maintains that the medical paradigm is known as a diagnostic prescriptive approach to remediation and those who subscribe to it assume that pathological systems may be objectively assessed. The educational goals in medical paradigm focuses on health needs in order to effect a cure, and should that not be possible goals are developed that conform to the prescribed expectation.

Ferguson (2002) notes that training is constructed in such a way that it enables the disabled students to adapt to their disabilities. The consequences of the medical perception are two-fold and that is - individual differences are collectivized, and students as well as their families have to accept their outcomes as prescribed by professionals. The problem with this model is its lack of power and social roles; thus, students are

denied choices and consequently they are consigned to the narrow future position in society. According to this discourse, impairment is linked with disability. For example, in schools for the physically disabled, learners are construed as disabled and their disability is perceived as an objective attribute and not a social construct. In other words, such a person is excluded from mainstream social and economic life because of a disability that is thought to be natural and an irremediable characteristic of the person.

2.4.3 The Social Paradigm

Bailey (1998), states that criticism of the medical model has led to more social and ecological theoretical models. In social paradigm, a disability is viewed as deviation from the norm. The idea of social pathology assumes that a disabled person's function is limited in terms of their ability to execute social roles and expectations. Social paradigm focuses on deficits but in a social form. For instance, while medical paradigm insists on innate deficits, social paradigm diffuses the argument by focusing on deviance from external norms of functioning within the society.

Burden (1999) notes that it becomes increasingly evident that a paradigm shift was required with a refocus away from the specialness of learners and the special form of provision they were seen to need towards the removal of stumbling blocks within society and the participation of all people especially those with differences, in the everyday life of society. Related to this is the changing of attitudes, regulations and institutions that create and maintain exclusion. A shift in paradigm may become more visible when normalization is introduced. Normalization can be defined as making available to all handicapped people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society. This means that people with handicaps have the right to a normal daily routine which involves normal school and home circumstances, normal respect from others, normal economic and environmental standards and so on. Main-streaming is the educational equivalent of the normalization principle which is the same as, or similar to, those of others in society.

Peters (1993) on the other hand contends that educational goals in social paradigm are perpetuated in the narrow confines of remediation through diagnosis and prescription and schools service learners through social filtering mechanisms and educational tracking.

2.4.4 The Political Paradigm

According to Peters (1993), the political paradigm is underpinned by the assumptions that disabled people are an oppressed minority, and socially as well as politically, constructed physical and attitudinal barriers are the obstacles to education and employment. Those who subscribe to this obstacle contend that the imposed barriers begin at birth, carry through to the onset of schooling and manifest themselves beyond the school boundaries. Because of this political paradigm, different forms of declarations have been made on the rights of people with disabilities which include, inter alia, access to education, equal employment opportunities as well as access to buildings, transport and services.

Consequences of this paradigm are that learners and their families have full rights and are regarded as experts as opposed to being recipients of educational welfare programmes provided by professionals who know best. The political paradigm insists on the social validation of disabled people's place in society. The problems in these paradigms are that legislation does not necessarily guarantee implementation and attitudes of classroom teachers, employers, and societies undermine the effort of full integration. The results thereof are that many school children with disabilities find themselves being physically integrated in the classrooms but remain socially isolated and academically under-achieving because of lack of access to alternative modes of learning in these classrooms. Consequently, schools may become sites of failure rather than equal opportunities (Florian, 1998).

The political paradigm is in concurrence with rights discourse where Du Toit (1996) maintains that it is seen as the most progressive and obvious strategy for those

excluded from full citizenship in modern welfare states and it underlines much equal opportunity.

2.4.5 The Pluralistic Paradigm

Peters, (1993) emphasizes that the ideology of cultural pluralism views normal functioning as relative to cultural values and beliefs and characteristics attributed to learners are regarded as positive influences and everyone regardless of his or her conditions has a contribution to make. Education goals in a pluralistic paradigm, emphasizes equality and difference with all children. These are recognized as positive influences and are adapted to classroom environment. The overall educational objectives of the paradigm is to embrace the nature of diversity as a positive force and to foster sensitivity and respect for diverse learners as well as to recognize the role of cultural factors that mediate the perceptions and treatment of diversity. Peters further argues that the pluralistic paradigm embraces the full spectrum of differences, including factors such as communication, linguistic, postulate physical, sensory, behavioural, affective and cognitive differences.

2.4.6 Bronfenbrenner's Ecological and Bio-ecological Model as a Framework for this Research

Bronfenbrenner's ecological model has great relevance for emphasizing the importance of interaction between the development of an individual and the system within the individual's social context (Swart & Pettiper, 2005). This perception integrates both ecological and systems theories.

Ecological theory is based in the interdependence between different organisms and their physical environment. These relationships are seen holistically. Every part is as important as another in sustaining the cycles of birth and death, which together ensures the survival of the whole system. Donald, Lazarus and Lolwana (2006), states that systems theory sees different levels and groups of people as an interacting system wherein functioning of the whole takes place. Bronfenbrenner has had significantly

influenced and shaped our understanding of how different levels of a system in a social context interacts in the process of child's development. Four interacting dimensions are used to understand the process of human development:

2.4.7 Microsystem

According to Swart and Pettipher (2005), this system constitutes a pattern of activities, roles and interpersonal relations experienced between individuals and systems in which they actively participate. Example -family, school or peer groups. This is the immediate environment experience by the child where proximal interactions occur. This type of interaction usually requires face-to-face continuous social interactions.

2.4.8 Mesosystem

Donald (2006) indicates that the mesosystem refers to the relationship that develops and exists between this microsystem. In short, a mesosystem is a system of microsystem. With this system, the family, school and peer group interacts with one another. So, what happens in the family or peer group interaction can influence how children respond to school. When looking at this theory which involves inclusion, it can be deduced that implementing inclusive education is not possible without paying attention to the relationships developing between the different microsystems. This needs to be done in order to give educators an idea of the effects of contextual factors on the child's functioning. It is also relevant to understand the potential for collaborative relationship.

2.4.9 Exosystem

Donald (2006) further emphasizes that exosystem refers to one more environment in which the developing learner is not involved directly as an active participant but which may influence or be influenced by what happens in settings and relationships that

directly influence the learner. Examples could include the education system, a parent's place of work, the media, or a sibling's peer group.

2.4.10 Macrosystem

Macrosystem refers to the attitudes, beliefs, values and ideologies inherent in the system of a particular society and culture which may have impacts or may be influenced by the above system. Examples of values and beliefs could include democracy, social justice and ubuntu (Donald, 2006).

2.4.11. Chronosystem

Swart and Pettipher (2005) describe this system as developmental time-frame which cuts through the interactions between this system and their influence on individual development. An example of this would be the developmental process a family undergoes with a child who is in the process of development. This in turn, interacts with a child's progressive stages of development. Four key components of this theory can be looked at to understand the relevance of this framework.

First, is that learners are also active participants of their own development and the environment is therefore not simply acting on the child. A child's perceptions and views of their context are central to understanding how they interact with their environment.

Second, Bronfenbrenner ecological model to the fact that in adapting to internal and external change, a system attempts to maintain a dynamic balance. Within a system there are always experiences that cause a sense of disequilibrium. Yet, and according to this framework, a system will always work towards the achievement of that sense of balance that is valued.

A third key component is that which is referred to as circular causality. This idea is quite opposite to that of a linear cause and effect model commonly associated with the

medical model. Circular causality refers to the fact that change (or activity) in any part of a system or individual affects other systems and individuals, and at a later time could be seen as a cause for change. This is an important concept especially when trying to understand an education system. It is also relevant to keep this idea in mind when looking at the school as the centre of these study attitudes, actions, changes and occurrences all occurring in one area of the school's functioning, affects the functioning and experience of other parts of the school system.

A final concept that is relevant is the notion that the whole system is greater than the sum of its parts. To understand the whole, the relationships between the different parts of the system need to be looked at, in terms of education, a school that encourages reciprocal relationships within the school environment is more effective than one that does not interact with different systems (Swart & Pettepher, 2005). Donald (2006), states that this framework is extremely relevant in this study because it is both useful and important to look at the case (the teacher) as a set of interrelated and interconnected system. All schools are made up of many levels or layers of functions including learners, parents, teachers, school managers, curriculum, other schools in the area, policies, the wider community, national education issues etc.

For the purpose of the study, learners with learning disabilities are those whose learning disabilities compel them to require additional help in order to achieve their full educational potentials within the curriculum. In other words, learners with learning disabilities are those learners who cannot benefit maximally from the regular classroom teaching or learning experiences on account of physical, mental, emotional and other sundry disabilities, which may or may not be easily identified. So learners with learning disabilities are those learners needing special attention in the classroom.

2.5 What Are Reading Strategies?

Law (2002), states that reading strategies are techniques, principles or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information

across situations and settings. Strategies are efficient, effective, and organized steps or procedures used when learning, remembering or performing a task. Simply put, reading strategies are tools and techniques we use to help ourselves understand and learn new materials or skills, integrate this new information or skill now or later, even in a different situation or place. When we are trying to learn or do a task, our strategies include what we think about (cognitive aspect of the strategy) and what we physically do (behavioural or action we take).

Simple reading strategies that many of us have used particularly in school settings, include: note-taking, making a chart, asking the educator questions, re-reading when something does not make sense, looking at the reading questions before beginning reading, checking our work, making an outline before beginning to write, asking a friend to look over our compositions, rehearsing a presentation aloud, using resource books, drawing a picture or mapping in sequence the events of a story (Goldstein, 2008).

2.6 Identification of Learners with Reading Disabilities in the Classroom.

By and large, learners with reading disabilities come from different family backgrounds and interact freely with other learners with or without disability, and some of them may pass through the school system without being identified. It is therefore imperative that efforts should be made to identify those with learning disabilities (Green, 2001). According to Goldstein (2008), some of these strategies include: observation, especially those with special need. This could be done by parents, teachers, siblings and classmates by self-reporting by the learner with learning disabilities and by teachers making assessment tests.

2.6 CATEGORIES OF LEARNERS WITH READING DISABILITIES

From the definition of the learner with reading disabilities, many categories can be identified. For instance, the National Policy on Education (1997) categorized learners with learning disabilities into three main categories. These include:

2.6.1 The Disabled

Under this category are people with impairment (physical, sensory) who cannot cope with regular school or class organization and methods without formal special education training. They include those who are visually impaired, hearing impaired, physically or health impaired, mentally retarded, emotionally disturbed, learning disabled and those with one or more form of handicap condition.

2.6.2 The Disadvantaged

They are those who, due to their lifestyles and means of livelihood, are unable to have access to the conventional educational provision and therefore require special education to cater for their particularly peculiar needs and circumstances.

2.6.3 The Gifted and Talented

People (children and adults) who possess very high intelligent quotients and are naturally endowed with special traits and therefore, find themselves insufficiently catered for by the regular school programmes.

Kanu (2008), also identified twelve categories of learners with learning disabilities that include: mental retardation, emotional and behavioural disorders, learning disabilities, communication disorders, hearing loss, blindness and low vision, physical disabilities, autism, severe disabilities, multiple disabilities, deaf and gifted and talented.

2.7 Inclusive Education and Government Policy

Allan (2000) emphasizes that inclusive education is an approach that requires both increasing participation and removal of barriers to radical school reform. In July 2001, the Ministry of Education released the Education White Paper 6 titled special needs

called Education: Building an Inclusive Education and Training System (Department of Education, 2001). The White Paper reflects a major paradigm shift in educational policy from a dual special education towards the transformation of an all inclusive general education that allows the system to be more responsive to the diverse learning needs of all learners. In other words, it recommends a shift in thinking about special needs and supports services towards a commitment to the development of an inclusive education and training system.

Botsas and Padeliadu (2003) defined *inclusive education* as a system of education that is responsive to the diverse needs of learners. In order to make sense of the conceptual definition which refers to a system of education that is inclusive of diverse needs, it is crucial that the conceptual definition be operationalised. The operational definition thus speaks of a single education system and the closure of the dual special ordinary system. It articulates the needs for support services that ensure a range of options for the provision of education. Support services include educators with specialized competencies, parents, communities, homes, community-based transportation, non-Governmental Organizations (NGOs), lay community resources and dedicated posts of personnel in all sections of the education department.

An inclusive system should be similar to the characterization above by Botsas and Padeliadu (2003). All students are welcomed in general education classes in their local schools. Students are educated with peers in the same age groups as those with disability labels. Students are educated in classes where the numbers of those with and without disability are proportional to the local population. Students with varying characteristics and abilities participate in shared educational experiences while pursuing individual appropriate learning outcomes with necessary support and accommodation. Shared educational experience occurs in settings predominantly frequented by people without disabilities; for example, general education classrooms and community work sites. Educational experiences are designed to enhance determined, valued life outcomes for students and therefore seek to establish an individualized balance between the academic/functional and social/personal aspects of schooling. Inclusive

education exists when each of the previously listed characteristics occur on an ongoing daily basis.

According to Green (2001), the term inclusive education is used to describe educational policies that uphold the rights of learners with disabilities to belong within the mainstream education. Avremidis, Bayliss, and Burden (2000) postulate that inclusion is sometimes used to describe the mainstreaming process, and they highlight that the advocates of full inclusion maintain that the general education classroom is the most appropriate full time placement for all learners with disabilities including those with severe disabilities. They further postulate that support in this model is provided with regular classroom setting. They are also aware that other special education professionals do not concur with the assumption that fulltime inclusion is the appropriate placement for learners with disabilities. As Allan (2000) puts it, programmes could be tailored down to the specific needs of individual learners. Inclusion or mainstreaming discourses, in their view, tends to be biased towards learners with disabilities that negatively affect their school performance and they propose that the concept should be expanded to include other groups whose learning needs are salient in such a way that they warrant special consideration. In their illustration, for instance, they include gifted and talented students from culturally and linguistically diverse backgrounds and learners at risk for school failure that have special needs that could be accommodated within the regular classroom. They also believe that special learners differ, some may learn faster and easily while other may learn with difficulty. Another important issue they highlight is that a student's behaviour may be beyond reproach and frequently inappropriate, while others may have problems emanating from their speech, language or culture.

Karagiannis, Stainback and Stainback (1996) define inclusive education as the practice of including everyone, irrespective of talent, disability, social economic background or cultural origin in supportive mainstream schools and classrooms where all learners' needs are met. According to this author, there are three interdependent practical component of inclusive education and a support network makes it possible to support the coordination of teams and individuals who support one another in formal and in

informal ways. This includes school-based support system, educational support services in the educational district and a partnership with the community and community organizations. Collaborative consultations include individuals with a variety of abilities who work together to plan and implement programmes for adversity of learners in regular schools or learning centers. Cooperative learning refers to the creation of a classroom learning atmosphere in which learners with various abilities and interests can realize their potential. Heterogeneous groupings, peer teaching in various forms, learning groups for instructional and recreational activities are some of the elements of cooperative learning.

Shah (2007) sees inclusion as the more accurate way of describing the quality of education offered to students with special needs within an integrated setting. He argues that to be regarded as fully inclusive, learners with special needs should take full and active part in the life of the mainstream school but need to be valued as members of the community and be perceived as an internal part thereof. The frame of quality according to Subban and Sharma (2006) is about a genuine commitment to inclusion which includes amongst other things, changing the culture of the institution to make it more responsive to differences, receptive to change and sensitive to language imagery and the presentation of ideas. She also contends that inclusion is about creating culture which welcomes; supports and nurtures diverse needs as well as accepting people as they are not expecting them to struggle to be “normal”.

The Department of Education (2001) defines inclusive education as: acknowledging that all learners and youths can learn and that all of them need support. Enabling education structures, system and learning methodologies to meet the needs of all learners is very critical to this inclusion concept. Acknowledging and respecting differences in children irrespective of age, gender, ethnicity, language, class, disability, HIV status, or other infectious diseases is equally vital.

Kemp and Carter (2000) have identified four factors that embody inclusive education: Non-discrimination education in terms of disability, culture and gender; involvement of

all students in a community with no expectations; equal rights for students to access culturally valued curriculum as full time members of age appropriate regular classroom; and emphasis on diversity rather than assimilation.

2.8 Strategies for Learners with Reading Disabilities

News Digest focuses on two promising interventions for learners with learning disabilities: helping learners develop their use of learning strategies and helping them develop their phonological awareness need to be strategic learners. Because of the nature of their learning difficulties, learners with learning disabilities need to become strategic learners, not just haphazard learners using whatever learning strategies or techniques they have developed on their own, but becoming consciously aware of what strategies might be useful in a given learning situation and using those strategies effectively. Educators can be enormously helpful in this regard. They can introduce learners to specific strategies and demonstrate when and how the strategies are applicably used. Learners can then see how a person thinks or what a person does when using these strategies. Educators can also provide opportunities for learners to discuss, reflect upon, and practice these strategies with classroom materials with real-time tasks by their own usage. Educators may then gradually fade reminders and guidance so that learners begin to assume responsibility for strategic learning.

2.8.1 Reading Field

Botsas and Padeliadu (2003) discussed the following approaches which may be utilized to help learners with reading difficulties.

2.8.2.1 The Whole Language Approach

This approach lays emphasis on reading, writing, and speaking. The development of learner's language and its semantic and syntactical components takes place within the natural reading flow of stories. Whole words are recognized on sight. The educator

reads the story aloud to the learners and then they listen to it on tape. Then they re-read the story with the teacher or in small groups or pairs. Then learners re-read the story with teacher or in small groups or pairs. The learners use their own spelling for their written work. This approach assumes that the learners will learn the correct spelling if they receive sufficient exposure to the written words during the reading activity.

2.8.1.2 The Basic Skills or Phonic Approach

This approach makes use of reading series with controlled vocabulary. The learners learn the sounds of letters of the alphabet and how to combine them into words. As their understanding improves, they are introduced to rules. Teachers listen to the lesson of each individual reader. Written text consists of three letter words which the teacher dictates.

2.8.1.3 Whole Language and Phonic Approach

According to Botsas and Padeliadu (2003), teachers give extra emphasis to phonemes in their teaching while at the same time following whole language approach. The phonemes are related to pictures. The reading matter is more interesting and the success rate with learners is higher. This approach works comparatively well with disabled learners and learners who are intellectually disabled. In the case of learners with poor visual memory, the emphasis should fall more strongly on the phonemes than on the symbols (letters).

2.8.1.4 Language Experience Approach

With this approach the learners dictate their own story to the teacher or another adult who writes it down. Then the learners get a chance to read it back, while taking careful note of the written words.

2.8.1.5 Neurological Impress Approach

In this context, the teacher and the learners read through the text together a few times. However, the teacher lowers the volume of his or her voice each time they read it over, so that in the end the teacher's voice disappears and the learner is reading alone. Afterwards certain words in the text are dealt with in more detail with the learners.

2.8.1.6 Programmed Reading Instruction

The computer is used in this approach. New information is supplied to the learners in small amounts. Thereafter, the learners have to use and apply this knowledge themselves.

2.8.1.7 Daily Word Lists Approach

Here, learners get a list of about 50 words to read. Every day the order of the words in the list is shuffled. Once a learner can identify all the words in a list, a new list is given to the learner.

2.8.1.8 Cloze Method

Paragraphs of about 250 words on the reader's functional (independent) reading level are given to the learners to read. Some words are replaced by a blank space. Learners then have to use their linguistic knowledge and textual clues to insert the correct word or word that fits.

2.8.1.9 Reading Comprehension Strategies

As mentioned earlier, the national reading panel (2000) found that student's text comprehension improved when teachers staged demonstrations and then had learners apply varied strategies. Several easy to use examples of research-based strategies are

employed to help learners recognize important information, formulate and answer questions, and increase their abilities to explain and discuss what they have read. Instructions in these strategies can help learners improve their understanding and increase their retention of important information.

2.8.1.9.1 Rap

According to Vaughn and Klingender (1999), the word 'RAP' represents three steps: (a) read the paragraph, (b) ask what are the main ideas and details in these paragraphs and (c) put the main ideas into your own words. By using this strategy for each paragraph, an individual becomes actively involved and increases his/her understanding. By attempting to transform the text into her own words, she is able to monitor her level of understanding.

2.8.1.9.2 Reciprocal Teaching

Reciprocal teaching (Palinscar & Brown, 1985) can be used with small groups in general education classrooms. This procedure includes the following four skills: questioning, summarizing, clarifying and predicting. The two skills - questioning and summarizing, helps learners learn to identify and paraphrase the most important information in the text. To begin, learners may read a paragraph or passage together. After the passage is completed, they generate questions together about what has been read and then summarize the content in a sentence or two. For clarifications, learners discuss any difficult or hard to understand sections and review the meaning of any new vocabulary. For the final skill, learners predict what will happen in the next passage. The process of making predictions helps learner's link background knowledge with the new information. As learners practice these procedures, they can take more responsibility for developing questions, summarizing content, and making predictions about subsequent or ensuing sections. Activities involving self questioning and comprehension monitoring promote active involvement with the reading process.

2.8.1.9.3 Collaborative Strategic Reading

According to Vaughn and Klingender (1999), collaborative strategic reading (CSR) is an intensive classroom or group based reading comprehension strategy designed to be used with expository texts. CSR works best when implemented within an elementary or high school class structure so that learners use it overtime and with a series of instructions. CSR integrates four specific reading comprehension strategies to teach learners how to become active readers. Successful implementation requires that teachers model the strategies, provide ongoing examples and opportunities, guide and provide feedback over an extended period of time.

Souvignier and Mokhlesgerami (2006) suggested a three-layered model for supporting self-regulated learning, including (a) learners' use of strategies (b) learners' use of special skills to direct their learning, and (c) learners' motivational- emotional competence and control. Specifically, learners with learning disability use reading strategies under implicit teaching, instruction on monitoring strategies, implicit generalization training (changing, set, and material cues,) and attribution training. While it seems that these learners are able to maintain and spontaneously use and generalize concrete reading strategies. This is only possible when the instructed strategies are categorized in a simple scheme that can be easily learned and remembered.

Souvignier and Mokhlesgerami (2006) indicates that beyond strategy knowledge, the ability to regulate one's own learning is equally important for reading comprehension. Self-regulation is achieved when the learner adapts reading strategies to a specific reading situation by use of a pre-planned procedure, "which gives an external structure to the process of cognitive (self) regulation, hence, divides cognitive abilities into external structure and process of cognitive (self-) regulation. This is further divided into those used before, during and after reading". Similarly important for increased reading comprehension is the enhancement of self-efficacy by prompting motivational aspects of self-regulation (goal setting, attributions of success and failure, self-monitoring and judgments).

(2003) designed five major components of reading acquisition that are especially

Souvignier and Antoniou (2007) also indicate that, it seems that self-efficacy does not increase without the simultaneous presence of adaptive cognitive and motivational mechanisms; thus, in their absence, students with LD may become less interested in the text. However, the belief that a task can easily be achieved by activating a reader's cognitive resources holds only when accompanied by adaptive motivational schemes. Thus, when self-efficacy and motivational beliefs are at high levels, the reading strategies taught for text comprehension are maintained and generalized. As stated above, effective reading requires the use of strategies that are explicitly taught. As such, programs that are based on explicit instruction have proven effective for enhancing reading comprehension. Wherein strategies to foster reading comprehension and strategies to accelerate self-monitoring are taught, these are done in such a way that starts with (explicit) modeling by the intervener with the aim of transferring the responsibility of choice and application of strategies to the student. This seems to be one approach that can enhance reading comprehension in students with LD.

In addition, Souvignier and Antoniou (2007) states that once learners enter middle school, teachers expect them to be able to read to learn. When learners lack phonemic awareness they typically struggle with word identification. They become frustrated with the process of deciding which then causes poor fluency and ultimately impacts on comprehension. However, instruction that focuses only on decoding and word identification is not enough and it is ineffective, especially at the middle school level. Instructions must be complete and address all components essential to the cognitive reading process. Assistance in the form of intensive tutorial intervention or direct learner instruction, with an emphasis on reading and writing skills together helps learners make remarkable progress. It is important for instruction in reading in the middle school to include decoding and word identification as well as fluency and comprehension. The acquisition of reading ability is multifaceted and involves several cognitive processes.

Salinger (2003), notes that the application of models and techniques to manage

A study conducted by Wilder and Williams (2001) concluded that a combination of interventions was most successful in increasing fluency and comprehension. Salinger

(2003) discussed five major components of reading acquisition that are especially necessary for older poor readers. These include: fluency, phonemic awareness, phonics, vocabulary, and text comprehension. The type of reading instruction that occurred in the earlier grades is no longer appropriate for learners at the middle school level.

According to Williams (2003), learners with poor skills at the middle level must be instructed properly by addressing the cognitive process involved in the acquisition and improvement of reading. They must be involved in their own learning. Many skills need to be addressed simultaneously and students must feel successful as they move through the process. This multi-sensory, multi-component approach to reading is critical to the middle school student who reads poorly. However, the concept of simultaneously teaching all areas while using a multi-sensory approach deserves further investigation. This approach was investigated in this study to determine the relationship of multi-sensory, multi-component reading instruction to reading skill improvement.

2.9 Classroom Interventions For Oppositional and Conduct Problems

Kemp and Carter (2000) states that managing and modifying disruptive classroom behaviour can at times overwhelm even experienced teachers. These patterns of behaviour require a clear plan, an understanding of the rationale for certain interventions, the discipline to apply interventions consistently, and the opportunity to troubleshoot and modify interventions as often needed with the assistance of classroom consultant such as a school psychologist. Often, oppositional and conduct problems are managed rather than solved. In some cases, exposure to confirming peers and parent training can have a significant, positive impact.

Salinger (2003), notes that the application of models and techniques to manage disruptive behaviours in the classroom falls into three broad areas: (1) those that focus on prevention, (2) those that focus on correction and control of behaviour, and (3) those

that focus on intervention techniques. The first set of strategies focuses on procedures that reduce the likelihood of misbehaviour. The second set of strategies focuses on the modification of behaviour and strategies that provide teachers with ways to model more appropriate patterns of behaviour. The third set of strategies is often implemented outside of classroom settings, such as in counseling and family therapy.

2.10 Behaviour Modification in the Classroom

Behaviour modification assumes that observable and measurable negative behaviours are good targets for change. All behaviour follows a set of consistent rules. Methods can be developed for defining, observing, and measuring behaviours as well as for designing effective interventions. Behaviour modification techniques rarely ever fail. Rather, they are either applied inefficiently or inconsistently, which leads to less-than-desired change. All behaviour are maintained, changed, or shaped by the consequences of that behaviour. Although there are certain limits, such as temperamental or emotional influences related to ADHD or depression, all children function more effectively under the right set of consequences (Avramidis, Bayliss & Burdern, 2000).

2.11 Written Languages Strategies

Calhoon (2005) indicates that several easy-to-use examples of strategies for writing are described in the next section. The purpose of these strategies is to help learners formulate and write different types of texts. Instruction on these strategies can help learners improve their understanding and increase their retention of important information. As with other strategies, several of these techniques use a first-letter mnemonic. These types of strategies can help students remember the various steps involved in a task.

2.11.1 Components of Writing

Botsas and Padeliadu (2003) emphasize that although the actual process of writing does not follow discrete steps, but the components often involve a draft, revising the ideas, and editing or proofreading. Often, also and after writing a first draft, the learner has to go back to brainstorming to come up with additional ideas. A learner may also return to outlining or rethinking the organizational format of a paper during revision. As increasing numbers of students are writing on computers using word processing programs, the process of writing has become even more recursive as one easily moves back and forth among drafting, revising, brainstorming, and editing.

2.11.2 Brainstorming

Goldstein and Carr (1996) indicate that learners should be encouraged to talk with people who can help clarify their assignments. Classmates, teaching assistants, teachers, and librarians can offer useful information and help identify suitable sources. Some learners find it helpful to use a tape recorder to collect or test ideas and to play the tape back to assess how good an idea sounds. The learners can also play the tape to ensure that everything they want to include in the paper is there.

2.11.3 Outlining

Graham, Harris and Manson (2005) points out that prior to writing; learners need to have a sense of how their paper will be organized. Some learners benefit from looking at a model to see how it is structured. Practice with highlighting or outlining a model can help learners identify the component parts as well as the organization that best suits their needs. Software programs such as Inspiration and Kidspiration (for younger learners) assist students in using techniques such as semantic webbing and mind maps that change graphic organizers into outlines. With one push of a key, the learner can move between maps and traditional linear outlines. According to Goldstein and Carr (1996), it also helps to talk about the paper's organization with someone else. Paying

close attention to questions the listener asks can help learners identify the questions that need to be addressed in a paper. Some learners like to write down the main thesis and list the subjects for each paragraph or section prior to writing. Some writing assignments require the use of specialized vocabulary. The learners might type key words in an extra large font so that they will be easier to check for spelling or usage.

2.11.4 Composing

In writing the first draft, a learner should be encouraged to focus on one section at a time because the sections can be reordered easily. The learner may leave white or larger space to separate parts of the paper and to make it easier to review (Grahams, Harris and Manson, 2005). When reviewing the organization of a paper, the learner may highlight the topic sentence (by using italics, underlining, bold prints, or large fonts) on each paragraph. This helps emphasize the topic focus of each paragraph and is helpful if the sequence of thoughts to be rearranged (ibid). Another option is to give each section or paragraph a title, and repeating the titles may help the writer to stay focused. At the end of the writing process, the student eliminates the highlights. If a learner is having particular difficulties with one section, it often helps to talk aloud. Many times people are able to say something more simply and directly than when they attempt to write it. Using a tape recorder also can help a learner remember what he or she has just said.

2.12 Revising

Goldstein and Carr (1996) points out that when a learner is revising a paper, encourage him or her to read topic sentences aloud, as this provides a summary of the paper. The learner should plan, organize, write, and practice to edit and revise his / her own paper.

2.13 Self-Regulated Strategy Development

Self-Regulated Strategy Development according to Graham and Harris (1999) can be employed to help a learner plan and organize his/her writing. The use of this approach improves the quality of writing and a student's ability to plan and revise what he or she is doing in the current approach to writing. The learner then learns three steps: think about who will read this (the audience) and why you are writing it, plan what to say (i.e., generate ideas and plan content organisation) and write and say more (i.e. continue to improve the piece). Follow up by describing, the planning and writing strategy appropriate to the type of writing assignment (for example, opinion piece, compare and contrast) and discuss the concept of progress monitoring (the steps to use to complete work). The learner should be taught to count and graph elements that should be addressed in the assignment to use while working. Appropriate strategies such as planning, reviewing, and self-evaluation should be modeled for ease of work. To become members of the literacy community, learners need to learn to talk about literacy.

Botsas and Padeliadu (2003), states that Cognitive Strategy in Writing (CSIW) programmes emphasizes the dialogic and social nature of writing. Learners must be able to convey ideas in conventional formats to a distant audience. This approach has been particularly successful for upper-elementary and middle school students with writing difficulties. When used with adolescents with LD, it was found that having learners focus on the purpose of writing, as well as the brainstorming and expansion of ideas, improved learners' abilities to generate and organize ideas.

Egilson (2005) describes three principles for teaching students how to write expository texts: 1) writers should engage in strategies related to planning, organizing, revising, and editing text; 2) writers benefit from teachers modeling the inner talk and thinking involved in effective writing; and 3) writers need to learn about the social nature of writing by collaborating with each other and writing for authentic purposes. The program emphasizes teacher modeling through think loud and student rehearsal of modeled

strategies through the use of think sheets. For the CSIW think-aloud, a learner can describe aloud his/her inner thinking by verbalizing the steps of a strategy, asking questions, and providing or getting answers. Various think sheets that contain a set of self questions are internalized. The purpose of these think sheets is to make strategies visible to students and provide them with a vocabulary for talking about writing.

2.14 Teacher's Attitude

Literature shows that teachers displayed several types of attitudes. These are discussed in this section.

2.14.1 Attitude toward Change

Since teachers are the people who make learning possible, their own attitudes, beliefs and feelings with regard to what is happening in the school and in the classroom are of crucial importance. It is generally accepted that change is challenging and be perceived as either a threat or an opportunity. South African schools are currently expected to make major changes the way they understand teaching and learning in the process of adapting to an entirely new curriculum. While curriculum is enabling in many ways, it does make new demands on teachers and the experience is understandably stressful. Teachers need the time and the psychological space to re-examine their general understanding of teaching and learning.

Allan (2000) notes that inclusive education is dependent upon willingness of teachers to try new methods and develop new skills so as to be able to cater for all students. There ought to be a paradigm shift in terms of transformation of education system as a whole so that it does not only own but cater for the students with special educational needs. One of the fundamental issues is the prevailing perception among general education teachers on their efficacy to teach these students within inclusive setting. The perceptions that teachers have of themselves in relation to skills as well as how they perceive the disabled students may contribute on their disposition towards inclusive

education. In most instances teachers are not confident enough because they feel that they are not trained to teach such learners.

Eriksson and Granlund (2004) give a good account of this issue in their article addressing the contention that, in order to improve, change, or even illuminate teacher's negative perceptions about including learners with disabilities, the training of all teachers needs to take place. They postulate that a number of general education teachers have left the education of students with disabilities up to those who are trained to teach them. They further maintain that most studies indicate that teachers, like the general public, have a negative view of both students with disabilities and the inclusion of such students in the mainstream education and this perception has helped to perpetuate the dual system of education by maintaining an attitude that not all students are capable of learning within a general education system.

In another study conducted in Georgia on teachers' attitudes towards mainstreaming, Callhoon (2005) was surprised to find a direct link between negative attitudes towards mainstreaming. On the other hand, teachers who were favourably disposed towards mainstreaming utilized mainstreaming strategies more than other teachers who had less positive attitudes.

Subban and Sharma (2006) in a study on attitudes towards basic assumptions regarding inclusion of children with mild disabilities; perception of self-efficacy; competence and teaching satisfaction and judgment of the appropriateness of classroom adoption, found that regular educators in the inclusive classroom together with special educators in the same setting rated themselves high on the levels of personal efficacy than regular teachers. They further perceived themselves as being better trained, more effective in using different methods than regular teachers while their regular education counterparts did not see such differences.

2.14.2 Teachers Attitudes Towards Learners' Abilities

Keith (2006) states that teachers as professional educators who teach in a climate which views intelligence as fixed and unmodifiable are likely to have limited expectations about learners' capacity and propensity for learning with pessimism about their progress. A more optimistic orientation is the belief that intelligence can be changed and that each individual has potential for learning. In general, teaching / the learning environment should provide opportunity for learning to take place through several modalities and developed curriculum that caters for diversity of intelligences. Cultivating a variety of natural abilities will help learners to identify their natural competences and gifts.

2.14.3 Attitudes Towards Disability.

Donald, Lazarus and Lolwana (2007) indicated that teachers are human beings with individual attitudes to difference and disability, formed in a context of prevailing social attitudes. Many may initially resist the notion of inclusion. An international research report suggests that teachers with little experience of people with disabilities are likely to have negative attitudes to inclusion (Nagin, 2005). It has also been found, however, that experience tends to change attitudes. In this regard and the fact that many teachers in South Africa work with learners who are "mainstream learners by default", is in some ways an advantage. Danoff (1993) reported that a number of South African teachers in mainstream classrooms were positively disposed towards inclusion. Teachers in mainstream classrooms will be, and in many cases already are accommodating learners with a diverse range of needs. They work with learners of different ages and stages of development, cultural and linguistic diversity and a wide range of ability/disability and special educational needs.

Danoff (1993) further states that to support the inclusion of learners with special education needs teachers have to be sensitive, not only to the particular needs of individual learners, but also to their own attitudes and feelings. They may need training

in how to identify and address special educational needs over and above practical skills. Teachers need to develop a critical understanding of common stereotypes and prejudices related to disability and reflect on how these have influenced their own strengths, vulnerabilities and needs. This is a necessary step in preparing teachers for inclusion. Only when this has been achieved are they in position to work as change agents who can influence the attitudes of the school community (staff, parents and other learners) towards learners with disabilities. Inclusion requires that the learners are not simply thought of with pity but viewed more positively, in terms of their abilities rather than their disabilities.

2.15 An Inclusive Classroom Environment

Learner diversity is inevitable in any classroom and teachers can expect variations in the pace and style of learning (McCarthy, 2008). In inclusive classroom some learners have special educational needs for a variety of reasons either intrinsic or extrinsic which has to be accommodated. There may be learners with physical or sensory disabilities who require assistive devices in order to learn. Learners with mild to moderate disabilities are usually the largest group and are also the most difficult to identify. Very often they may not be identified till they reach school age. Not two learners are disabled in exactly the same way. Some have learning difficulties in very specific areas, such as fine motor skills that involve handwriting. Allan (2000) emphasizes that others have less visible yet just as pervasive, difficulties in reading, conceptualizing and or organizing their materials. Others may perform adequately in their academic subjects yet experience difficulties in their social relationships. Learners with mild learning difficulties may have different patterns and styles of learning to their non-disabled peers. Teachers, often in collaboration with support personnel develop a diagnosis of disability and plan instructional programmes designed to achieve specific outcomes appropriate for a particular learner.

2.16 The Psychosocial Environment

Morgan and Sideris (2006) indicate that the psychosocial atmosphere of schools and classrooms may either impede or promote successful learning. In an inclusive classroom the special needs of learners are thought of as related to aspects of the classroom and curriculum rather than as defects located within individuals. The classroom needs to provide a safe and supportive atmosphere where all learners are prepared to take risks and learn from their own mistakes without being reprimanded or ridiculed. The inclusive classroom fosters acceptance, tolerance and caring for all learners. The teacher has the responsibility of creating and maintaining a classroom atmosphere which nurtures the personal, cognitive and social development of all learners.

Naicke (2000) notes that discipline in the classroom will be influenced by the ethos of the school as a whole. If the school itself changes from a top-down authoritarian management style to a more democratic system which encourages the participation of parents/guardians, teachers, learners and the community, classroom relationships will also be affected. Instead of implementing strict discipline, punishment can be replaced with a modified reward system and a meditational counseling approach.

2.17 The Physical Environment

According to Hay (2000), certain major physical dimensions may have to be changed in order to remove barriers to learning. All barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities. Space is needed for wheelchair access. School buildings and classrooms may need redesigning to widen doorways and replace stairs with ramps. Learners with vision and hearing disabilities will need assistive devices, while learners with visual disabilities may need instruction in Braille or the use of audiotapes. If partially sighted, they may be able to read and write with the assistance of an enlarger. With a more severe hearing disability learners can be fitted with a "radio hearing aid" (Hemmingson & Borell, 2000).

This requires the teacher to wear a semi-microphone and the learners a “radio” receiver which amplifies the teacher’s voice. Some learners are taught to use oral or sign language. In the latter case, the teacher also needs to be familiar with sign language.

Hay (2000) states that availability of computer technology in the school or classroom is a fairly recent phenomenon and is a way of compensating for several physical disabilities. Learners, who may not have the use of a limb, can read and write using a word processor. A learner with a severe disability may make use of a head pointer to operate a word processor. Although the majority of software programmes are designed for general education, there are many well-designed programmes which can assist learners experiencing difficulties with reading and writing. Spelling and grammar checks are available and allow learners to correct and revise their texts. The disadvantage of technology in South African schools is the expenses but it may be possible to share resources with other schools or non-governmental organisations. The security and storage of such items may be problematic in some schools. Law (2000) points out that the successful use of assistive technology to compensate for disabilities depends on equity of access and ease of technology use.

2.18 CLASSROOM ORGANISATION

Reid (1996) noted that the practical organisation of learning materials is important in any classroom, but particularly so in the inclusive classroom. Learning centres may be set up in certain areas of the classroom – some authors refer to these as ‘work stations.’ They may be organized for the integrated curriculum around phase organizers and programme organizers. The thematic units are structured in such a way that all language processes are integrated with conceptual learning. The work stations need to have the materials and equipment which are relevant both to the particular themes and general topics. The library or quiet reading corner will usually have individual books or magazines.

Law (2000) emphasizes that learning centers are a way of providing more individualized instruction. They may be arranged for practical Mathematics, e.g. measurement or problem-solving. Some areas could be more skills-oriented, providing activities and worksheets. A listening centre will have audiotapes and recorded read-along story books. Computers may also be a learning tool for individuals or pairs.

They should be non-competitive, e.g. the 'jigsaw' methods in which learners share the responsibility for

Prewitz and Tomm (2000) stated that preparation for independent work assignments must be at learners' instructional level and learners may have work folders in which to store their assignments. These may contain a check-off sheet for completed tasks. Self-regulation and self-evaluation may assist learners who lack self-control strategies. This is further elaborated on in the section on cognitive strategy development and training. If space is a problem and the classroom arrangement is not flexible, then some classes can even arrange work stations in corridors to display their projects there. Responsible students may be able to reorganize the room to suit their own activities under the guidance of the teacher.

There could be a bulletin board and a shop with

Kemp and Carter (2000) classify materials and resources to include recreational books (fiction and non-fiction) which cater for a wide range of reading ability and interests, real-world resources such as telephone and yellow pages books, dictionaries and encyclopedias, collections of "junk mail" from advertising and magazines (used for cutting out pictures and making collages), and other scrap material for building models. There may also be listening centres for listening to taped stories and music, and for recording learners' own stories which they wish to tell. An art station with paints, crayons and paper should also be available.

Can you expect a very realistic expectation of class

teachers to manage all the learners without any assistance? What can a teacher do and

Egilson (2005) stated that social arrangement for learning varies across the classroom board. Although there will be some individual activities, most of the time the learners will be expected to work on projects in groups. For optimal learning to occur these will be either homogenous groups of mixed academic ability. If the purpose of the group is to assist learners who have a common special educational need, then the teacher may choose to form small homogenous groupings. These arrangements are, however,

flexible to allow learners to move from one group to another according to their progress. Various techniques from cooperative learning can be utilized for group work in projects and research. Learners work in small groups to help each other learn, and team goals and rewards, as well as individual accountability, are essential components for these groups (Nwideeduh, 2003). Learning here allows for equal opportunity and should be non-competitive, e.g. the “jigsaw” methods in which learners share the responsibility for each other’s success. Peer tutoring is also an arrangement where the teacher pairs two learners in a tutor-tutee relationship, to promote learning in academic skills or subject content. The teacher needs to provide some supervision initially but is freed to assist other groups of learners. Research has shown that peer tutoring is beneficial to both partners in Reading and Maths.

Freguson (2002) also reiterates that an OBE classroom must be a literate environment and should have labels and other printed material visible wherever possible. There needs to be books, magazines, a library stand, paper to write on and books which the learners have created themselves. There could be a bulletin board and a shop with groceries which have brand names and prices (e.g. front covers of cereal boxes, washing powder boxes, empty fruit and vegetable cans with labels). Material resources do not necessarily have to be commercially designed; they can be made by parents, teachers and learners and / or with assistance from parents and community members.

2.19 The Curriculum

Mathes, Fuchs, Roberts and Fuchs (1998) suggest a very realistic expectation of class teachers to manage all the learners without any assistance? What can a teacher do and is expected to do? The following sections below will discuss the curriculum in terms of all learners in an OBE classroom, followed by some applications and suggestions particularly directed at addressing special educational needs.

Kemp and Carter (2000) commented that within a single education system all learners will have access to quality education via the new national curriculum of Outcomes-

based Education (OBE). The fundamental aim of OBE is for all learners to succeed, and school experiences redefined as preparation for life rather than preparation for more schooling. Transformational OBE has as its guiding vision the production of self-directed learners with the ability to solve problems. The new system, in contrast to the old curriculum is designed to have the capacity to respond to diversity in learning needs based on the belief that all learners can learn successfully. All learners are understood to possess unique individual characteristics. Instruction therefore requires inherently differentiated teaching based on the learning characteristics of the learning population. The curriculum will have to be adapted to suit the learners, rather than have the learners fit the curriculum. An OBE curriculum is more flexible than the traditional curriculum and makes allowances for variations in learning rates, pace and style.

The 1994 Code of Practice (DFE, 1994) makes it very clear that parents should be Tieso (2005), cautions that mixed-ability teaching requires a diverse range of strategies. If all learners are regarded as having particular personal learning needs, teaching then requires the identification of learner strengths concurrently with assistance in overcoming particular weaknesses. In the information age, the teacher's role has changed from a transmitter of old knowledge to that of a mediator/facilitator who encourages learners to construct their own knowledge and become independent learners. Learners' performance is not expected to adhere to a set of average class norms but rather on measured educational needs. The relationship with mainstream pupils tends to be an unequal one of helping or caring.

According to Kemp and Carter (2000), parents too, have their own fears about the integration of children with special needs if this is happening for the first time. Their main fear will be that such children will take the teacher's time away from their children and they will need reassurance that the organisation of the class will be such that this will not be the case to any extent. It will be easier to reassure them if there is clearly some support for the classroom teacher either in the form of a classroom assistant or from the coordinator spending time in classrooms working with the class teacher or withdrawing children for diagnostic help. Meece (2000) suggests that parents of children with special educational needs are generally keen for their children to be integrated.

Their major reason for this is that they want their children to be educated in the context of normality. However, some parents may fear that their disabled children may fare badly in the rough and tumble atmosphere of normal school life, hence will need stronger reassurance. The lesson that integration should be putting across is that all human beings are deserving of respect and have a contribution to make in one way or the other. The better children get to know children with disabilities, the more they are likely to understand and respect them as future citizens (Nwideeduh, 2003).

2.20 Parental Involvement

The 1994 Code of Practice (DFE, 1994) makes it very clear that parents should be involved in all the decisions made about children with special needs. Their involvement at every step points to the importance of the relationship between parents of children with special educational needs and the school which their child is attending. This has crucial bearing on the child's educational progress and the effectiveness of any school-based action'. It goes on to stress the need to take parents' wishes, feelings and knowledge into account at all stages.

According to Freguson (2002), parents will react differently to the initial contact with the school about their child's special needs. Some may already be aware of the problem and will be deeply concerned and anxious to cooperate with the school to do whatever seems to be necessary to help the child. For others, the information that the child is considered to have special needs may come as a shock and parents may feel that they are somehow to blame for the child's difficulties. They may even refuse to recognize that there is a problem and the school may have to work hard to demonstrate such a finding or observation about children with severe disabilities. Parents need open opportunities to visit their child's school and talk with teachers there and see work in operation. They need to discuss what to possibly do in cases where a child has severe learning difficulties and how to go about it.

2.21 Pupil and Parent Attitudes

The whole point of integrating children with special needs is that they should become normal members of the class and the school (Skritic, 1995). This depends upon the relationships they manage to form with other children. Some children with special needs, particularly those who have spent a lot of time in hospital, may be less able to relate to their peer groups than other children because of their previous experience and in some cases because of their particular condition (Ibid). Children with behaviour problems may find it difficult to relate to other people. Deaf children and those with communication problems may have difficulties. Children in wheelchairs may need time to demonstrate to their peers that they have similar interests. However, others with disabilities of all kinds may find no difficulty in getting on with their peer group. Mainstream children, like teachers, may fear those who look different and this may make the integration of children with severe learning difficulties or physical disabilities especially difficult. Children will also be influenced by their parents' concerns and fears.

2.23 Relationships with Peer Group

It is important that children with disabilities are accepted by their peer group. Not only is this important for the mental well-being of the children concerned, but in lieu of the purpose of integration, children with disabilities should learn to behave in normal ways. They are more likely to do this if accepted as part of the class community. Teachers can explain the importance of cooperation and sharing, and help children to understand that while individuals differ in their abilities and personalities, they still deserve the respect of all. The teacher can also look for opportunities to model appropriate social responses that reinforce appropriate behavior for children to mimic (Kemp & Carter, 2000).

The way the teacher organizes work will also help to integrate children in project work. Peer tutoring in which a child with special needs is helped by another child may also help to build relationships. Thus, it is important that an intervention programme be

balanced to offer creative opportunities, provide a broad scope for emotional as well as intellectual, social and moral development (Ellis, 1993).

2.24 Materials and Equipment

Brigham (1995) concluded that if teachers have differentiated work according to needs of children in the class, then they need to have a variety of materials which teaches to the same ends in different ways. Hence, it is more valuable for groups of teachers to work together so that labour is divided and shared. Parent volunteers can also help in collecting and putting resource material together such as organizing and labeling material stapes, duplicating worksheet materials, assembling apparatus or game bits, laminating materials, typing etc. A child who has learning difficulties needs to use a variety of material with similar teaching goals so that he or she gets plenty of practice and gradually learns them thoroughly as not to readily forget.

Among other things, Keith (2006) clearly stresses that worksheets for children with learning difficulties should use materials that are within reach or close to the child's experience. Teachers should also introduce new concepts in a familiar context or setting (if possible try out versions of a worksheet). Similarly, they should write in language that is easily understood, leave a wide border round the edge of the worksheet, use short and simple sentence structures, use type or print letters not handwriting, use sub-headings to structure the worksheet, use illustrations, highlight instructions in some understandable way (e.g. boxed), use active rather than passive verbs, use the pupils' feedback to decide whether or not the written sheets fulfill your educational aims and objectives, and supplement with a taped version of the task sheet.

According to Brigham (1995), there will be other situations where learning materials which the class is using can be adapted for those with learning difficulties. They may need adaptation to simplify the language so that it can be more easily understood (e.g. make sentences shorter, change complex words or sentences for simpler ones). Teachers will also need to reduce teaching content if it seems more than a child is likely

to be able to cover, but add concrete examples so that the child can see what is required and link the material with their experience. Initially this may seem a bit of a tedious task but once attempted and successfully done, it can be used as often as necessary and a teacher can gradually build up several other materials related to the National Curriculum which has been suitably simplified. It is really helpful if teachers strategically work together to develop materials of this kind.

Thus far, this chapter discussed with an in-depth review of the literature, the various strategies for learners with reading difficulties as well as the concepts, policies and programmes around such interventions and strategies.

2.25 Computers

Today, computers offer varied learning opportunities to children with learning difficulties (Nagin, 2005). Some programs offer practice in simple arithmetic or aspects of word building and reading that provides children with the opportunity to practice and get feedback without feeling that they are being judged by the teacher. Computers allow them to go over the same ground as many times as needed. Word processing for instance, allows drafting of written work and correction of spelling with a spell-checker although spell-checkers only work if the spelling is sufficiently near the correct version to be recognized. A printer also provides the chance for children to see a really good-looking version of what they have drafted.

The use of concept key board with an overlay that can be prepared by the teacher also provides an opportunity for children with serious reading problems to produce good-looking written work. Here the child touches the 'concepts' he or she wishes to include in the writing and the words appear on the screen. Problem-solving programmes, such as Granny's Garden, and many others enhances thinking skills. For children with serious physical disabilities computers truly have many uses. In terms of synthesized speech or writing, enabling gadgets and buttons which can be worked by any part of the body useable by the child enables children with little or no speech to communicate (Ferguson, 2002). The use of computers by a wide range of disabled children with special needs shows makes it a clinical art to enable access. Hence experienced professionals within a multi-disciplinary team are needed to assess the individual requirements of users and mix and match the available equipment for them. Sometimes

new fixtures or devices need to be customized for individuals, and intensive teaching and encouragement thereof may be needed for the individual to learn to access the software and enjoy using it (Hawell, 1995).

2.26 CONCLUSION

Thus far, this chapter discussed with an in-depth review of the literature, the various existing intervention strategies for learners with reading disabilities as well as the concepts, policies and programmes around such interventions and strategies.

3.2 AIM OF THE STUDY

The primary aim of the study was to generate information about the intervention strategies being used in reading for disabled learners in public mainstream secondary schools.

Two secondary aims of this study were:

- To assess the effects of current intervention strategies used in reading for disabled learners in public mainstream secondary schools.
- To determine how educators use these intervention strategies to enhance disabled student learning in mainstream schools.

3.3 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What intervention strategies are being used for reading by disabled learners in public mainstream secondary schools?
- How do educators use these intervention strategies in reading for disabled learners in public mainstream secondary schools?

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.4 THE NATURE OF THE STUDY

3.1 INTRODUCTION

A quantitative method was used for this study. The method was chosen because a Following the previous chapter that focused on literature review, this chapter describes the research design and methodology that were employed in this study. Details about the research design, sampling method employed, data collection instrument used and the data analysis techniques used are all discussed further.

3.2 AIM OF THE STUDY

The primary aim of the study was to elucidate information about the intervention strategies being used in reading for disabled learners in public mainstream secondary schools.

Two secondary aims of this study were:

- To assess the effects of current intervention strategies used in reading for disabled learners in public mainstream secondary schools.
- To determine how educators use these intervention strategies to enhance disabled student learning in mainstream schools

3.3 RESEARCH QUESTIONS

The study was guided by the following research questions:

- What intervention strategies are being used for reading by disabled learners in public mainstream secondary schools?
- How do educators use these intervention strategies in reading for disabled learners in public mainstream secondary schools?

- What impact has the intervention strategies on the reading skills of disabled learners in public mainstream secondary schools?

3.4 THE NATURE OF THE STUDY

A quantitative method was used for this study. This method was chosen because a holistic picture was required of the phenomena within the context of occurrence. A quantitative approach was used to increase confidence in the research findings. This method was considered as the most appropriate method because it is simple in its design. The need for obtaining in-depth information and to be able to make possible comparable extrapolations or generalization, made this approach the most effective to use.

3.5 RESEARCH DESIGN

According to McMillan and Schumacher (1993), research design refers to the systematic plan according to which relevant data will be collected. It involves planning, visualization and overall use of the data. Every scientific research project requires a plan that tabulates all activities to be utilized in answering a research problem. According to Mouton (2001) a research design focuses on the end products, formulates a research problem as a point of departure, and focuses on the logic of research. He further adds that a research design indicates the general approach to be used (experimental, field survey, observations) and specifies the actual procedures for selecting the population to be used. The theory behind the research design specifies how the research must be carried out. For this study, the design principles of this research were set along four dimensions: 1) the purpose of the research, 2) the paradigm forming the research, 3) the context within which the research was carried out, and 4) the techniques for collecting data.

As previously noted in the literature reviewed, surveys are the most frequently used research designs in social science (Babbie & Mouton, 1998). Basically two ways in

which data can be collected in survey research is by questionnaires or direct interviews Dejong (1990) reiterates that surveys are convenient because they are generally free from errors, they are easy to administer, they are inexpensive and cost effective, they are convenient and only questions of interest to the researcher are asked.

3.6 RESEARCH METHODOLOGY

Research methodology focuses on the process, the kind of tools and procedures to use (Merriam, 2002). Similarly, Leady and Omrod (2010) also views research methodology as the general approach a researcher uses to carry out the research project. This approach dictates the kind of tools that the researcher should select. However, research methodology is more than a collection of methods. There is a very fine distinction between the term methods and the term methodology. Method refers to a way of doing something whereas methodology refers the coherent group of methods that complement one another and have the goodness of fit to deliver data and findings that will reflect the research question and suits the research purpose (McMillan & Schumacher, 1993).

3.6.1. POPULATION

Population is the totality of persons, events, organizational units, case records or other sampling units that concerns or relates to the research problem (Grinnell, 1998). Melville and Goddard (1996) define population as any group that is the subject of research interests. The study population for this study was public mainstream secondary school goes in the in Venda- Limpopo area in South Africa.

3.6.2. SAMPLE

According to Melville and Goddard (1996), a sample is a subset of participants drawn from the population to represent the whole population. The study sample were disabled

learners between the ages of 10-16 years or older with reading disability and attending public mainstream schools in Mvudi Circuit in Vhembe District of the Limpopo Province.

There were three sections to the questionnaire as follows:

3.6.2.1 Sampling Procedure

• Section A

According to Patton (1990), sampling is a process used to study a response to an intervention in a small population that can be applied to a larger population. The sample is chosen because it is likely to be knowledgeable and informative about the phenomena under investigation (McMillan & Schumacher, 1993). Purposive non-probability sampling is a sampling method where respondents are selected by the researcher subjectively (Babbie & Mouton, 2006). The respondents for this study were sampled using purposive sampling that enabled the research to select only relevant respondents who had first hand information on the topic under investigation.

preferred answer in response to the preceding question

3.6.2.2 Sample size

• Section C

Total sample size was seventy learners in Vhembe District, Mvudi Circuit were selected to take part in the survey. These learners were drawn from six sampled schools

to which they agreed or disagreed with the statements about challenges faced by them as

3.6.3 INSTRUMENTATION

questions anchored on both ends as strongly agreed or strongly disagreed required the

Neuman (1994) qualifies that quantitative research looks at the broader understanding of the particular phenomenon and attributes measures in numbers. According to Leedy and Omrod (2010), quantitative research involves looking at the amounts, or more variables of interests.

The research instrument or tool used for data collection was a standard pretested designed questionnaire with three main sections to it. The questionnaire structure is discussed below.

respondents. This approach was used because learners with reading disabilities are not as many in mainstream schools. Pretesting was done to primarily

Questionnaire Structure

There were three sections to the questionnaire as follows:

- **Section A**

Closed-ended questions aimed at providing biographical information such as gender, age, type of disability etc.

- **Section B**

Section B consisted of closed ended Yes/No questions that required learners to either tick yes or no in the clear box space provided or tick that which applies against the preferred answer in response to the preceding question.

- **Section C**

This section consisted of questions that required learners to specify the extent to which they agreed or disagreed with the statements about challenges faced by them as disabled learners in mainstream schools. A five point hedonic or likert scale type questions anchored on both ends as strongly agreed or strongly disagreed required the respondents to indicate whether they strongly agreed, agreed, not sure, disagreed, or strongly disagreed with the preceding statement or question.

- **Pretesting of Questionnaire**

Pretesting of questionnaire was done with seventy respondents who were randomly selected even though they did not necessarily have the same characteristics as those of the target respondents. This approach was used because learners with reading disabilities are not as many in mainstream schools. Pretesting was done to primarily

identify flaws and ambiguities in the questionnaire, then, rectify these to ensure that the items were clear and easy to understand and respond to.

DATA ANALYSIS AND INTERPRETATION

3.6.4 DATA COLLECTION

4. INTRODUCTION

Questionnaires were used for data collection and these were self administered. Respondents were asked to tick their choice of answer or what applies either within the box spaces provided or against the correct response.

3.6.5 DATA CAPTURING

SECTION A

Data was collected from the selected school was given to research experts to capture and edit before analyses. Errors that might have occurred during data capturing were corrected by examining the data set directly and using summary approach.

3.6.6 DATA ANALYSIS

4.1.1. Gender of Respondents.

According to Babbie and Mouton (2007) data analysis is a systematic process of selecting, categorizing, comparing, synthesizing and providing explanations of the single phenomenon of interest. It refers to the transformation of captured data with the aim of extracting useful information and facilitating conclusions. Captured data was computer analyzed using the Statistical Package for Social Science (SPSS) and findings presented as frequencies or percentage frequencies in tables and graphs.

Table.4.1 Gender

Valid	Frequency	Percentage
Female	37	53.3
Male	32	46.7
Total	70	100%

4.1.2. Age of respondents

The age of respondents are presented below in Table 4.1 below. The majority of respondents (56.7%) were between the ages 13 – 15 years old and learners with physical disability. 3.3% of the respondents were around 12 years of age, and 40% were in around 16 years of age and older. The results indicate that respondents were mainly teenagers and youths still under parental guidance.

Table.4.2 Age Demographics

Valid	Frequency	Percentage
10-12	2	3.3
13-15	40	56.7
16 and above	28	40
Total	70	100%

SECTION B

4.2 ISSUES RELATED TO INTERVENTION STRATEGIES OF LEARNERS WITH READING DISABILITIES

The results below presents findings on issues relating to intervention strategies for learners with reading disabilities on the following areas: learners with hard hearing, visual impaired learners, large lined space worksheet, large print question papers, group learners and normal learners during discussion sessions, stimulating reading interest, viewing enlarged maps and large print text books, assistance to learners at the library, short sighted learners etc.

4.2.1: Hard Hearing

For responses as to whether respondents got individual reading attention from their educators, results are presented below in Table 4.2. Majority (86.7) of the respondents confirmed that educators helped learners who are hard hearing impaired with individual attention. Only (13.3) of the respondents felt that educators do not sufficiently help learners who are hard hearing with individual attention. These results indicate that educators do care for learners who are hard hearing impaired with individual attention. It further goes to say that educators coped well with learners with reading disabilities and gave them full support. These findings confirms similar findings reported by Botsas and Padeliadu's (2003) who noted that teachers listened to the lessons of each individual reader written text consist of three words which the teacher dictates.

Table 4.2.1 Hard Hearing

Valid	Frequency	Percentage
Yes	61	86.7
No	6	13.3
Total	70	100%

4.2.2 Response to Assisting Learners with Project Tasks.

Respondents were requested to indicate whether educators assist disabled learners with projects tasks and results are presented below in Table 4.2. The overwhelming majority (80%) of respondents reported that educators are mostly ready to assist disabled learners in project tasks, whereas (20%) indicated that educators did not assist disabled learners with project tasks. These results indicated that educators are patient enough to help disabled learners. Educators seem to have very good attitude towards

learners with disabilities, but students think that projects need more time and more materials. The findings agree with Donald's (2006) report that educators can provide opportunities for learners to discuss, reflect upon, and practice the strategies with classroom materials.

Table 4. 2. Assist Learners with Project Tasks

Valid	Frequency	Percent
Yes	56	80
No	14	20
Total	70	100%

4.2.3 Availability of Large Printed Books

On the question as to whether large printed books are available for the visually impaired learner, 50% of the respondents indicated that large print books are available for the visual impaired learner and the other 50% disagreed that large printed books were not available for the visual impaired learner (Table 4.3). This implies that irrespective of the split response by respondents and while some visually impaired learners seem to have access to large print books for use, others seem to be struggling for access to such material resources and are still in need of large print books. In other words, some are struggling with reading. This finding is supported by Donald (2006) who stated that learners with specific learning difficulties are unable to read.

Table. 4.3. Availability of Large Printed Books

Valid	Frequency	Percentage
Yes	35	50
No	35	50
Total	70	100%

4.2.4 Visual Impaired Learners

On the question as to whether educators assist learners with writing when they could not clearly see what was written on the board approximately (70%) of respondents agreed that the educators assist learners with writing when they could not clearly see what was written on the board (Table 4.4). Almost (30%) of the respondents did not agree with this statement. Nonetheless, this shows that learners with sight problems must be sit in front of the class, so that they are closer to the to the chalkboard. This would mitigate short sighted learners from visually struggling, but if possible for some, they should seek the use of prescription eye glasses. The results are consistent with Donald's (2006) report in the literature stating that some learners have difficulties recognizing the position and shape of what they see.

Table 4.4. Visual Impaired Learners

Valid	Frequency	Percentage
Yes	49	70
No	21	30
Total	70	100%

4.2.5 Accessibility

Easy road network and accessibility is very important particularly for disabled learners in wheel chair. As to whether the availability of wheel chair ramp eased movement around for disabled learners, an overwhelming (83.3%) majority of the respondents emphasised agreed that the availability of wheel chair ramps made the learning environment more favourable (Table 4.5). Only few respondents (16.7%) felt that availability of a wheel chair ramp does not significantly make the learning environment favourable for them. These results show that environment is conducive to learning and teaching. Classrooms and all areas of the academic environment or structure including bathrooms, offices etc, must be made easily accessible to learners with disabilities especially to those using crutches and wheelchair. Easy access

allows them to reach their destination with much ease. This was confirmed by Hay's (2000) who indicated that space is needed for wheelchair access. School buildings and classrooms may need redesigning to widen doorways and replace stairs with ramps.

Table 4.5. Accessibility

Total	Frequency	Percentage
Yes	58	83.3
No	12	16.7
Total	70	100%

4.2.6 Availability of Large Lined Space Worksheets.

Respondents were requested to indicate whether educators provided learners with a large lined space worksheet. Results are presented in Table 4.6 below. 56.7% of respondents agreed that educators provide them with large lined space worksheets, while 43.3% of the respondents felt that they were not provided with such materials. This shows that at least educators provide appropriate materials to the disabled learner, but obviously the learner with such learning difficulties needs to use a variety of materials. The findings confirm Graham, Harris and Manson's (2005) who pointed that prior to writing, learners need to have a sense of how their paper will be organized.

Table 4.6. Availability of Large Lined Space Worksheet

Total	Frequency	Percentage
Yes	40	56.7
No	30	43.3
Total	70	100%

4.2.7 Creates Keys that are Easy to Interpret During Lesson

Where respondents were asked to indicate whether educators provided or created keys that are easy to interpret during taught lessons, 66.7% of respondents indicated that their educator provided such guidance key, while 33.3% did not agree that educators really did provide such resource assistant to help them interpret information during their classroom lesson (Table 4.7). Here also, the results indicated that quite often than not, educator do create informational keys that are easy to interpret during lesson. This implied that learners are generally satisfied with the way in which teaching is taking place in school.

Table 4.7. Creates Keys that are Easy to Interpret During Lesson

Valid	Frequency	Percentage
Yes	47	66.7
No	23	33.3
Total	70	100%

4.2.8. Learners with Hearing Impairment.

Results on location of learners with hearing impairment indicated that typically, and by 76.7% of the time, educators moved learners with hearing impairment to sit in front during class lessons (Table 4.8). This implies that this move allows the disabled learner to gain more concentration during classroom lessons. Only (23.3%) of the respondents felt that learners with hearing impairment were not afforded the privilege or opportunity by their educators to sit in front during class lesson. These results indicated that educators do care for learners with hearing impairment sit in front during class lessons. According to Hay (2000) learners with hearing impairment will need assistive devices. For those with severe hearing disability, such learners can be fitted with a "radio hearing aid".

Table 4.8. Learners with Hearing Impairment.

Valid	Frequency	Percentage
Yes	54	76.7
No	16	23.3

4.2.9 Availability of Enlarged Maps.

On the topic of whether educators stimulate reading interests of disabled learners by giving them enlarged maps to view, 50% of the respondents indicated that enlarge maps are available for learners with visual impairment. The other (50%) of the respondents did not agree with the statement. In any case, the results indicate that materials for disabled are in use but still in demand. Even though the learner may not be able to use and interpret information well, such learners will need instruction in Braille or by means of audiotapes. If partially sighted they may be able to read and write with the assistance of an enlarger.

Table 4.9. Availability of Enlarged Maps

Valid	Frequency	Percentage
Yes	35	50
No	35	50
Total	70	100%

4.2.10 Stimulates Reading Interest

Based on the five point hedonic or likert scale questions, about a total of 60.3% of the respondents agreed that educators stimulate their interest by giving them articles like newspaper to read, while 10% were not sure about this and 26.7% disagreed with the statement (Table 4.10). Overall, the results clearly show that educators do provide materials to stimulate the reading interest of learners with reading problem. The findings

agree with Williams's (2001) findings that learners with poor skills must be instructed by addressing the cognitive process involved in the acquisition and improvement of reading. They must be involved in their own learning.

Table 4.10. Stimulates Reading Interest

Total	Frequency	Percentage
Strongly Agree	40	40
Agree	16	23.3
Not Sure	7	10
Disagree	19	26.7
Strongly Agree	0	0
Total	70	100%

4.2.11 Clarifies Aspects to Learners

As to whether educators take long to clarify learning aspects to learners with learning disability, a total of 43.3% of the respondents agreed that educators take long to clarify aspects to learners (Table 4.11). About 10.7% of the respondents were not sure, and a total of 40% of the respondents disagreed. These results somewhat indicate that while there perhaps may be no significant differences between those who agreed and those who disagreed, overall educators do not satisfactorily seem to spend much time to clarify learning aspects to learners with reading disabilities.

Valid		
Strongly Agree		
Agree		
Not Sure		
Disagree		
Strongly Disagree		
Total		

Table 4.11. Clarifies Aspects to Learners

Total	Frequency	Percentage
Strongly Agree	16	23.3
Agree	14	20
Not Sure	8	10.7
Disagree	23	33.3
Strongly Disagree	5	6.7
Total	70	100%

4.2.12. Assist the Disabled Learner at the Library

When asked whether there is a special person to assist the disabled learner at the library, 43% agreed, 10.7% were not sure, and 40% disagreed (Table 4.12). The result pattern here is precisely similar to that on the respondent's views of educators clarifying learning aspects to them showed that there is a special person to assist the disabled learners at the library. These results showed that pretty much some of the disabled learners are getting some kind of assistance at the library, but over half of the respondents are really not getting the expected assistance at all and that is cause for great concern.

Table 4.12. Assist the Disabled Learner at the Library

Valid	Frequency	Percentage
Strongly Agree	16	23.3
Agree	14	20
Not Sure	8	10.7
Disagree	23	33.3
Strongly Disagree	5	6.7
Total	70	100%

4.2.13 Assisting with Computer Letters

With regards to respondent's views on getting assistance with computer literacy and letters, a total of 53% agreed that educators assist disabled learners in computer letters, while 10% were unsure, and a total of 36.7% disagreed (Table 4.13). Overall and combining the top two boxes of responses, more disabled students are getting assisted with computer letters or literacy in school. As some of the learners with disabilities are more vulnerable, it is difficult for them to easily grasp the use of new technology, hence very strong technical expertise is required to assist educators as well as the disabled learners in the classroom. This is where the use of the concept key board with an overlay which can be prepared by the educator come in as it provides the opportunity for children with serious reading problems to produce good-looking written work (Nagin, 2005).

Table 4.13. Assisting with Computer Letters

Valid	Frequency	Percentage
Strongly Agree	25	36.6
Agree	12	16.7
Not Sure	7	10
Disagree	21	30
Strongly Disagree	5	6.7
Total	70	100

4.2.14 Group Learners and abled Learner During Discussions

When asked whether educators grouped learners with normal / regular abled learners, 49.9% agreed, while 36.7% was unsure and 13.4% disagreed (Table 4.14). At least with almost 50% of the respondents agreeing to being grouped during class discussions, this goes to show that group interaction is occurring which fosters peer group learning. These results indicate that educators should group disabled learner with abled learners

during class discussion. This indicates that abled learners are not copying with the disabled learners. Aabled learners are unable to give full support. Some discriminated against or hated those who are unfortunate. The findings were supported by Goldstein and Carr's (1996) emphasized that learners should be encouraged to talk with people who can help clarify their assignment. Classmates, teaching assistants, teachers, and librarians can offer useful information and help identify sources.

Table 4.14. Group Learners and abled Learner During Discussions

Valid	Frequency	Percentage
Strongly Agree	18	26.6
Agree	16	23.3
Not Sure	26	36.7
Disagree	5	6.7
Strongly Disagree	5	6.7
Total	70	100%

4.2.15 Learner Support During Physical Training

In terms of support provided to disabled learners during physical training, approximately 80% of the respondents agreed that educators gave learners support during physical training, with 10% of the respondents being unsure about this, and another 10% disagreeing on this (Table 4.15). The results strongly indicate that educators indeed motivate disabled learners during physical training so that they become active participators of their learning. This is consistent with Urbandill (2009) who indicated that learners with disabilities experience the same needs for sports, including competitive sports that able bodied learners do. Sports are designed to improve the overall body posture, contribute to one's physical development, general fitness and health.

Table 4.15. Learner Support During Physical Training

Valid	Frequency	Percentage
Strongly Agree	37	53.3
Agree	19	26.7
Not Sure	7	10
Disagree	2	3.3
Strongly Disagree	5	6.7
Total	70	100%

4.2.16 Check Learners Books Regularly

83.3% of respondents agreed that educators checked their books regularly, while 6.7% were unsure, and 10% disagreed (Table 4.16). It implies that educators are quite sensitive to the needs of disabled learners, and very much care about them. Schumacher and McMillan (1993) drives home a related critical point that education is a fundamental right which extends equally to all learners, hence assessment processes must be evaluated.

Table 4.16. Check Learners Books Regularly

Valid	Frequency	Percentage
Strongly Agree	16	23.3
Agree	42	60
Not Sure	5	6.7
Disagree	0	0
Strongly Disagree	7	10
Total	70	100%

4.2.17 Provide Learners with Synonyms for Difficult Words

A significant number of the respondents (83.3%) agreed that educators provided learners with synonyms for difficult words, but 3.4% of them were unsure and 13.3% disagreed (Table 4.17). This implies that learners are generally satisfied with the way in which learning and teaching takes place in their schools. Sequencing contributes towards effective reading skills. The results are consistent with Mouton's (2001) views that a learner who is not able to hear or interpret what he has heard is experiencing auditory difficulties.

Table 4.17. Provide Learners with Synonyms for Difficult Words

Total	Frequency	Percentage
Strongly Agree	14	20
Agree	44	63.3
Not Sure	3	3.4
Disagree	2	3.3
Strongly Disagree	7	10
Total	70	100%

4.2.18 Question Papers with Large Prints

In response to the statement about whether educators provide question papers with large print to the visually impaired learner, 36.7% agreed, while 30% were unsure, and 33.3% disagreed (Table 4.18). The almost equal responses across all three categories of responses, indicates that there is lack of adequate teaching and learning materials for disabled learners.

Table 4.18. Question Papers with Large Prints

Valid	Frequency	Percentage
Strongly Agree	12	16.7
Agree	14	20
Not Sure	21	30
Disagree	21	30
Strongly Disagree	2	3.3
Total	70	100%

4.2.19 Educational Activity

On the statement that educators included disabled learners in the educational activity e.g. academic competitions, 53.3% agreed, 10% were not sure, and 26.7% disagreed that disabled learners are included in such educational activities (Table 4.19). This however goes to show that there is a good relationship between disabled learners and abled learners which fosters social interaction. According to Law (2002), a number of disabled learners had played and excelled in table tennis, netball basketball and soccer. The provision for disabled learner to participate in sports with non disabled learners had impacts on learning process.

Table 4.19. Educational Activity

Valid	Frequency	Percentage
Strongly Agree	30	43.3
Agree	7	10
Not Sure	14	20
Disagree	5	6.7
Strongly Disagree	14	20
Total	70	100%

4.2.20 Support From Various Stakeholders When Needed

With regards to extended invitation by educators to stakeholder for disabled learners such as clinical nurses, 53.3% of respondents agreed that educators invited nurses when the need arose. About 20% were unsure and 26.7% of the respondents disagreed that educators rarely invited nurses as needed (Table 4.20). Although it clearly seems that invitation is more often extended to stakeholders of disabled learners, yet the results do point to the fact that more needs to be done because generally speaking, disabled learners with barriers just regularly need special attention which should be offered by specialist. However there are of the school curriculum policy and practices that are exclusionary. For example many learners involved in this study had to make frequent visits to the hospital.

Table 4.20. Support From Various Stakeholders When Needed

Valid	Frequency	Percentage
Strongly Agree	30	43.3
Agree	7	10
Not Sure	14	20
Disagree	5	6.7
Strongly Disagree	14	20
Total	70	100%

4.2.21 Accessibility for Wheel Chair Users

Results on accessibility for wheel chair users around school classrooms and general infrastructure were friendly as indicated by 83.4% of respondents who agreed to this statement, but 10% were unsure, and 6.6% disagreed (Table 4.21). With the strong view by majority of respondents, this implies that public mainstream schools in the Limpopo areas are much access friendly to disabled learners. However, this must not overlook

the fact that barriers to accessibility in the physical environment of disabled learners should be removed to make the classroom and other areas very accessible to this group of learners. Wider and convenient space is needed for wheelchair access and the physical dimensions may have to be changed in order to remove barriers to learning (Hay's, 2000).

Table 4.21. Accessibility for Wheel Chair Users

Valid	Frequency	Percentage
Strongly Agree	28	40
Agree	31	43.4
Not Sure	7	10
Disagree	2	3.3
Strongly Disagree	2	3.3
Total	70	100%

4.2.22 Positive Reinforcement

When asked whether educators used positive reinforcement when learners do something right, 83.4% agreed, but 10% of respondents were not sure and 6.6% of them disagreed (Table 4.22). The level of agreement is a good indication that educators reinforce positive behavior, correct responses to questions asked and this fosters students desire to stay on the right path and grow. Also, this encourages and inspires learners with reading or multiple physical difficulties to work very hard. Avramidis, Bayliss and Burdern (2000) reiterate that reinforcements are consequences that strengthen behavior.

Table 4.22. Positive Reinforcement

Valid	Frequency	Percentage
Strongly Agree	28	40
Agree	31	43.4
Not Sure	7	10
Disagree	2	3.3
Strongly Disagree	2	3.3
Total	70	100%

4.23 Encourage Mind Mapping

About 93.3% of respondents indicated that educators encourage mind mapping when working on tasks (Table 4.23). Only (6.6%) of the respondents disagreed that educators encourage mind mapping when learners worked on tasks. This strongly implies that educators encourage learners to be creative when dealing with tasks. Learners may also find it easily impossible to take part in almost anything requiring coordination skills. In fact, software programs such as Inspiration and Kidspiration (for young learners) assist students in using techniques such as semantic webbing and mind maps and changing these graphics organizes into outlines (Graham, Harris and Manson, 2005).

Table 4.23. Encourage Mind Mapping

Valid	Frequency	Percentage
Strongly Agree	37	53.3
Agree	28	40
Not Sure	0	0
Disagree	2	3.3
Strongly Disagree	2	3.3
Total	70	100%

4.2.24 Extra Time to Finish Writing Tests

When asked whether educators gave disabled learners any extra time to finish writing tests, results of the responses showed that children were not quite as happy about this because only 40% of them agreed (Table 4.24). 3.3% were unsure while the majority - 56.6% of them disagreed. This is not a good sign of foster learning which should be encouraging, patient and accommodating. Typically, disabled learners with learning barriers need extra time to finish writing tests or any other work for that matter. This is because disabled learners seem to always be behind in their school work.

Table 4.24. Extra Time to Finish Writing Tests

Valid	Frequency	Percentage
Strongly Agree	5	6.7
Agree	23	33.3
Not Sure	2	3.3
Disagree	2	3.3
Strongly Disagree	37	53.3
Total	70	100%

4.2.25 Completion of Tasks

For the question on whether educators' gave disabled learners extra time to complete tasks (Table 4.25), majority - 63.4% of respondents agreed that educators give learners extra time to complete their tasks. Only 20% of the respondents were not sure and about 16.7% disagreed on this above question. It is good to know that while educators exercise discipline and not give extra time to disabled learners to complete written tests, yet they are compassionate enough to giving learners opportunities to complete their tasks. Extra time is very important for disabled learners in lieu of challenges they encounter.

Table 4.25. Completion Tasks

Valid	Frequency	Percentage
Strongly Agree	5	6.7
Agree	40	56.7
Not Sure	14	20
Disagree	2	3.3
Strongly Disagree	9	13.3
Total	70	100%

4.2.26 Practice Spelling

From kindergarten to university, every learner, normal or disabled always wants extra time to do every bit of school work. Respondent's responses to the statement on whether educators give learners extra time to practice spelling indicated that only 23.3% agreed (Table 4.26), and majority were unsure, followed by 30% of respondents that disagreed. Obviously, different challenges and their level of difficulty dictate time requirement for completion and this can be only determined by the educator.

Table 4.26. Practice Spelling

Valid	Frequency	Percentage
Strongly Agree	2	3.3
Agree	14	20
Not Sure	33	46.7
Disagree	2	3.3
Strongly Disagree	19	26.7
Total	70	100%

4.2.27 Practice Opportunities

Unlike normal learners, students with disability challenges require more opportunities for them to assimilate and anchor information. Respondent's views on whether educators provide appropriate practice opportunities (Table 4.27) indicated that 63.4% agreed, while 20% were unsure, and 16.6% disagreed. The strong views of educators already providing ample practice opportunities is encouraging and educators should continue to do so especially for the cognitive development of reading, comprehension, writing skills. Botsas and Padeliadu (2003) suggest that on this aspect, the educator and the learners practice together a few times till the learner gets a very good grasp on the particular skill. An example approach is that during say practice reading, the educator lowers the volume of his or her voice each gradually over time so that at the end the teacher's voice disappears and the learner is reading alone.

Table 4.27. Practice Opportunities

Valid	Frequency	Percentage
Strongly Agree	5	6.7
Agree	40	56.7
Not Sure	14	20
Disagree	2	3.3
Strongly Disagree	9	13.3
Total	70	100%

4.2.28 Lists to Remember Information

On the question asked by respondents to rate their perception about the educators do teach learners how to make lists to remember information, 46.7% agreed that educators do teach them how to such a list (Table 4.28), but 43.3% were not sure, and 10%disagreed. Perhaps this goes to say that educators should simplify how information

is presented so that disabled learners can easily recognize, comprehend / assimilate, store and recollect information. Reading difficulties typically involve a failure either to recognize or comprehend written materials. Recognition is the basic of these processes since a word must be recognized before it can be comprehended. Botsas and Padeliadu (year) suggests that for learners with poor visual memory, emphasis should fall more strongly on the phonemes than on the symbols.

Table 4.28. Lists to Remember Information

Valid	Frequency	Percentage
Strongly Agree	5	20
Agree	40	26.7
Not Sure	14	43.3
Disagree	0	0
Strongly Disagree	7	10
Total	70	100%

4.2.29 Educators Not Pressurizing Learners for Speed

When asked whether educators do not pressurize learners, for speed for example, an overwhelming 76.7% of the respondents agreed and stressed that educators do not pressurize learners for speed e.g. in typing (Table 4.29). About (13.3%) were not sure and about 10% of them disagreed. The results indicate that educators are patient with those learners with learning barriers. Computers also aid in this direction because they are designed to allow repetition of things to occur over the same ground as many times as learners feel the need to. Nagin (2005) indicated that computers offer many things to children with learning difficulties. Many programs offer practice in, for example, simple arithmetic or aspects of word building and reading which gives children the chance to practice and get feedback without feeling that they are being judged by the teacher.

Table 4.29. Educators Not Pressurizing Learners for Speed

Valid	Frequency	Percentage
Strongly Agree	19	26.7
Agree	35	50
Not Sure	9	13.3
Disagree	2	3.3
Strongly Disagree	5	6.7
Total	70	100%

4.2.30 Helping Learners with Their Projects

Responses to whether educators always made extra time to help learners with their projects revealed that 73.3% agreed on this statement and a very small percentage (3.3%) was unsure, but 23.4% disagreed (Table 4.30). These results showed that learners with learning disabilities represent a normal range of academic abilities. Some may have learning problems; other may have physical problems which make certain aspects of their work difficulties.

Table 4.30. Helping Learners with Their Projects

Valid	Frequency	Percentage
Strongly Agree	38	53.3
Agree	14	20
Not Sure	2	3.3
Disagree	10	10
Strongly Disagree	9	13.4
Total	70	100%

4.2.31 Creating Space for Demonstration

When asked whether educators created space for learners to demonstrate what they learnt or knew, 73.4% of the respondents agreed that educators created space for them to demonstrate what they know (Table 4.31). Only 10% of them were not sure and about 16.7% of them disagreed with the statement. Certainly, the results confer that educators do create opportunities so that learners may be able to demonstrate what they learn or know. This approach enables learners who have visual sequences be able to remember what they have seen or heard. Visual sequencing contributes to effective reading skills

Table 4.31. Creating Space for Demonstration

Valid	Frequency	Percentage
Strongly Agree	32	46.7
Agree	19	26.7
Not Sure	7	10
Disagree	5	6.7
Strongly Disagree	7	10
Total	70	100%

4.2.32 Stimulating Attention

Stimulating attention in the classroom is also critical to the learner's level of comprehension, assimilation and recollection. Respondents when asked whether educators taught them ways to focus attention during class sessions (e.g. look at me when I talk), 90% agreed to being told to focus attention in class, while 3.3% were not sure, and 6.6% disagreed (Table 4.32). These results suggest that educators and learners with eye hand co-ordination kind of compel learners to focus even when doing simple activities. This strategy has high influence on learning and teaching as the hand will follow what the eyes see. Donald (2006) states that if there is difficulty with visual

and perception, then there would be problem with tasks that require eye hand co-ordination such as doing puzzle.

OVERVIEW AND SUMMARY OF THE STUDY FINDINGS, RECOMMENDATIONS

Table 4.32. Stimulating Attention

Valid	Frequency	Percentage
Strongly Agree	44	63.3
Agree	19	26.7
Not Sure	2	3.3
Disagree	2	3.3
Strongly Disagree	2	3.3
Total	70	100%

SUMMARY

This chapter presented and discussed findings of the research from sample respondents on the intervention strategies used in teaching learners with learning disabilities in mainstream schools. Disabled learners from different schools responded to the questionnaires. Chapter five will focus on the summary of the findings, conclusion and recommendations.

Chapter Three: The research design and methodology was discussed. This included the population identification and selection, sampling procedures and selection, data collection procedures and analysis.

Chapter Four: This chapter presented statistical analysis and discussion of the results.

Chapter Five: Provides a summary of the study, its findings, recommendations and conclusions below.

CHAPTER 5 SUMMARY OF RESEARCH FINDINGS

OVERVIEW AND SUMMARY OF THE STUDY FINDINGS, RECOMMENDATIONS AND CONCLUSION

Major findings were as follows:

5.1 OVERVIEW OF THE STUDY

• Short Sighted Learners

Chapter four presented the analysis and discussions of the research data gathered from disabled learners and their educators. The main purpose of this study was to examine the intervention strategies used in reading to disabled learners in the public mainstream secondary schools in Mvudi Circuit.

treatment.

The study was structured as follows:

• Hard Hearing

Chapter One: This chapter dealt with the background environment of the study with brief summary of the research methodology, sampling procedure, significance of the study and structure of the research.

full support.

Chapter Two: In this chapter detailed literature review related to the intervention strategies used in reading to disabled learners in public schools were reported. The review was undertaken in order to establish a theoretical understanding of and a basis for developing the research instrument used.

learners on project tasks. Educators are willing to assist disabled

Chapter Three: The research design and methodology were discussed. This included the population identification and selection, sampling procedures and selection, data collection procedures and analysis.

• Large Printed Books

Chapter Four: This chapter presented statistical analysis and discussion of the results.

impaired learner, and learners are not to read of large print books. The visually

Chapter Five: Provides a summary of the study, its findings, recommendations and conclusions below.

5.2 SUMMARY OF RESEARCH FINDINGS

An overwhelming majority of the respondents emphasized that schools are not

Major Findings Based on Questionnaire Completed by Learners

giving information so that disabled learners can easily recognize and remember

Major findings were as follows:

comprehend written materials. Recognition is the basic of the cognitive processes since

it is the first step in the learning process.

- **Short Sighted Learners**

Educators assist learners with reading when they cannot clearly see what is written on the board. Learners with sight problems must sit in front of the class so that they are closer to the chalkboard. This arrangement minimizes short sighted learner from struggling with taking notes. The visually impaired must seek appropriate eye care treatment.

- **Hard Hearing**

The majority of the disabled learners confirmed that educators do help learners who have hard hearing impairment with individual attention. Educators do care for these learners and equally cope well with learners with reading disabilities in giving them their full support.

- **Assisting with Disabled Learners On Project Tasks**

Half of the respondents indicated that enlarged reading maps are available for learners

The majority of the disabled learners perceive educators are ready to assist disabled learners on project tasks. Educators are patient enough to help learners as they have very good attitude towards learners with disabilities, projects need more time and more materials.

- **Stimulating Reading Interest by Giving Learners Articles to Read**

They are required that educators stimulate reading interest by

- **Large Printed Books**

Half of the respondents said that large printed books are not available for the visually impaired learner, and learners are still in need of large print books. The visually impaired learner seems to be struggling with reading and confusion during reading.

- **Accessibility**

An overwhelming majority of the respondents emphasized that schools are not responsive to the needs of the disabled learners. Educators should simplify the way of giving information so that disabled learners can easily recognize and remember information. Reading difficulties typically involve a failure either to recognize or comprehend written materials. Recognition is the basic of the cognitive processes since a word must be recognized before it can comprehend.

- **Large Lined Space Worksheets**

The majority of the disabled learners indicated that educators provided them with large lined space worksheets. The learner who had learning difficulties needs to use variety of materials.

- **Keys that are Easy to Interpret During Lessons**

Respondents with the help of their educators, create keys that are easy to interpret during lessons. Educator should also assist disabled learners with computer letters. As some of learners with disabilities are more vulnerable, it is difficult for them to use new technologies or technologically advanced resources.

- **Use of Enlarge Maps**

Half of the respondents indicated that enlarged reading maps are available for learners with visual impairment, but learners with visual impairment are still in need of large print books. This suggests that visual impaired learners are still struggling with reading and are often confusion during reading.

- **Stimulating Reading Interest by Giving Learners Articles to Read**

The majority of the respondents confirmed that educators stimulate reading interest by giving learners articles to read. Educator should always provide learners with reading difficulties from articles in newspapers, magazines or brochures.

- **Clarifying Aspects to Learners with Reading Disability**

The majority of the respondents agreed that educators take long to clarify aspects to learners with reading disability. Educators should set aside time to help learners clarify reading aspects with learners with reading disabilities. This shows that educators are sensitive to the needs of disabled learners.

- **Providing Learners with Reading Difficulties with Articles such as Newspapers or Brochures**

The majority of learners with reading disabilities further confirmed that inclusive education empowers learners with reading disabilities.

5.3 LIMITATIONS

Data was collected from a very small area of the Mvudi Circuit, in the Vhembe Districts of the Limpopo province in South Africa. Hence the generalization or extrapolation of the overall study findings is somewhat limited. It should also be borne in mind that the data itself was taken from a specific time period before many of the latest education policies were been instituted.

5.4 RECOMMENDATIONS OF THE STUDY

The following are recommendations put forward from the research outcomes.

- Districts should consider an early intervention program and make concerted efforts to have all students reading proficiently before entering middle school as prevention is better than cure. Intervention for instance in early grades 3
- Class size reduction may also help educator to closely monitor learners with reading disabilities
- The partially sighted and low vision student should be placed in front to enable them to read and copy what is written on the board

- All programmes should be designed to cater to the needs of special learners and they should be constantly monitored and evaluated
- Teachers need continuous training to enable them to handle inclusive classes efficaciously
- Learners should be continuously motivated to have positive attitude towards reading
- Schools should be adequately funded to improve their resource provision
- Early intervention efforts to remediate poor reading skills should be sought after, recommended and concerted effort made to have all learners reading proficiently before entering middle school
- Learners should acquire good level of reading skills early in their educational journey
- There is always need for clinical stakeholders to provide disabled learners with clinical and social support
- Class size reduction, time on task and small group intervention are essential to effective and efficient learning.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The following issues should be considered for future research:

- Research should be carried out on the programme proposed in this study .
- Further research involving many schools should be done to find out if schools have resources that benefit the disabled learner with reading difficulties.

6. CONCLUSION

Reading strategies and instruction appears to hold a great educational potential, especially for learners with reading disabilities. Learners need reading skills not only to cope with immediate academic demands but also to address similar cognitive tasks under different settings or conditions throughout life. When working with learners with reading disabilities, educators will find it highly beneficial to have a variety of

interventions and techniques with which to foster learning and learner success. Learning how to read provides disabled learners with the ability to be independent lifelong learners. This is one of the ultimate goals of education. When learners read they grow and change intellectually. Learners gain more knowledge, enhance their sense of competence and their ability to achieve or be successful.

Avramidis, E., Baylis, P., and Burden, R. (2005). A survey into mainstream teachers' attitudes towards the inclusion of children with special education needs into the ordinary school in one Irish educational authority. *Educational Psychology, 29* (2): 191-221).

Bailey, J. (1995). *Medical and Psychology Journals & special needs education*. In Clark C., Dyson, A. and Milward, A. (Eds) *Teaching special education*.

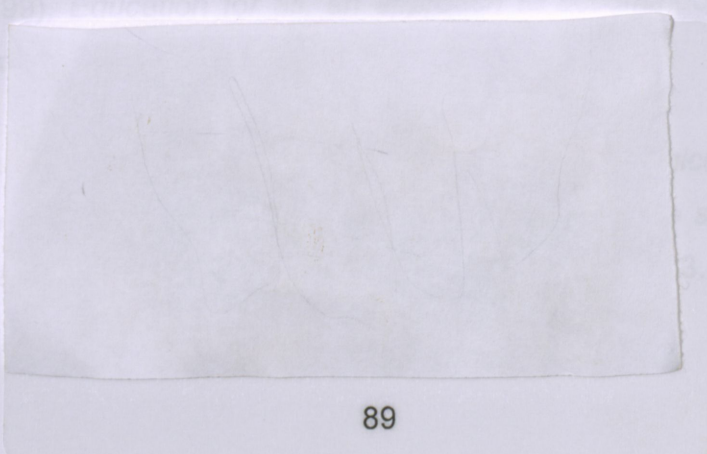
Bless C. and Higson-Smith, C. (2000). *Psychology: Social Research Methods* (3rd Ed.). Lansdowne: Juta Education (PTY) Ltd.

Boekaerts, M. (1990). Self-regulated learning: What do we know today. *International Journal of Educational Research, 31*, 445 - 457.

Buttas, G. and Padeledu, S. (2000). Self-regulation and writing-comprehension strategy use among students with and without reading disability. *International Journal of Educational research, 30*, 477 - 488.

Burden, A. (1999). *Educational Psychology: An introduction to the study of individual diversity*. Some introductory remarks.

Cathoon, M. E. (1995). *Reading Comprehension: A comparison of reading skill and reading comprehension in school students with reading disability*.



REFERENCES

Allan, J. (2000). *It is good to talk: Bridging the gap between Disability studies and Inclusive Education*. ISEC 2000 CD-ROM Oldham: Inclusive Consultancy and Training LTD.

Avramidis, E., Baylis, P., and Burden, R. (2005). *A survey into mainstream teachers' attitudes towards the inclusion of children with special education needs into the ordinary school in one local education authority*. *Educational Psychology*, 20 (2): 191-221).

Bailey, J. (1998). *Medical and Psychology models in special needs education*. In Clark C., Dyson, A. and Milward, A. (Eds) *Theorizing special education*.

Bless C. and Higson-Smith, C. (2000). *Fundamental of Social Research Methods* (3rd Ed.). Lansdowne: Juta Education (PTY) Ltd.

Boekaerts, M. (1999). *Self-regulated learning: Where we are today*. *International Journal of Educational Research*, 31, 445 – 457.

Botsas, G. and Padeliadu, S. (2003). *Goal orientation and reading comprehension strategy use among students with and without reading difficulties*. *International Journal of Educational research*, 39, 477 – 495.

Burden, A. (1999). *Education for all, an approach to accommodate diversity*. Some introductory remark *Educare*.

Calhoon, M. B. (2005). *Effects of a peer-mediated phonological skill and reading comprehension program on reading skill acquisition for middle school students with reading disabilities*. *Journal of Learning Disabilities*, 38, 424 – 433.

Chan, L.K.S. (1991). Promoting strategy generalization through self instructional training in student with reading disabilities. *Journal of Learning Disabilities*, 24, 427-433.

Department of Education, (1997). Education White Paper 6: Special Needs Education *Building an Inclusive Education and training system.*

Deshler, D. (2004). Adolescents with disabilities in a high school setting: Student characteristics and setting dynamics. *Learning Disabilities: Contemporary Journal*, 2, 30-48.

Deshler, D., Lenz, K.B., Bulgren, J. Schumaker, J.B., Davis, B., Grossen, B., and Marquis, J. (2004). *Adolescents with disabilities in high school setting: Student characteristics and setting dynamics.* Learning Disabilities: A contemporary Journal, 2, 30 – 48.

Donald, A. (2006). *The issue of an alternative model special.* Specialized education with an intergrated model of education support services in South Africa: Pretoria: Van Schaick.

Donald, Lazarus and Lolwang (2006). *Educational psychology in social context.* Cape Town: Oxford University.

Du Toit, L. (1996). *An introduction to special education.* In Engelbretcht P., Kriegler, S.M and Booysen, M.I. perspective on learning difficulties: International concerns and South Africa realities. Pretoria Van Schaick.

Education Labour Relations Council (2003). *Policy Handbook for Educators.* Pretoria: Universal Print Group.

Egilson, S. T. (2005). *School participation. Icelandic Students with physical impairments*. published PhD dissertation University of Iceland, Faculty of Social Sciences.

Erickson, L., and Granlund, M. (2004). *Conceptions of participation in students with disabilities and persons in their close environment*. *Journal of Developmental and Physical Disabilities*, 16, 229-245.

Flavel, L., Welander, J. and Granlund, M. (2007). *Preparing to include special children in mainstream schools: A practical guide*. London.

Florian, L. (1998). *Inclusive practice. What, why and how?* In Stone C., Florian L. and Rose R., *Promoting inclusive practice*. London: Routledge.

Ferguson, P. M. (2002). *A place in the family and historical interpretation on parental reaction to having a child with disabilities*. *Journal of Special Education*.

Gajria, M. and Salvia, J. (1992). The effect of a memory strategy on second graders' performance and self-efficacy *Contemporary Educational Psychology*, 58, 508-526.

Goldstein, A. and Carr P.G. (1996) April NAEP facts; *Can students benefit from process writing*.

Goldstein, S. (2008). *Understanding and Managing children's classroom behaviour creating sustainable resilient schools (2nded)*. New York Wiley.

Graham, S. and Harris, K. (1999). *Self regulating where do we go from here?* *Contemporary Educational research* 22, 102 – 114.

Keith, T. Z. (2005). *Multiple Regression and Beyond*. Boston: Pearson Education

Graham, S., Harris, KR. and Mason L., (2005). *Improving the writing performance, knowledge and self efficacy of struggling young writer: The effects of self-regulated strategy development*. Contemporary Educational Psychology 30, 207

Gray, D.E. (2009). *Doing research in the Real World* (2nded). California: SAGE Publication.

Green (2001) *.Promoting Learner development*. Pretoria: Van Shaick Publisher.

Hay, J. (2000). *The implementation of inclusive education paradigm shift in S.A education support services*. South African Journal of Education 23 (2) 135 – 138.

Leedy, P.D. (1988) *Practical Research Planning and Design* Ed New York.

HBEDIE (2006). *Introduction to inclusive education*. University of South Africa.

Hemmingson, H., and Borell, L., and Gustavsson, A. (1999). *Temporal aspects of teaching and learning: Implications for pupils with physical disabilities*.

Holander E.A. (1993). *Prejudice and dignity: An introduction to community based*

YaByanga publishers

Holloway, I. (1997). *Basic Concepts for Qualitative Research*. London. Hartnolls Ltd.

Marow, R. and Burns, M. (2000) *Qualitative Research in Education: A Practical Guide*

Jones, T.W. (2009). *The Education of Students with Physical Disabilities*.

Kanu, S.A. (2008). *Special Needs Education in Perspective*. In: A. Olabisi (ed.) child Care and Special Needs education in Nigeria (PP1 – 12) Jos. Centre for Learning Disabilities and audiology.

McCartney, S.J. (2005). *The impact of an able bodied on teachers writing*

Karagiannis, A., Stainback, S. and Stainback W. (1996). *Rationable for Inclusive schooling in Inclusion, a guide for educator, edited by Stainback, W. Stainback, Baltimore, Maryland: Paul, H. Brookers.*

McGraw Hill, Miller, A. (2004) *Interventions to assist students with disabilities*

Keith, T. Z. (2006). *Multiple regression and beyond*. Boston: Pearson Education.

- Kemp, C., and Cater, M. (2000). *Demonstration of Classroom survival skills in kindergarten: A five year transition study of children with intellectual disabilities*. Educational Psychology, 20, 393-411.
- Melville, S. and Gordon, M. (1990). *Research methodology*. Cape Town: Juta & Co.
- Landsberg, E., Kruger, D. and Nel, N. (2005). *Addressing barriers to learning*. A South African perspective Pretoria: Van Schaick.
- Miller, P. (2000). *Moving towards inclusive education*. Joshi experts, London.
- Law, M. (2002). *Participation in the occupations of everyday life*. American Journal of Occupational Therapy, 56, 640 – 649.
- Morgan, P. and Smeed, G.D. (2008). *Controlling the effectiveness of therapy*.
- Leedy, P.D. (1989). *Practical Research: Planning and Design*(4thEd).New York: MacMillan Publishing Company.
- Lyons, W. (1986). *Integrating the Handicapped into ordinary Schools*. London: Croom Helm. City Press.
- Mallum, Y.A. and Hagai, M.P. (2000). *Educational Research, Classroom Practice*, Jos. YaByangs publishers.
- Schaick, J. (2005). *Research Methods for General Social Work*. Australia: Thomson Brooks/Cole.
- Marlow, R. and Boone, M. (2005). *Research Methods for General Social Work*. Australia: Thomson Brooks/Cole.
- S.A. Nyideeduh (ed): *Focus on Effective Teaching in Schools* (Pp. 1 – 16). Port
- Mather, N. and Goldstein, S.(2008) *Learning disabilities and challenging behavior*. Paul H. Brookers – Publishing Co Maryland.
- Peters, S. (1993). *An ideological cultural framework for the study of disability*. In S. J.
- McCarthy, S.J. (2008). *The impact of no child left behind on teachers writing instruction*. Written communication, 25, 462 – 505.
- Prelwitz, M. and Tamm, M. (2009). *How women with restricted mobility perceive*
- Meece, J L. (2000). *Child and adolescent development for educators* (2nd ed.).boston: McGraw Hill. Milson, A. (2009). *Interventions to assist students with disabilities*

- through school transitions: http://www.the_freelibrary.com/Interventions+to+assist+with+disabilities.
- Melville, S. and Goddard, W. (1996). *Research Methodology*. Cape Town: Juta & Co. Ltd.
- Mittler, P. (2000). *Working towards inclusive education*. Social contexts. London. David Fulton Publisher.
- Morgan, P. and Sideridis, G.D. (2006). *Contrasting the effectiveness of fluency intervention for students with of at risk for learning disabilities*. Learning Disabilities Research and Practice.
- Nagin D.S. (2005). *Group based modeling development*. Cambridge, M. A.: Harvard University Press.
- Naicker, S. (2000). *Inclusive education in South Africa* in *Inclusive education in South Africa*. Edited by P. Engelbretcht, L. Green, S. Naiker and L. Engelbret Pretoria: van Schaick.
- Nwedeeduh, S.A. (2003). *Maintaining Effective classroom control and Discipline*. In: S.A. Nyideeduh (ed). *Focus on Effective Teaching in Schools* (Pp. 1 – 15). Port Harcourt: Paragraphics.
- Peters, S. (1993). *An ideological cultural framework for the study of disability*. In S. J. Peters (Ed) *Education and disability in cross cultural perspective* New York: Garland.
- Prellwitz, M., and Tamm, M. (2000). *How children with restricted mobility perceive their school environment*. *Scandinavian Journal of Occupation Therapy*, 7, 165 – 173.

Rautenbach, I.M. and Malherbe, E.F.J. (1996). *Constitutional law* (2nded). Pretoria: Universal Print Group.

Repp, A.C. and Coutinho, M.J. (2009). *The Education of Students with Mental Retardation*. Microsoft Student DVD Redmond, W A: Microsoft Corporation.

Republic of South Africa, (1996). *The South African Schools Act No. 84*. Pretoria: Universal Print Group.

Salinger T. (2003). *Helping older struggling readers. Preventing school failure*. Schumacher, S. and McMillan, J.H. (1997). *Research in Education: A Conceptual Introduction*. New York: Harper Collins College.

Shah, S. (2007). *Special or Mainstream / The views of Disabled Students; research*, 425 – 442.

Sideridis, G.D. (2005). *Attitudes and motivation of poor and good spellers: Broadening planned behavior theory*. Reading and writing quart 21, 87 – 103.

Sideridis, S.D. (2005). On the origin of helpless behaviour in student with learning disabilities. *International Journal of Educational Research*, 39, 497-517.

Skitic T.M., (Ed). (1995). *Disability and democracy restricting (special) education for postmodernity*. New York: Teachers College Press.

Souvignier, E. and Mokhesgerami, J. (2006). *Using self regulation as a framework for implementing strategy instructions to foster reading comprehension, Learning and Instructions*. 16, 57 – 71.

- Spodek, B., Seracho, O.N. and Lee, B.C. (2000). *Mainstreaming Young children*. Belmont, Calif: Wadsworth Publishing Company.
- Strydom, H. and Devos, A.S. (1998). *Research at grassroots: a primer for the caring professional*. Pretoria: Van Schaick.
- Subban, P. and Sharma, U. (2006) *Primary school teachers' perceptions of Inclusive education*. 2006.
- Swart, E. and Pettipher, R. (2001). *Changing roles for principal learner development: preventing and working with barrier to learning*. Pretoria: Van Schaick Publisher.
- Thomas, G. Loxley (2001). *Deconstructing and special education and constructing inclusion*. Cuckingham: Open University Press.
- Thompson, S. (1999) *Neurobehavioral characteristics seen in the classroom. Developing an educational plan for the student with NLD*.
- Unegbu, J.I. (2006). *Service Provision for Special Needs Children*. In: E. D. Ozoji, I. O. Ezra, N. E. Ezeani, and M. Abednego (eds). *Contemporary Issues in Special Needs Education* (Pp. 161 – 166). Jos: Dekka Publication.
- Van Der Westhuizen, P.C. (1991) *Educational Management Task* (1st Ed). Pretoria: Penrose Book Printers (Pty) Ltd.
- Vaughn, S. Levy, S. Coleman, M. and Bos, C.S. (2003). *Reading instruction for students with LD and EBD: a synthesis of observation studies*. *Journal of special education* 36. 2 – 13.

Wilder, A.A., and Williams, J. (2001). *Students with severe learning disabilities can learn higher order comprehension skills*. *Journal of Educational psychology*, 93, 268 – 278.

Williams, J.P. (2003). *Teaching text structure to improve reading comprehension*. In H. L. Swanson, K. R. Harris and S. Graham (Eds.), *Handbook of Learning Disabilities* (Pp. 293 – 305). New York: Guilford Press.

This study aims to examine intervention strategies used in reading by disabled learners in public mainstream schools in Abadi Creek in Vhembe District of the Limpopo Province.

Your anonymity is absolutely guaranteed. You are not required to state your names in the questionnaire. The integrated results will, however, be made available to each school involved in this study.

There is no right and wrong answers, but please answer as honestly as you can. It should take you 30 minutes to complete the questionnaire.

PLEASE ANSWER ALL QUESTIONS

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

ANNEXURE 1 QUESTIONNAIRE ON THE INTERVENTION STRATEGIES USED IN READING TO DISABLED LEARNERS IN PUBLIC MAINSTREAM SECONDARY SCHOOLS.

QUESTIONNAIRE ON THE INTERVENTION STRATEGIES USED IN READING TO DISABLED LEARNERS IN PUBLIC MAINSTREAM SECONDARY SCHOOLS

SECTION A

An intervention strategies used in reading to disabled learners in public mainstream schools. *Make a tick on the appropriate tick in each of the following*

This study aims to examine intervention strategies used in reading to disabled learners in public mainstream schools in Mvudi Circuit in Vhembe District of the Limpopo Province

2. Age

13-15	1
16-18	
19-21	
22-24	
25-27	
28-30	

Your anonymity is absolutely guaranteed. You are not required to state your names in the questionnaire. The integrated results will, however be made available to each school involved in this study.

3. Type of disability

Mental retardation	1
Physical impairment	2
Multiple disabilities	3
Other	4
	5

There is no right and wrong answers, but please answer as honestly as you can. It should take you 30 minutes to complete the questionnaire.

PLEASE ANSWER ALL QUESTIONS

YOUR ASSISTANCE IS VERY MUCH APPRECIATED

QUESTIONNAIRE ON THE INTERVENTION STRATEGIES USED IN READING TO DISABLED LEARNERS IN PUBLIC MAINSTREAM SECONDARY SCHOOLS.

(Quantitative Approach)

SECTION A

Please make a tick on the appropriate block in each of the following.

1. Gender	Male	1	2
	Female	1	2

2. Age	10-12	1	2
	13-15	1	2
	16 years and older	1	2

3. Type of disability	Mental retardation	1	2
	Visual impairment	1	2
	Physical disability	1	2
	Hearing impairment	1	2
	Other (Specify).....	1	2

4.6. Educator provides learners with large lined space worksheets.	1	2
--	---	---

4.7. Educators create notes that are easy to interpret during lessons.	1	2
--	---	---

4.8. Learners with hearing impairment sit at front.	1	2
---	---	---

SECTION B

For each of the following statements regarding the intervention strategies for disabled learners in mainstreams schools, indicate by making a tick () on the appropriate block what applies to in your school.

4.10. Educators always help learners who are hard hearing with individual attention.	Yes	No
4.1. Educator help learners who are hard hearing with individual attention.	1	2
4.2 Educators are always ready to assist learners in project tasks.	1	2
4.3 Large printed books are available for visual impaired learners.	1	2
4.4 The educators assist learners with writing when they cannot clearly see what is written on the board.	1	2
4.5. Availability of ramps make the environment favourable to learners.	1	2
4.6. Educator provides learners with large lined space worksheets.	1	2
4.7. Educators create keys that are easy to interpret during lessons.	1	2
4.8. Learners with hearing impairment sit in front.	1	2

SECTION C

Indicate the extent to which you **Agree** or **Disagree** with each of the following statements about the intervention strategies for disabled learners.

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
4.10. Educators stimulate reading interest by giving learners articles to read.	1	2	3	4	5
4.11. Educators takes long to clarify aspects to learners with a learning disability.	1	2	3	4	5
4.12. There is a special person to assist the disabled learners at the library	1	2	3	4	5
4.13. Educators assist learners in computer letters.	1	2	3	4	5
4.14. Educators group disabled learners with abled learners during discussion.	1	2	3	4	5
4.15. Educators gives learners support during physical training.	1	2	3	4	5
4.16. Educators check learners note books regularly.	1	2	3	4	5
4.17. Educators provides learners with synonyms for difficult words.	1	2	3	4	5
4.18. The question papers with large print are provided to visual impaired learners	1	2	3	4	5
4.19. The disabled learners are included in the educational activities e.g. competition.	1	2	3	4	5

4.20. Educators invites nurses when needs arise	1	2	3	4	5
4.21. The classes are friendly for wheelchairs users.	1	2	3	4	5
4.22. Educators use positive reinforcements when learners do something right.	1	2	3	4	5
4.23. Educators encourage mind mapping when working with tasks.	1	2	3	4	5
4.24. Educators give learners extra time to finish writing tests to disabled learners only.	1	2	3	4	5
4.25. Educators extra time to complete tasks.	1	2	3	4	5
4.26. Educators extra time to practice spelling.	1	2	3	4	5
4.27. The educators provide many practice opportunities for disabled learners.	1	2	3	4	5
4.28. The educators teach learners how to lists to remember information.	1	2	3	4	5
4.29. Educators do not pressurize learners for speed e.g. typing.	1	2	3	4	5
4.30. Educators always create extra time to help learners with the projects.	1	2	3	4	5
4.31. Our educators create space for us to demonstrate what we know.	1	2	3	4	5
4.32. Our educators teach us ways to focus attention e.g. look at me when I talk.	1	2	3	4	5



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

REF: 14/7/R

ENQ: MANENZHE T.A

TEL: 0828683499

MABUZA L

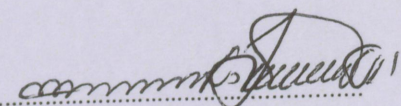
P.O.BOX 948

PHANGAMI

0904

REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY IN ^{MVUDI} ~~VHURONGA~~ 
CIRCUIT: YOURSELF.

1. Permission is hereby granted to you to conduct research on Mvudi circuit.
2. Conduct your research with the consent of both circuit managers and the principals of the identified schools.
3. The reasech process should at no stage interrupt the normal learning and teaching times.
4. Wishing you all the best in your studies


DISTRICT SENIOR MANAGER

