

**EFFECTIVENESS OF SCHOOL INTERVENTION TEAM (SIT) IN ASSISTING
LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN GABORONE COMMUNITY
JUNIOR SECONDARY SCHOOLS**

by

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Submitted in accordance with requirements for the degree of

MASTERS OF EDUCATION

in the subject

INCLUSIVE EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR M.D. MAGANO

MAY 2015

DECLARATION

I, Betty Masego Rampana, declare that **Effectiveness of School Intervention Teams (SITs) in Assisting Learners with Special Educational Needs in Gaborone Junior Secondary Schools** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references

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ACKNOWLEDGEMENTS

Above all, I would like to humbly thank God Almighty for blessing me with bursary to pursue this study and for sustaining me through it all.

I would like to humbly pass my special thanks to my Supervisor, Professor M.D. Magano for her immeasurable and exceptional academic support and guidance to make me succeed. You are one of the heroines I ever worked with.

I would like to bring words of appreciation to my mentor, who was also a critical reader of this work, Dr Tawana at University of Botswana, for all effort he put in assisting me in the completion of this work.

I would also like to express my sincere gratitude to my anonymous participants in sample schools in Gaborone for their helpful comments and suggestions. Do not give up on the good work and passion of seeing learners with disabilities succeeding in life.

Lastly, I would like to thank Mr J.M Chokwe for assisting in editing and proofreading this work.

May God bless you!

DEDICATION

I would like to specially dedicate this Dissertation to all teachers in Community Junior Secondary Schools (CJSS) in Botswana who have space for learners with Special Educational Needs at their hearts. May God richly bless you beloved ones!

ABSTRACT

The aim of this study was to investigate the effectiveness of School Intervention Teams (SITs) in assisting learners with Special Educational Needs (SEN) at community junior secondary schools (CJSS) in Botswana. This case study was guided by the cultural-historical theory on cognitive development by Lev Vygotsky and Bill Hettler's theory on wellness dimensions. The study used mixed research approach which combined qualitative and quantitative method.

The data collection instruments used included questionnaires which were completed by members of SITs, semi-structured oral interview which was specifically planned for SIT coordinators and lastly, document analysis. This research task was carried out under the permission of University of South Africa (UNISA) Ethics Clearance Committee and Ministry of Education and Skills Development (Botswana). Letters of consent were obtained from the school heads, SIT coordinators and members of SIT in the sampled community junior secondary schools (CJSS).

The findings of this study showed that the effectiveness of SIT is dependent upon availability of positive attitude and support towards Inclusive Education by school management team, teachers, parents, external stakeholders (Botswana examinations Centre, Central Resource Centre, Principal Education Officers for Special education). Effectiveness of SIT is also enhanced by availability of resources such as teaching learning aids, office and classroom for remediation of the identified learners. Therefore, there is still a great gap between special education recommendation and their implementation in CJSS in Botswana and this hinders the effectiveness of SITs.

Key Terms

School intervention team (SIT), Inclusive education, Educational interventions, Special Educational Needs (SEN), community junior secondary school (CJSS)

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 BACKGROUND INFORMATION

Basing on the pillars of vision 2016, Botswana aims to increase access to education so that the country will be “an educated, informed nation” (Long Term Vision for Botswana, 2010:5). The main interest for this research was to find out whether this really includes learners with Special Educational Needs (SEN) and how this is manifesting in Botswana’s inclusive education system.

The first education policy in Botswana was established in 1977. But it was not implemented until the second policy on education in 1994, which was called the Revised National Policy on Education (RNPE) where Special Education provision received an explicit attention (Dart, 2006). Chapter 9 in the Government of Botswana’s Report of the National Commission on education outlines the development of Special Education provision and states that as far as possible, this should be through the integration of children with SEN into mainstream schools so that they are prepared for social inclusion. Children with more severe learning problems or disabilities should be taught in special units attached to ordinary schools, or catered for abroad if their needs cannot be met within the country (Government of Botswana, 1993).

The guiding document for developing Special Education provision (RNPE of 1994) aims at ensuring that all citizens of Botswana including those with SEN have equal

educational opportunities. Therefore, by integrating these children as far as possible with their peers in ordinary schools needs a comprehensive assessment that is based on the children's learning needs not group norms. Hence, this means there should be some provision for individualised instruction and support strategies. For this to be successful there should be an early identification and interventions which need an active participation of the children's parents and community. This study specifically focuses on the effectiveness of the School Intervention Team (SIT) whose major role is to act as an education and information programme which has to meet the pre-mentioned goals.

It is indicated in the Recommendation (92b) that there has to be a SIT under the coordination of at least one Senior Teacher in every school (RNPE Government of Botswana, 1994). This puts an onus firmly on each and every school to pay particular regard to learners with special needs within the school. In addition, Recommendations (95a and b) stipulate that during the pre-service or in-service training, teachers should be imparted with broad or general knowledge on special education although there is a room for specialisation as well (RNPE Government of Botswana, 1994). This gives a strong conviction that a large percentage of teachers in Botswana if not all, have some light on special education; hence the expectations should be able to delight in fulfilling the agenda for the country's inclusive education.

Some research has been carried out to evaluate the Special Needs Education awareness course at Molepolole College of Education (MCE) by Dart (2006) and only a

brief summary of a collaborative project that focused on the development of SIT by Dart and Keerate was established. Therefore, this research aims at investigating the effectiveness of the SIT model in assisting learners with SEN since its development by Dart and Keerate in the period 1998-2001. It was a good concerted effort made by the Special Needs Education Department at MCE to collaborate with schools in their locality to set up SITs and was only tested at one school but later on cascaded in most, if not all schools in the country.

The purpose of forming the team was to organise chains and levels of responsibility within the school for supporting learners with SEN. The team collaborated with Special Needs Education staff at MCE so that support could be offered as necessary. In short, the role of SIT was to identify and assess learners with SEN, make referrals, monitor their progress, liaison with other stakeholders including parents and keeping a record of what happens at each stage. The outcomes were promising that if SIT could be implemented indeed the results will be amazing; hence this is the motivation for this study (Ministry of Education, 2012: 3-5).

1.2 STATEMENT OF THE PROBLEM

In connection to the discoveries made in the background of the study, this study addressed the issue of Special Education in Botswana's Inclusive Education. As evidenced by other scholars and researchers, inclusive education is not receiving the optimum support as expected. In their research when identifying the attitudes and concerns of teachers towards the inclusion of students with disabilities in the general

classroom, Chhabra, Srivastava and Srivastava (2011) found that teachers in Botswana have negative attitudes with some concerns about Inclusive Education.

The research results by Chhabra, *et al.* (2011) revealed that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes. As a result, they display frustration, anger, and negative attitudes toward Inclusive Education because they believe that it could lead to lower academic standards. In addition, Brandon (2006) and Gaotlhobogwe (2001) examined attitudes of Botswana teachers toward Inclusive Education and found that teachers held non-favourable attitudes toward Inclusive Education. A gap between recommended practices and the reality of implementation of Inclusive Education in Botswana was discovered by a number of researchers such as (Pilime, 2003; Dart, 2007; Mukhopadhyay, 2009 and Mukhopadhyay, Nenty & Abosi, 2012). Hence the main research question for the current study was:

How effective are the school intervention teams (SITs) in community junior secondary schools (CJSS) in Botswana in assisting learners with special educational needs?

The above research question was broken down to the following sub questions to help guide the study:

1. What criteria are used to make up a complete SIT with relevant members in community junior secondary schools?
2. What are the functions of SIT and/or strategies used to help learners with special educational needs in Inclusive Education?
3. What are the benefits of SIT to the school?

4. What are the challenges faced by mainstream schools which hinder the smooth running of SIT?

1.3 AIM OF THE STUDY

The main aim of this study was to carry out an investigation on the effectiveness of the School Intervention Team (SIT) in assisting learners with special educational needs in Botswana, focusing mainly in Community Junior Secondary Schools.

Objectives

This study intends to find out:

- The criteria used to make up a complete SIT with relevant members in community junior secondary schools.
- The functions of SIT and/or strategies used to help learners with special educational needs in Inclusive Education.
- The benefits of SIT to the school.
- The challenges faced by mainstream schools which hinder the smooth running of SIT.

1.4 SIGNIFICANCE OF THE STUDY

This research will be of great benefit to the Ministry of Education and Skills Development since the results are transparent enough; therefore the ministry use them to reflect on the results that the SIT model is yielding in CJSS. As such, the Ministry will know the areas in the education system that needs value addition or attended to in order for the Inclusive Education to be of greater benefit even to learners with Special

Educational Needs (SEN). This study will also highlight to the Ministry the attitude of teachers in mainstream schools and hence devise means of improving their morale to work hand-in-hand with the SIT for the betterment of the performance.

It is also of paramount benefit to schools at all educational levels as they will be in a position to actively participate in SIT knowing what is exactly expected of them and how to run SIT easily if they happened to have experienced some challenges.

This research is a source of reference literature to educational agencies (both private and governmental sectors) hence provides information for the school management to promote SIT in their schools. Other researchers and scholars are permitted to use this research as a source of reference to find out the current state of Botswana's on Inclusive Education and hence use it as a baseline for further researches.

1.5. RESEARCH DESIGN

A mixed method research design which Johnson and Onwuegbuzie (2004:17) describe as a kind of research in which a researcher combines qualitative and quantitative research techniques, methods, approaches, concepts or languages into a single study was used.

1.5.1 Research Paradigm

A constructivist paradigm was used for this case study and Plack (2005:228) described this paradigm as one that seeks to understand human behaviour in terms of people's

intentions, values, attitudes and beliefs. In this case, this paradigm allowed the researcher to investigate and understand the role of SIT and how members perceive it.

1.5.2. Research Methods

Bryman (2001: 106) suggests that “the distinction between qualitative and quantitative research perspective is really a technical matter whereby the choice between them is to do with their suitability in answering particular research questions”.

1.5.2.1 Quantitative method

Creswell (2003) defines quantitative method as one that measures attitudes and rates behaviours by using post-positivist claims for developing knowledge. As such, it tests existing theories through the use of strategies of enquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. In this case, questionnaires that involved Checklist and rating scales were used to help simplify and quantify some of the responses on SIT as given by members of SIT.

1.5.2.2 Qualitative method

On the other hand, when defining qualitative method to research, Creswell (2003:18) says it is one that focuses on the individual experiences in order to develop theory or one which the investigator makes knowledge claims based on participatory perspective. In this case, the researcher collected open-ended data through structured interview and document analysis in order to develop a cognitive understanding of the phenomena studied.

1.5.3 Research location

The current research was based in Gaborone South East Region specifically targeting Community Junior Secondary Schools (CJSS) in Gaborone East.

1.5.4 Sampling techniques

Gaborone is a city with a larger number of Community Junior Secondary Schools (CJSS). Therefore, purposive sampling of schools was done. Six (6) schools which are known to have functional SITs were randomly selected from the list after making confirmations over the phone. However, one school could not participate in sharing their SIT experiences because the team dissolved just before data collection started and this resulted with five schools being used. A stratified non-random sampling was considered to be a convenient way of purposively choosing members of SIT to answer the questionnaires and a coordinator per school for successful interviews. All the SIT members per school, who volunteered to participate in the study, completed questionnaires while the coordinators of the teams engaged in the interviews.

1.5.5 Data collection instruments

1.5.5.1 Questionnaire

This is a form of inquiry document, which contains a systematic compiled and well organised series of questions intended to elicit information which will provide insight into the nature of the problem under study (Annum, 2015: 1). Paper-pencil questions were set because they save time for the researcher as a large number of respondents can attempt to answer the question at the same time where possible. Questionnaires

promoted some of the factual information to be quantitatively collected in the form of numbers from census data and progress summaries bearing in mind the best options that address the research question or hypothesis (Leedy, & Ormrod, 2001). Self-designed questionnaires which were in the form of Likert-type scale were specifically made for members of the SIT.

They included both open-ended and closed-ended questions written in English. These questions were designed by the researcher for members of school intervention team to answer. These questions were based on SIT members' experiences. They gathered information on how members became part of SIT, how they assist the identified learners and the challenges they experience.

1.5.5.2 Interview

De Vos, Strydom, Fouche and Delport (2005:287) state that interviewing is the predominant mode of data collection in qualitative researches. Morse and Richards (2002) adds that interviewing the participants involves description of experience, but also involves reflection on the description. On the other hand, Silverman (2000) states the purpose of the research interview as to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. As such, semi-structured face-to-face oral interview was considered appropriate to be used to collect qualitative data from the SIT coordinators. Appointments were made in advance and a voice recorder was used with the permission of the participants. This made the interviews short and educative.

1.5.5.3 Document Analysis

Document analysis which McMillan and Schumacher (2006:356) describe as a non-interactive strategy that involves little or no reciprocity between the researcher and the participants was used. Annum (2015) considered this instrument for data collection as a way of gathering visual data. This involved the analysis of personal documents for students, official documents, infrastructure and other teaching learning aids for the identified learners with SEN.

As a means of checking for trustworthiness of the results obtained through the use of questionnaires and interviews, document analysis that involved checking for availability and proper use of IEP, SIT policy, referral forms, and minutes for meetings and other tools and resource materials in place to assist learners with Special Educational Needs, improved infrastructure to meet the needs of the disabled was done. The data observed were recorded in a designed check-list and were used during data analysis to provide succinct information that really reflected the effectiveness of SIT.

1.5.6 Data analysis

It was ensured that data analysis occurs both within the quantitative (descriptive and inferential numeric analysis) approach and the qualitative (description and thematical text or image analysis) approach, and often between these two approaches (Creswell, 2003: 220). Therefore, triangulation of data sources, which used the parallel mixed analysis was used where by close-ended responses were analysed statistically and open-ended response be analysed basing on the content.

1.5.7 Issues of reliability and validity

The draft questionnaires were first piloted to few postgraduate trainee teachers at the University of Botswana where the researcher is based as a means of checking their reliability and validity. Basing on the response obtained from the respondents, certain items in the questionnaire and interview were changed and amendments made to ensure simplicity and clarity.

An experienced and learned person in approaching a research analysed and evaluated questionnaire and interview items to them hence their quality was enhanced. This enabled them to be easy to understand, answer and stimulate response.

1.5.8 Trustworthiness

Guba and Lincoln (1994) state that trustworthiness in qualitative research aims at supporting that the inquiry findings are “worth paying attention to”. As such credibility, transferability, dependability and confirmability were paid attention to. This was done through the use of multiple methods of data collection such as interview, questionnaires and document analysis. These helped to evaluate whether or not research findings represent a credible conceptual interpretation of data collected from participants’ original data (Guba & Lincoln, 1994).

1.5.9 Ethical considerations

For the sampled schools to not feel as if hidden investigations by the Ministry of Education were being conducted while they are unaware, a research ethics clearance

certificate from UNISA was applied for to give the researcher as go ahead and to use it to obtain authorisation from the Ministry of Education and target schools. As such, permission was requested from schools and no one was forced to participate.

Schools were allocated numbers to protect their identity and reputation during analysis and discussion of the findings. The respondents were not expected to write their names and age, in order to ensure their privacy through anonymity.

The researcher kept in mind that when making a report on facts and ideas from wide range of sources, there is no need to feel that everything that will be written should be original as stated by Williman (2004:145). Therefore, all sources which have been an inspiration were acknowledged to avoid plagiarism.

1.6 CLARIFICATION OF CONCEPTS

Community Junior Secondary School (CJSS): A level of education that is between primary education and senior education. It automatically admits children who wrote standard seven examinations without considering their academic performance to do form one to form three (Dart, 2007).

Effectiveness: This is an objective that accesses whether something, of which in this case is the SIT model, produces pleasing results or has the power to produce the desired results.

Inclusive Education: This is an education system that incorporated all children in the local or mainstream schools unless there are compelling reasons for doing otherwise. It regards diversity as ordinary (CSIE, 1996). Macintyre and Deponio (2003:3) elaborate that the policy of inclusion means that children with disabilities should not miss out

opportunities for social interaction by being sent to special schools as they could also benefit intellectually from lessons with their peers. According to The Salamanca Statement (1994: 36) “Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups”

Florian (1998) adopted the definition that Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational activities. Florian (1998: 13) expands it further by elaborating that the concept of Inclusive Education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organisations, most notably the United Nations (UN). The UN standard rule on the Equalisation of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO Report on the education for children with disabilities (Salamanca Statement) all affirm the rights of all children to equal education without discrimination within the mainstream education system. Therefore, within special education, the term Inclusive Education refers to a philosophy of education that promotes the education of all children in mainstream schools. The Centre for Inclusive Education, CSIE (1996:10) articulated the principles of this philosophy as follows:

- All children have the right to learn and play together.
- Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

- There are no legitimate reasons to separate children for the duration of their schooling. They belong together rather than need to be protected from one another.

InclusionBC.org (2015) emphasised that Inclusive education examines how the educational provisions can be modified or changed to make sure that the education is relevant to the local context, that it includes and treats all pupils with respect and that it flexible so that all can participate.

Learning Difficulty: children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (Jones, 2004:8).

Special Education: customised instructional programme designed to meet the unique needs of individual learner (Audit Commission, 2002). It is also defined as a specially designed instruction that meet the unique needs of the child who may have disabilities or difficulties such as learning, physical, emotional, visual, hearing, and any other handicaps that inhibits him/her from realizing his/her full human potential (Zindi,1997:2)

Special Educational Needs (SEN) Children: children have special educational needs if they have learning difficulty which calls for special educational provision to be made for them. Westwood (2003:1) emphasises that a child has a learning difficulty if he has a significantly greater difference in learning than the majority of children of the same age, or has a disability which prevents or hinders the child from making use of educational

facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

School Intervention Team (SIT): A small group of staff who work with and on behalf of the whole school in a structured and organized manner, to provide support to those learners who need extra help to maximize their learning potential (Ministry of Education, 2012:2).

School intervention team coordinator: At primary school this is referred to as Senior Teacher Advisor Learning Difficulties (STALD). According the Ministry of Education (2012:8), SIT coordinators are responsible for coordinating all SIT activities:

- He/she should be seen as an expert and should break down the barrier between specialists and mainstream teachers and intermediates with specialist teachers to explain professional terms.
- In collaboration with the class teacher, the coordinator is responsible for the learners' behaviour or learning difficulty and finds a way to address the barriers to learning.
- He/she provides information, makes follow-ups and feedback.
- He/she keeps a record of information about health, school performance and interventions.

School Intervention Team members: These are the people who ensure that learners have their needs attended to in an organised and timely manner. In community junior secondary schools (CJSS) they should include Senior Teacher humanities, Senior Teacher guidance and counselling, Head of departments pastoral, language teachers, mathematics teachers, ordinary teachers, additional members such as class/subject

teacher, parent, rehabilitation officer, social worker, chief, nurse and student representative where applicable (Ministry of Education, 2012).

Mainstream/ordinary school: schools which were initially designed for learner with no Special educational needs (Chhabra *et al.*, 2011).

Educational intervention: these are ways or strategies that are used to assist children with special educational needs (Dart, 2007). Westwood (2003) elaborates that educational interventions are academic adjustments and accommodations as well as individual learning strategies that are necessary to enable individuals with disabilities and difficulties to achieve at their ability level. They include teaching strategies, course assessment accommodations, learning strategies and support services.

1.7 DIVISION OF CHAPTERS

Chapter 1 introduces the essence of the whole research because without it this research would have no backbone.

Chapter 2 gives literature review on Inclusive Education in Botswana as compared to other countries.

Chapter 3 focuses on the research design.

Chapter 4 entails presentation of collected data and its analysis

Chapter 5 outlines the discussion of the findings, conclusion and recommendations made from the whole study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Relevant literature was reviewed so as to provide the context of the research and justification of this study. The chapter was structured as follows:

- A brief discussion on the concept of Inclusive Education.
- Theoretical framework of study which used Hetler's wellness theory and Vygotsky's cultural-historical theory as a lens in understanding the role of school intervention teams (SITs) in an inclusive set up.
- The concept of school intervention team and Botswana and internationally.
- The composition of SITs
- Objectives and functions of SITs
- Challenges faced by SITs world wide.
- Ways of enhancing the effectiveness of SITs in an inclusive education system

2.2 THE CONCEPT OF INCLUSIVE EDUCATION

Research shows that many countries are so concerned about the issue of Special Education and inclusion. This is proven by the policy documents that have been drawn and are made available to ordinary or mainstream schools. It is clear that these documents are drawn from the Special Education policy which was agreed upon during the world conference on Special Education UNESCO (1994:13) entitled "The Salamanca Statement and Framework for Action on Special Education" which

reinforces the notion that all children should attend their local community mainstream schools “unless there is a compelling reason for doing otherwise”.

Within Special Education, the term Inclusive Education refers to a philosophy of education that promotes the education of all children in mainstream schools (Centre for the study of Inclusive Education-CSIE, 1996:10). Planning for inclusive programming requires the collaborative efforts of parents, practitioners, medical and educational specialists working in the interest of the child as an individual. Inclusion means that young children, whether challenged or gifted, can participate in the same early childhood programme. The Education White Paper 6 highlighted that effective inclusion should make effort to implement flexible learning environments to all. This includes providing flexible teaching and assessment methods and organising resource to support diversity (Department of Education, 2002:20). It requires that practitioners receive training to increase their knowledge and understanding of childhood giftedness, disabilities and developmental challenges (Engelbrecht & Green, 2001). They should be able to provide a wide range of curriculum activities and opportunities that accommodate the interests and needs of all children within a particular group. Hence there is need to have models within schools that can push the agenda of Inclusive Education. In this case there was need to research on School/Student Based Support Teams (SBSTs) or School intervention teams (SITs) as called in various countries.

2.3 THEORETICAL FRAMEWORK

The study used the cultural history theory of Russian psychologist called Lev Vygotsky and the wellness theory of Bill Hettler. Looking at Vygotsky's theory which is used in many rehabilitation programmes world-wide and Hettler's theory on wellness, these were considered as a good standard and foundation for effective school intervention teams (SITs). These theories were considered appropriate for this study since they look at focus on an individual a unique entity whose needs can be met through collaboration of different personnel.

These theories also exhibit the importance of acceptance of all learners in a classroom. They highlight the need to not overlook the wellness of individual learners in developing their mental, cognitive, spiritual, emotional, physical and occupational fitness. These theories promote inclusion in such that they encourage both teachers and learners to feel comfortable with learners' diversity of needs and to see it as a challenge and enrichment in the learning environment, rather than a problem. Therefore, they look into ways of transforming education systems in order to remove the barriers that prevent pupils from participating fully in education. The intention of these theories is to help learners display self directed behaviour inside and outside the school environment.

2.3.1 Cultural-Historical Theory of Cognitive Development by Lev Vygotsky

This theory puts an onus on the idea that child development is a result of interaction between children and their social environment. Vygotsky focuses on the role of culture and social interaction in the development of higher mental functions in children. These

interactions are said to involve people such as parents, teachers, playmates, schoolmates, brothers and sisters. They also involve cultural artefacts such as books or toys and cultural specific practices which a child engages in the classroom, at home and on the playgrounds (Vygotsky, 1978). In addition, Vygotsky (1997) believes that adults in a society foster children's cognitive development in an intentional and systematic manner by engaging them in challenging and meaningful activities; otherwise, they will continue to be unsuccessful. Hence, it is the role of every elderly people to ensure that they give children meaningful directions.

The Education-portal.com (2015) addressed assumptions guiding Vygotsky's theory. These assumptions are important to every school setting where every learner is to benefit from his years of schooling. For example, Vygotsky (1978) introduced the idea that children can perform more challenging tasks when assisted by more advanced and competent individuals. He also believed that challenging tasks promote maximum cognitive growth. He described this as zone of proximal development (ZPD) and this is considered as a range of tasks that a child can perform with the help and guidance of others but cannot yet perform independently. Lastly, Vygotsky's theory maintains that children should be allowed to play with others since it (play) allows them to take on roles they would normally not be able to perform in real life; thus stretching themselves cognitively. This theory can be one of the guard lines in ensuring an effective Inclusive Education system in schools.

2.3.2 Bill Hettlers theory on Six Dimensions of Wellness

The Six Dimensions of Wellness Model is a theory that was developed by Dr. Bill Hettler, co-founder of the National Wellness Institute (NWI). In this theory, Hettler (1976) recognises a human body as a formal expression of physiological development and personal evolution. He focused mainly on the six dimensions of human wellness as social, physical, intellectual, occupational, emotional and spiritual. Australian Sports Commission (2004) asserted that schools are the critical setting for an education that leads to active and healthy living. As settings for learning, schools can and should provide the broad, coordinated approach to developing the concepts of self and the beliefs and values that lead to on-going, physically active and healthy living.

2.3.2.1 Social wellness

Hettler (1976) describes the social aspect of human wellness as the state of optimal health. Social wellness is said to involve one's relationships to individuals, groups and communities. Hence, it is difficult to achieve emotional wellness if your social wellness is lacking and vice versa. "A person experiencing social wellness is living in harmony with his/her fellow human beings and seeking positive, interdependent relationships with others" (Hettler, 1976). The World Health Organization (WHO), (1990) postulates that a school's environment can enhance social well-being and learning when it is warm, friendly and rewards learning; promotes cooperation rather than competition; facilitates supportive, open communications; prevents physical punishment, bullying, harassment and violence, by encouraging the development of procedures and policies that do not

support physical punishment and that promote non-violent interaction on the playground, in class and among staff and students.

2.3.2.2 Physical wellness

Hettler (1976) perceives physical wellness to recognize the body as a formal expression of physiological development and personal evolution. In order for schools to promote active and healthy living among all learners, Kun (2003) suggested that there should be an increase in opportunities for physical activity by improved pedagogy in physical education for children to be active before school, during recess, during lunchtime, and after school. Schools should focus on the individual, not the activity, and should not mistake physical activity, sport, or fitness for physical education. In collaboration with physical education teachers, the school based support team (SBST) to can ensure that learners are physically well by encouraging and supporting them to get involved in activities that promote healthy habits, good nutrition and exercise.

2.3.2.3 Emotional wellness

Lunoff (2014) indicates that good emotional health helps children learn and succeed socially and academically. Students who need mental health services but lack accesses are not as likely to succeed academically. As a result, SIT collaboration is necessary to improve student access to care, and achieve emotional wellness. Hettler (1976) states that emotional state of learners (feelings, emotions, reactions and recognition) should not be overlooked as these help during assessment and identification. According to

Hettler (1976:2), everyone should be aware that *“emotional wellness is not an end stage but a continual process of change and growth.”*

2.3.2.4 Occupational wellness

Hettler (1976) explains that occupational wellness is achieved when a person uses his/her skills effectively in a paid or unpaid setting to contribute to the community while experiencing personal fulfilment and satisfaction. All learners including those with disabilities should find their years of stay in school rewarding as they can contribute their unique skills/talents to work that is meaningful and rewarding. The person's performance of their daily occupations is influenced by the environment in which they are performing the activity. Occupational therapists believe that a person's satisfaction with their occupational performance is an important determinant of health and well-being and helps give meaning to life (Law, Steinwender & LeClair, 1998). Whalen (2003) adds that in the school setting, a student's occupational performance may be impaired by a physical, developmental, sensory, attention and/or learning challenge. The social, attitudinal and cultural environment, along with the availability of supports (person support or equipment support), impacts on the student's occupational performance in the school setting.

2.3.2.5 Spiritual wellness

A spiritually well person can accept and appreciate that which is not completely understood. They also seek to question the meaning and purpose of life for themselves and those around them. According to Hettler (1976:2), everyone should have *“an*

appreciation for that which cannot be completely understood." McConville (2014) suggests that schools might take as a starting point for the definition of moral and spiritual well-being: People who are reliably kind to others, tolerant of difference, comfortable in their own skin, compassionate, understanding of their responsibilities to people other than themselves, and 'reflective about beliefs, values and more profound aspects of human experience.

2.3.2.6 Intellectual wellness

Hettler (1976:3) clarifies: *"Intellectual wellness is evidenced by self-directed behaviour, which includes continuous acquisition, development, creative application, and articulation of critical thinking and expressive/intuitive skills and abilities focused on the achievement of a more satisfying existence. Intellectual wellness is also evidenced by a demonstrated commitment to lifelong learning."* This is supported by Kun (2003) who states that learning is a life experience. Through the help of SIT, learners will understand that they must actively commit themselves to a routine of challenges and activities by engaging both their muscles and minds. Hence the SIT should have an input offering life skills to learners with learning disabilities.

2.3.3 Relevance of Vigotsky's and Hettler's theories to Inclusive Education

With the help of these two theories, SITs will be in a position to formulate their objectives well and hence have clear and focused roles which are easy to assess. Many of the identified gaps between recommended practices and reality of implementation will be easy to do away with. This will help to clear misconceptions that many people have

about special education. For example, according to Kauffman and Hallham (2005:2), many people are said to consider Special Education as just a good education which involves a kind of good teaching that every student should have while in fact it (special education) involves instruction that differs significantly from what is effective for typical students. On the other hand, people have a misconception that special education prevents students from achieving at a higher level because it offers only a watered-down curriculum and low expectations.

These two theories indicate that children have diverse needs that need genuine assessment and interventions. Children's differences are important for their education and when not recognised and accommodated these differences may result with the child's education suffering. It is important to note that children who are considered as exceptional children who need special educational provisions may have special difficulty in thinking(cognition), learning an academic subject(s), focusing and sustaining attention or being reasonably still and accessible to teaching, recognising and controlling emotions or behaviour, communicating through speech, hearing, seeing, moving or maintaining physical well-being and may show severe disabilities or multiple areas of disabilities (Kauffman & Hallham, 2005:30). The wellness of these children also takes an upper hand in their learning. Therefore, with a provision to assist learners with educational needs in schools, students learn more than they would otherwise.

2.4 SCHOOL INTERVENTION TEAM (SIT)

There are many unanswered questions about ways to make inclusion 'work' in a culture of meeting targets in schools. Macintyre and Deponio (2003:3) highlighted that there are conflicting pieces of advice as to what to do and how to do it and many theories still to be evaluated in terms of realistically making them work in schools. Much rests on the debate as to what education in school is for and the place competencies like 'compassion' and 'empathy' have in the value system that drives the ethos of the school.

As stated in Chapter One under introduction: Background information page 3, the SIT arises directly from the RNPE (1994) recommendation (92b) and (95). It is a means by which the government of Botswana is implementing in order to educate all learners including those with SEN. When quoting Dart and Keerate (2002) from their unpublished document, "the government of Botswana clearly felt that giving the staff in schools the right support in terms of training and responsibility for all learners with a variety of needs in their locality would be a major step towards the education of learners" (Ministry of Education, 2012:1). This anonymous document made it clear that these recommendations can be carried out when the Division of Special Education (DSE) continues to provide in-service training through the SIT to address the special needs issues of learners.

The school intervention team acts as the Pre-referral Intervention Team (PIT), Instructional Support Team, Child Study Team, Teacher Support Team and Student Success Team as called in different countries. These teams are responsible for working

together to identify child's learning strengths and needs, put strategies into action and evaluate their impact for the success of the child in classroom (Kovaleski, Tucker, Duffy, Lowery & Gickling, 1995). On the other hand, the Intervention-Based Assessment (McNamara & Hollinger, 2000) and the Instructional Consultation Team (Cosier & Theoharis, 2011); focus more on parental involvement or home-school partnership on the schooling outcomes of students who have been identified as having academic, behavioural or social difficulties. In South Africa, the SBSTs are expected to facilitate primary interventions in terms of addressing barriers to learning (Frank, 2003). At Cottonwood Elementary school in Texas (USA), the team is referred to as SBST. In New South Wales (NSW) the team is called the Learning and Support Team and it is across public schools with classes for students with different special needs.

Regardless of the location or differences in names, one crucial idea that is common about these teams is that they are formed with the intention to assist learners with different individual special educational needs.

2.4.1 COMPOSITION OF THE SCHOOL INTERVENTION TEAMS

The intervention teams in several countries such as in South Africa, Nigeria, US (New York), and Australia consist of special education staff, principal, and reading specialists. For example, the SBST team in Cottonwood Elementary School is comprised of Cottonwood staff with varying educational backgrounds and expertise. The team includes the parent, the counsellor, reading specialist, principal, special education staff, a primary and intermediate teacher representative, and the referring classroom teacher (Rooks, 2012) Parents are considered valuable members of the team and are

encouraged to attend all meetings. Hence they are the key members because they are most familiar with the child's health, development, family environment, academic history, special skills and talent.

In Botswana, the team is said to comprise "Senior Teacher humanities, Senior Teacher guidance and counselling, Head of Departments Pastoral, Languages teachers, Mathematics teachers, ordinary teachers, additional members (as needed), class/subject teacher, parent, rehabilitation officer, social worker, Chief, nurse and student representative where applicable" (Ministry of Education, 2012:6-7). This is in no ways different from other countries except for the involvement of the school head/principal.

Although Blamires and Moore (2004:14) did not specifically call the team that is responsible for providing support service 'SIT', their idea is in line with what SIT does. They outlined that there must be one team, perhaps representing many professional functions, but working as one service in respect of the group of schools they serve. This team will be inclusive of expertise within the client schools and 'resourced' mainstream schools. The outcome for parents, pupil, and the school could be unified support needed.

2.4.2 OBJECTIVES AND FUNCTIONS OF THE SCHOOL INTERVENTION TEAMS

The following are the objectives of school intervention team as outlined in the Ministry of Education (2012: 3) docucumet:

- To help teachers develop general skills for dealing with diverse teaching and learning challenges
- To document the SIT related interventions and conferences
- To help teachers to develop teaching/learning strategies and suggest appropriate interventions
- To help the class teachers/subject teachers prepare an IEP program
- To meet with parents and discuss problems of mutual concern
- To offer structured support and support to teachers
- To coordinate transition of learners moving from one program or school to another.
- To improve the coordination between relevant stake holders

Kauffman and Hallham (2005:10) noted that providing Special Education is not an easy puzzle to solve, as it presents difficult dilemmas-difficult choices, none of which is cost-free, risk-free, or the perfect solution. Although this is the case, countries are doing their best to act on the issue of Inclusive Education in schools as a means to meet the objectives for inclusion. Ministry of Education (2012:2-3) states that the School Intervention Team (SIT) in Botswana is a small group of staff who work with and on behalf of the whole school in a structured and organised manner, to provide support to those learners who need extra help to maximise their learning potential. The team advises and supports the teaching strategies as well as monitoring of learners' progress. The team shall refer difficult or complex cases to Central Resource Centre in Tlokweng for a comprehensive assessment and assistance.

According to the Ministry of Education document (2012:5) the school intervention team (SIT) has to be identified with the following attributes:

- Consultation: The team should have the ability to be engaged in joint problem solving. It should acknowledge the class teachers' experiences and share ideas with different expertise.
- Problem exploration: The team should define problems through gaining an understanding of the problem areas by answering questions such as; does the learner have difficulties in learning? Did the class teacher own the problem? Does the learning challenge lie with the entire class?
- Data collection: Here the team gathers data through behaviour observation by teacher, anecdotal records, student profile records, interviews with parents and information from parents.
- Action oriented: The team should take appropriate action by providing strategies for implementation; effective management; multidisciplinary skills and interventions; record keeping; feedback from all sources; and development and implementation of Individualised education plan (IEP).

The functions above are in no way different from the roles played by other intervention teams in other countries. For example, SBSTs in South Africa are expected to facilitate primary intervention in terms of addressing barriers to learning in South Africa (Frank, 2003). The primary function of the school-based support teams (SBST) as stated in the White Paper 6 is to support the learning process by identifying and addressing barriers

to learning and promote effective teaching and learning (Department of Education, 2010:46). Creese, Norwich and Daniel (1997:6) noted that SBSTs provide a forum for teachers to share teaching knowledge and skills and to express and receive collegial and emotional support.

According to Rooks (2012), in Cottonwood Elementary School, the team meets the intended objectives as there are intervals at which meetings are held. For example, during the first meeting of the term, the team discusses student work samples, assessment data and teacher observations. As such, the team members cooperate to determine the student learning concern and develop interventions that may help the student to progress. These are similar with the outlined objectives of the SIT in Botswana (Ministry of Education, 2012:2-3). One thing that makes the team to be effective is to have frequent meetings to evaluate the interventions in place before external referrals can be made.

Lacey and Lomas (1995) emphasise the role of the key worker who embodies this role as part of a small team of co-workers delivering different, but complementary aspects of the programme. Therefore, it will be realised that the main aim of the SIT is to encourage the schools to look for solutions to the learning needs of learners using and developing the existing teachers and facilities in the school. Giangreco (1997) identified common features of schools where Inclusive Education is reported to be thriving for collaborative teamwork, a shared framework, family involvement, general educator ownership, clear role relationship among professionals, effective use of support staff,

meaningful use of Individual Education Plans (IEP) and procedures for evaluating effectiveness.

2.4.2.1 Ways of assisting learners with special educational needs (SEN) in an Inclusive Education set up.

The lesson observations made by Mukhopadhyay (2013:77) revealed that most teachers in Botswana used the teacher-centred method, which did not cater for individual differences. Their lesson notes were scanty without clear evidence on how they would meet learning needs of learners with special educational needs. None of these teachers employed instructional accommodation during teaching and learning. Although this is the case, it was also observed that at a school with a long history of practising inclusive education regular teachers collaborated well with special educators. Their teaching approaches were ideal since they employed instructional adaptations and strategies such as i) large fonts for learners with visual impairments ii) peer-tutoring to meet the learning needs of individuals with visual impairments. The culture of teaching at this school also emphasised team-teaching instanced by the presence of regular and special educators who shared teaching responsibilities (Mukhopadhyay, 2013:78).

The findings above indicated that collaboration and are of paramount importance in the assisting learners with special educational needs. Sethosa (2001: 4-8) shared that the individuality of the learner should be known and appreciated. This suggests that each learner's learning style and learning tempo matter a lot when doing lesson preparations.

She further stated that teachers should try by all means to reduce the volume of learning content in order to ensure that learners are confronted with what they are able to manage. The task needs to be divided into smaller components to enable the learner to learn a certain aspect of learning matter systematically step by step. Lomofsky and Lazarus (2001: 300) added that teachers need to emphasise aspects that need to be learned so as to draw the attention of learners to the relevant aspect that is to be learned. Teachers should also verbalise their actions and those of learners, through the use of words that learners can easily understand.

Kauffman and Hallahan (2005:53) elaborate that learners with SEN require closer, more careful monitoring than is typical, similar to medical patients. Therefore, good training of Special Education teachers includes instruction on how to monitor learners' progress daily in the curriculum. This is because their progress is often slow, and both they and their teachers need to be aware of progress, even if it is slow. Hence they need frequent and accurate feedback. The "paper-trail" documentation required here is said to be greater. It should be indicated that procedures have been followed, including a written, individualised education plan (IEP) for each learner. Educators must be able to document every stage of parental involvement, agreed referrals and plan for learner's education.

There is a record keeping system for the team known as SOAP which is an acronym for subjective information, objective information, action plan and assessment. According to Bock (2000:53), the SOAP is a problem solving strategy that provides a systematic

approach to adapting instruction for students with learning and behaviour disorders (LBD). This strategy incorporates an on-going functional assessment relevant to the identified students' IEP. The SOAP forms are easy to access by the team members while maintaining confidentiality.

2.4.2.2 Learners to be assisted in Inclusive Education

Research showed that children can be different in many ways that are important for their education which when not recognised and accommodated may result with the child's education suffering. It is important to note that children who are considered as exceptional children who need special educational provisions may have special difficulty in thinking(cognition), learning an academic subject(s), focusing and sustaining attention or being reasonably still and accessible to teaching, recognising and controlling emotions or behaviour, communicating through speech, hearing, seeing, moving or maintaining physical well-being and may show severe disabilities or multiple areas of disabilities (Kauffman & Hallham, 2005).

The New South Wales (NSW) Government Education and Communities (2014) indicated that there are special classes within the majority of general/public schools for learners with disabilities. These include mild intellectual disability, moderate intellectual disability, intensive behaviour and educational support, severe intellectual disability, conduct order or emotional disturbance, behaviour disorder, deafness or hearing impairment and autism.

In Australia, special education is provided for students with physical or intellectual disabilities in regular classes, regular schools, special classes, special schools, at home or in institutions (McKenzie, 1994). The Indian inclusive programme includes students with learning difficulties, mental illness, autism, cerebral palsy, blindness, low vision, leprosy, hearing impairment and loco-motor impairment. Although many countries have adopted a basic policy of integrating students with disabilities into general education settings, students who are blind, deaf, mentally impaired, or who have mental disorders are primarily still found in special schools in the UN, Africa and USA.

2.4.3 CHALLENGES FACED BY SCHOOL INTERVENTION TEAMS WORLD WIDE

2.4.3.1 Lack of consistent diagnosis criteria

In Australia, there have been obstacles to such efforts to integrate students with disabilities into general education settings. Lack of consistent diagnostic criteria has made it difficult to identify students (McKenzie, 1994). Hence, it is hard to find a systematic and consistent set of data on prevalence figures for students with disabilities.

2.4.3.2 Inappropriate programs for Special educational learners

Rathvon (1999: 2) found that most researchers discovered that the current special education procedures for referring, assessing, and placing students in Special Education programmes are time-consuming, expensive and lack reliability and validity, especially for learning disabilities and other mildly handicapped conditions. As such, teachers' decisions to refer students are arbitrary and idiosyncratic.

In regard to over-identification and misidentification of students, Ysseldyke and Algozzine (2006) noted that about 85% of normal students can be identified as learning disabled using one or more of the current operational definitions resulting in the rush to placement. On the other hand, the emphasis on higher standards in general education puts pressure for accountability for students and staff as generated by national educational assessments and reports resulted with the difficult-to-teach being left behind. It was found that the assessment reports often provide few suggestions for teachers about how to improve students' academic or social competence, and as such, no classroom interventions may be implemented (Ysseldyke & Algozzine, 2006). Moreover, because of the lengthy nature of the Special Education referral process, much of the school year may pass while teachers are not assisted on how to help the student who was referred.

Lastly, discoveries showed that the use of categorical labels and placement of students in special education programmes outside the mainstream has reinforced the belief that the problem resides within the child alone rather than in the child's surroundings such as classroom, peer group, school, and community.

2.4.3.3 Teachers' negative attitude

In their research on identifying the attitudes and concerns of teachers towards the inclusion of students with disabilities in the general classroom, Chhabra, *et al.* (2011) found that teachers in Botswana have negative attitudes with some concerns about Inclusive Education. The results also reveal that many regular teachers feel unprepared and fearful to work with learners with disabilities in regular classes and so display

frustration, anger, and negative attitudes toward Inclusive Education because they believe that it could lead to lower academic standards (Chhabra, *et al*, 2011). In addition, Brandon (2006) examined attitudes of Botswana teachers toward Inclusive Education and found that teachers held non-favourable attitudes toward it (Inclusive Education). A gap between recommended practices and the reality of implementation of Inclusive Education in Botswana was discovered by a number of researchers.

Pijl, Meijer and Hergaty (1994:113), analysed the findings they got on comparison between qualitative and quantitative information on integration practices in six western countries (Italy, Denmark, Sweden, the United States, England and Wales, and the Netherlands). They found that regular teachers do not always regard the instruction of learners with special needs as their responsibility. They stated that the fact that in Italy most learners are in ordinary schools does not imply that all are integrated in the curricular sense. Hergaty (1994: 125) a team mate with Pijl and Meijer pinpointed that integration is not in the end a matter of providing appropriate, high quality education for learners with special needs in regular schools. They contended that whether or not this happens, it depends critically on the teacher variables; especially their willingness to make this task and their ability to do. It is emphasised that teachers' attitude to disability and more specifically to their willingness to teach learners with special needs, depends on a number of factors. These include the nature of society, prevailing concepts of disability and learning difficult and school financing mechanism.

2.4.3.4 Lack of specialist teachers and psychologists

A number of researchers' findings indicated that most provision for children with SEN in Botswana is attached in primary schools. Therefore, the drive to build support for learners in ordinary schools and classrooms is low. Non-Governmental Organizations (NGOs) are doing their best particularly at pre-school and vocational level to support learners with disabilities though they are struggling with funding and staff training. Dart (2007:57) found that the issue of poor coordination between stakeholders, a lack of curriculum development and a shortage of specialist staff all conspire to limit the effectiveness of provision for inclusion. Mukhopadhyay, *et al.* (2012) also got the same findings that there is the need for special teachers in schools.

Pilime (2003) adds that the majority of learners get little support within their schools and many have not even had their needs identified. Although all schools in Botswana should have a SIT to support these learners as outlined in Recommendation 92b, it was found that very few are active. In her research into integration and inclusion in Community Junior Secondary School (CJSS), Pilime (2003) notes that the sampled schools did not have a clear policy on integration and SEN and as such provision was found to be limited.

The development of professional expertise derives from a large number of experiences with a variety of SEN, which both informs the professional with the range of issues, and the probability of differential effectiveness of intervention. This enables such specialists to respond more competently, quickly and effectively when faced with a child whose needs are not easily understood (Lindsey, 2000: 46). This simply suggests that where there are no specialists in main mainstream schools. Therefore, it will not be easy for

ordinary teacher to respond more competently, quickly and effectively to special educational issues like specialists could do.

Frank (2003) indicates that even in South Africa, the number of psychologists who have been employed by the Department of Education to form part of the Education Support Services (ESS), has decreased in proportion to the population they are required to serve.

3.4.3.5 Too much teacher-work load and lack of skills on Special Education

According to Ministry of Education (2012:2), in primary schools, the team is coordinated by Senior Teacher Learning Difficulties / HOD Pastoral responsible for learners with SEN. In secondary schools, teachers who are trained should be responsible for the SIT and in time be appointed to the post of Senior Teacher Learning Difficulties while in schools where there is no trained personnel an interested teacher should be appointed. Dart (2007) and Mokobane (2000) discovered that about half a dozen CJSS in Botswana have started SITs which are active to a greater or lesser extent. Until 2007, there were not known SITs in Senior Secondary Schools (SSS) while in Primary school the post of Senior Teacher Advisor Learning Difficulties (STALDs) have been introduced whose role is to coordinate the role of the SIT. Mukhopadhyay, *et al.* (2012) when interviewing School Heads for primary schools, received information that some of the STALDs are not trained in Special Education area, they have their own classes to teach and also assist other teachers who have disabled students; hence their work is not effective.

2.4.3.6 Increasing numbers of special educational learners

Blamire and Moore (2004:12) found that in the opening years of the 21st century, there has been an astounding 80 % increase in the number of children who are being identified as having a specific difficulty which hinders their learning. This means that there will be children with these difficulties in every class. As such, members of the teaching staff have to understand both the distinctive aspect of and the considerable overlap between each learning difficulty.

In the United Kingdom (UK), there are about 2300 children with different learning difficulties and disabilities. Each child is catered for according to the measure of his need. For example, including children with Visual impairment in mainstream schools is said to be aimed at teachers, special educational needs coordinators (SENCOs), head teachers in mainstream primary schools, and other professional such as visiting teachers, teaching assistants, sensory service or visual impairment service managers or Local Education Authority (LEA) offices (Clayton & Morrison, 1999).

2.4.3.7 Poor curriculum integration

Although integration/inclusion is implemented in many countries, research shows that approximately 1 to 1.5% of all children are different to integrate on a curriculum level in regular education. In other words, curriculum integration (that is, participation of children with special needs in core activities of the curriculum-side peer) is not easy. Pijl *et al.* (1997) postulate that countries succeed in integrating a large proportion of this group physically and socially but have major problem with integrating them a curriculum way.

Kauffman and Daniel (2005:52) concur that there are situations where there is a need for curricula that are not needed by most learners, or learners with disabilities need additional curricula if they are to be able to understand and respond correctly to the standard curriculum.

2.4.3.8 Lack of unity in the school

In cases whereby inclusion is done in a way that there would be special classes in regular schools like in Sweden and the United States, Pijl, *et al.* (1994:123) found this not promising since this promotes segregation. They say students with special needs stick together and do not play and talk with other students and this also affects teachers as they to stay apart.

2.4.3.9 Lack of interpersonal skills amongst professionals

Duke and Smith (2007) argue that it is important for professionals working towards meeting the needs of learners with SEN to have well developed personal skills. Lack of empathy, respect for families, non-judgmental attitude, good listening skills, effective questioning and reframing, positive body language and reflecting and growing. Teams that are run by people who do not show compassion nor comprehend the psychological state of another person are not effective.

2.5 HOW TO ENHANCE THE EFFECTIVENESS OF THE SIT IN INCLUSIVE EDUCATION

The best solution is to learn from other countries and see how inclusion/integration is being conducted in mainstream schools; hence adopt those that can benefit the country's education system.

2.5.1 Working units with permanent special teachers

Pijl, *et al.* (1994:123) discuss the two ways of implementing integration in Sweden and the USA. The first one is whereby there are advanced forms of integration in working units. Here, the working units consist of three to four classes with regular teachers, special teacher-depending on the type of students in the unit and an additional staff member. Secondly, a special teacher can be attached to a working unit without the learner needing to be labelled as handicapped. At the working units, teachers can instruct learners' individually or in small groups within the classroom; a class can be split up for certain subjects; intensive small groups can be arranged outside the classroom; and students can follow instruction in a lower grade class. These should be done following placement decisions that have been made on the basis of assessment procedures.

2.5.2 Visiting special teachers

Pijl, *et al.* (1994:123) shared that in the Netherlands there is a visiting special teacher model which acts as a support model. Also, to prevent unnecessary special education referrals, regular education teachers are enabled to follow additional training, new

materials are developed and additional services are offered to regular schools. Most importantly, the cooperation between schools for special education and schools for regular education is enhanced.

2.5.3 Support from external stakeholders

In England and Wales, special education in mainstream schools is supported by a number of services external to the school, like the Learning Support Services, which its principal function is to assist regular schools in the task of educating pupils with learning difficulties. Staff from these services spends their time in schools, teaching pupils and advising teachers (Pijl, *et al.*, 1994:123)

2.5.4 Parental involvement

The way of enhancing the effectiveness of Inclusive Education is for the SIT to know how to reach out to parents of learners with SEN since parents are considered as children's first and most enduring educators. People who coordinate organisations that work with learners with SEN, Duke and Smith (2007:107) listed about 20 starter ideas which they regard as ways to support good relations with all parents and a sample of those are as follows:

- Listen carefully to what the parents have to say about their child.
Acknowledge they know best;
- Keep parents informed about infrastructure developments made;
- Establish pattern of talking to parents about everyday matters. This will make it easier to difficult issues; and

- Encourage parents to tell you social stories about their child.

Dukes and Smith (2007:5) state that when parents and practitioners work together in early years' settings, the results have a positive impact on children's development and learning. Cory Moore whose child was disabled, when speaking to professionals voiced out their need to be involved in their children's' educational affairs as parents: "we need respect; we need to have our contribution valued. We need to participate not merely to be involved. It is after all, the parent who knew the child first and who knows the child best. Our relationship with our sons and daughters is personal and spans a lifetime" (Moore, 1993:49).

In their research, Duke and Smith (2007) discovered that parents have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. Therefore, all professionals are encouraged to actively seek to work with parents and value their contributions.

2.5.5 Mentoring New Special Teachers

In countries like the United States, there is a programme known as the "Mentoring New Special Education Teachers" which is designed for new Special Education teacher and new teachers (Lou Duffy & Forgan, 2005). The Department of Education (2002:66) indicated that the school-based support teams (SBSTs) consist of teachers who need training in a wide range of issues as collaboration process, problem solving skills and some essential skills regarding identification and intervention of learning barriers. Their

training would not aim at making them 'specialists'. Guzzo and Salas (1995:30) emphasised that without proper training, the SBST tend to inefficient and ineffective.

So, there is need for supportive mentors in schools because without them teachers who join schools where Inclusive Education is practiced, and get interested in assisting learners with SEN end up being frustrated and get reluctant. Lou, *et al.* (2005) showed that these teachers retire, move into other education positions, or leave special education; hence there is an increasing shortage of special education teachers while on the other hand the number of children with SEN is increasing.

Lou, *et al* (2005) consider new special education teachers either as graduates of traditional teachers programmes, experienced special education teachers new to the district or disability area, teacher with an education degree in another field, participants in alternative certification programme, or individuals without any educational training. These people have varying needs. For example, differentiating lesson plans, writing IEPs since they work with diverse groups of students with varying instructional and social needs.

Whitaker (2000) adds that they also need general support in areas such as; emotional support, stem information related to the school or district, system information related to special education, materials and resources, discipline, curriculum or instruction, interaction with others, and management. In general, Whitaker (2000) emphasises that someone who enrolls in any school improving team that focuses on learners with SEN need support and guidance from an experienced special education mentor to learn the explicit as well as the hidden curriculum, or unwritten rules of the school.

2.6 Summary

The review of literature was answered the main research question and aim of the study which intended to find out the effectiveness of school intervention teams. It addressed theoretical framework which is based on cultural-historical theory of cognitive development in children as discussed by Lev Vygotsky, and Bill Hettler's theory on the six dimensions of wellness. These highlighted on inclusion practices in Botswana's education as compared to other countries. The review of literature focused on the functions, composition and challenges faced by SBSTs world-wide.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodological approach, including data collection and analytical techniques. It focused on finding out the effectiveness of the school intervention teams (SITs) in assisting learners with special educational needs (SEN) in Botswana's Inclusive Education. It specifically targeted Community Junior Secondary Schools (CJSS). Concepts of the research design, sample, instrumentation, procedure, data analysis, and ethical issues are discussed in detail. This chapter also expounds on the details of the research paradigm involving ontology and epistemology.

3.2 RESEARCH PARADIGM

Guba and Lincoln (1994:105) define paradigm as “a basic belief system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways”. In contrast, Hjørland (2005:5) defines metatheories as “...theories about the description, investigation, analysis or criticism of the theories in a domain.” Dervin (2003:136) characterizes methodology as “reflexive analysis and development of the ‘hows’ of theorizing, observing, analyzing, interpreting...” For the purpose of this study, methodological paradigm was found more appropriate for a mixed methods design, even though Dervin (2003) places metatheory above methodology.

A constructivist paradigm was found relevant for this case study. A constructivist paradigm allowed the researcher to exploit the research topic in details. In this case, the paradigm allowed the researcher to investigate and understand the role of SIT members and how they perceive SIT. This made it possible for the researcher to assess the effectiveness of SIT in assisting learners with SEN in junior secondary schools. De Vos, Strydom, Fouche and Delport (2005:297) indicate that constructivist paradigm is the first step which distinguishes qualitative studies from other modes of inquiry. It indicated the researcher's point of view in explicitly explaining the paradigm from which the study was formed.

3.2.1 Ontology

Ontology is a set of beliefs about what exists or what is real (Kim, 2010: 5). The constructivist paradigm was selected with the assumption that through questionnaires, interviews and document analysis, the respondents will be able to express the reality of the state of SITs in their various schools. Through these methods of data collection, the participants expressed their views, beliefs and challenges they encounter as they serve in SITs. Hatch (2002) puts an onus that constructivists assume that there is no absolute reality and although multiple realities exist they are unique in the sense that they are constructed by individuals who experience their own world and use their own unique lenses to describe their points of views.

3.2.2 Epistemology

The participants were allowed to construct knowledge about the reality of their experiences as SIT members. This involved identification and assessment of learners

with SEN, positive results brought by the implementation of devised interventions for the identified learners and the challenges that hinder the effectiveness of their roles in the team. Kim (2010: 5) describes epistemology as a set of beliefs about knowing while knowledge is depicted as human construction where the researcher and participant cooperate in the process of co-construction of understandings. This allowed the researcher to use her experiences on Inclusive Education as she structured the items for questionnaire, interview and document analysis. This helped to avoid a situation where the researcher is just passive. On the other hand, the researcher avoided dominating while collecting data since the study intended to capture data on SIT from the members of the team not the researcher. The researcher's role was to construct knowledge from the findings of the topic under study.

3.3 RESEARCH DESIGN

The study involved mixed methods research design which was in the form of convergent design where the researcher collected qualitative and quantitative data concurrently and mixed the two databases by merging the results during data analysis and interpretation (Fischler, 2014). The quantitative and qualitative methods were fixed since they were predetermined and planned at the start of the research process, and the procedures were implemented as planned. Creswell (2003:18) described qualitative method as one that focuses on the individual experiences in order to develop theory or one which the investigator makes knowledge claims based on participatory perspective.

A quantitative method is one that measures attitudes and rates behaviours by using post-positivist claims for developing knowledge hence it collects data on predetermined instruments that yield statistical data (Creswell, 2003). Tashakkori and Teddlie (1998:19) consider this mixed model study that combines qualitative and quantitative approaches within different phases of the research process as a pragmatic form of research that permits data to be mixed by combining open-ended and closed-ended questions. A combination of methodologies for data collection which included administering of questionnaires to members of SIT, interviewing the SIT coordinators and analysis of documents used in assisting learners with SEN were used.

3.4 RESEARCH APPROACH

Case study which is defined as an empirical study that: *"...investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident"* (Yin, 2003: 13) was selected. This approach was selected because the research questions for the study focused mainly on education provision for children with SEN in their social context by investigating the effectiveness of the SIT. Secondly, the case study approach facilitated a mixed methods design combining qualitative and quantitative data which provided a thorough representation of the study area. Edwards (2001) highlights that case study requires the identification of the unit of analysis that forms the focus for the study. In this case, schools with functional SIT were identified and SIT coordinators and members were involved in providing data.

3.5 RESEARCH LOCATION

The research was based in Gaborone South East Region. The Ministry of Education has some education centres which focus on different regions. Therefore, this region includes Community Junior Secondary Schools (CJSS) in Gaborone East and nearby villages which are on the south of Gaborone such as Mogobane, Ramotswa and Otse. The main focus was in Gaborone East schools.

3.6 SAMPLING TECHNIQUES

Gaborone South East region has about 18 CJSS that are right in Gaborone. McMillan and Schumacher (2006:319) considered purposeful sampling to be important if a researcher wants to use a few cases. Fewer cases help to gain in-depth insights about a specific topic; hence purposeful sampling was used to select few schools which have functional or active SIT. This was done by making confirmation over the phone and only five schools were found to have functional SITs. The team was considered functional if it was operating to achieve its mandate and mission during the period of this survey. Therefore, random sampling was not done because only few schools had active SITs and all these schools were used in the research as the sample schools.

The research did not involve any vulnerable group of participants who may undergo any discomfort during their participation. Five SIT coordinators participated in oral interviews. In addition, all members of SIT per school were requested to volunteer to participate in completion of the questionnaire since they are the ones who were aware of the strengths, challenges and weaknesses of the team. However, schools did not

have larger numbers of members in SIT and this resulted with a total population of 20 participants including SIT coordinators providing data for this study.

Figure 3.1 below indicates the participants' details and the source of data that enhanced the success of this study.

Participant's details	Data Source
<p>SIT coordinator</p> <p>Coordinates all SIT activities as he/she is seen as the expert and collaborates with class teachers, Senior teacher Guidance and counselling. He/she keeps record of information about health, school performance and interventions.</p>	Ministry of Education (2012:8)
<p>Subject teachers</p> <p>Notify SIT about coordinator about the learners having learning difficulties; prepare detailed reports on the learners progress and the impact of alternative strategies tried in the classroom; develop and implement IEP; develops screening tests</p>	Ministry of Education (2012:7)
<p>Guidance and Counselling Senior teachers</p> <p>Develops comprehensive guidance and counselling program that includes learners with special needs and their parents; assists in the referrals for further assessment</p>	Ministry of Education (2012:9)
<p>Head of Departments</p> <p>Should act as intermediary between SIT coordinator</p> <p>Monitors implementation of SIT; supervises Special Education activities in his/her stream; stands in the absence of the Deputy School Head and SIT coordinator</p>	Ministry of Education (2012:9)
<p>Teacher Aides</p> <p>Help with note taking and remediation</p>	

Figure 3.1: Participants' details and the source of data

3.7 INSTRUMENTS FOR DATA COLLECTION

The choice of data collection methods ensured that a complete and thorough representation of the study area is achieved, taking into account of the need for data to be valid, reliable and trustworthy. To address the research questions, a mixed method approach which incorporated the use of questionnaires for members of SIT, interviews with the SIT coordinators and analysis of SIT documents for learners with special educational needs was employed.

3.7.1 Questionnaire

Basing on the fact that a large number of respondents can attempt to the questionnaires at the same time where possible, paper-pencil questions were set because they save time for the researcher. Questionnaires promote some of the factual information to be quantitatively collected in the form of numbers from census data and progress summaries bearing in mind the best options that address the research question or hypothesis as described by (Leedy & Ormrod, 2001). The questionnaires basically included both open-ended and closed-ended questions written in English. Questionnaires that involved several types of question such as assessment, rank order, option list, checklist and rate scales were used (See Appendix 7). For example, Likert-type scale was used where by respondents were asked to express their degree of agreement/disagreement with issues on the response scale, multiple-choice items, checklist format with respondents asked to check all options that apply to them (Tashakkori & Teddies, 1998:104).

The questionnaires included questions on based on Vygotsky's theory on inclusion and Hettler's theory on wellness. These were framed to investigate the experiences and challenges met by SIT members as they assist learners with SEN.

3.7.2 Interviews

De Vos, *et al.* (2005:287) state that interviewing is the predominant mode of data collection in qualitative research. Interviews are an active participatory action by both the researcher and the participants. It is a conversation that has a central focus, but not one-sided; hence it captures the attitude of the interaction. Morse and Richard (2001) add that interviewing the participants involves description of experience, but also involves reflection on the description.

A semi structured face-to-face- oral interview was considered appropriate for collecting qualitative data from the right respondents. Hancork (1998:9) depicts that semi-structured interviews sometimes referred to as focused interviews involve a series of open-ended questions based on the topic area the researcher wants to cover. As such the interviewer also has freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced in the interview. Therefore, a constructive formal interview was planned for SIT coordinators with the expectation that they are the ones heading the team and as such, they are aware of referrals. As such, responses come to them from teachers and other stakeholders and they know the proceedings of their team in general. Interviewing SIT coordinators opened up a room for questions and enabled the researcher to ask probing questions where answers needed clarity.

Questions covered aspects such strategies for forming the team, functions of the team based on Vygotsky's inclusion theory and Hettler's theory on wellness, challenges that affect the effectiveness of the team (See appendix 8).

3.7.3 Document analysis

McMillan and Schumacher (2006:356) describe document analysis as a non-interactive strategy that involves little or no reciprocity between the researcher and the participants. This entails the analysis of personal documents, official documents and objects. In case of this survey, analysis of SIT documents such as Individual Educational Plan (IEP) files, SIT policy, referral forms, minutes for meetings and any available resource materials in place for assisting learners with special educational needs as well as improved infrastructure to meet the needs of the learners with disabilities was done upon request (See appendix 9 for a designed checklist tool that was used).

3.8 DATA COLLECTION PROCESS

3.8.1 Questionnaire

Self-designed questionnaires for members of SIT were hand delivered by the researcher to the respondents and provided assistance in the form of clarity according to the demands of the respondents. Since the teams did not have a large number of members as only a total of 14 respondents volunteered to complete and return the questionnaires. The respondents completed and handed back the questionnaires within 30 minutes. In cases where respondents were very busy, the SIT coordinators were requested to allocate the questionnaires to their team members and collect them; the researcher then picked them from the coordinators.

3.8.2 Interviews

The interview was on how SIT is being run in schools and the results it is yielding. This enabled the researcher to be aware of challenges the schools are facing pertaining to SIT. Voice recorder was used with the permission of the participant. The use of voice recorders kept the interviews very short as they took almost 20 minutes. In one school the coordinators did not permit the use of voice recorder; hence allocated time (30 minutes) catered for note taking. Transcription of the interviews into text was done after the interview. The interviews were based on the questions prepared which were asked according to their sequence. Important observations which helped to beef up the content discussed and enabled better conclusions to be made were noted. Williman (2004:169) emphasises that as the interviewer, you are in a good position to judge the quality of the response, to notice if a question has not been properly understood and to encourage the respondent to be full in his/her answers.

The objectives of the interview were stated in the letters requesting for permission in order to alert the interviewees on what is expected of them. The interviewees were requested to arrange for a suitable time and place for the interview in order to enhance privacy and acoustics. The interviews were conducted in the morning. The use of visual signs, such as nods, smile and others by the interviewer (researcher) helped to get good responses. Common pitfalls in interviewing such as interruptions, competing distractions, counselling, revealing one's own response, stage fright, awkward questions, jumping, teaching and preaching, superficial interviews, confidential

information, and use of translators (Field & Morse, 1994:67) were kept minimal as much as possible.

3.8.3 Document analysis

A designed check-list was used for recording data which was later used during data analysis to provide succinct information that reflected on the effectiveness of SIT. Bell (1999:156) regards this form of data collection to be more reliable than what people say in many instances. SIT coordinators were requested to avail resources available in their school that are being used to assist learners with special educational needs. Analysis of SIT documents such as Individual Educational Plan (IEP) files, SIT policy, referral forms, minutes for meetings and any available resource materials in place for assisting learners with special educational needs as well as improved infrastructure was done by filling up the self-designed checklist form. This involved checking for the availability of these documents and noting remarks made in such documents.

3.9 DATA ANALYSIS

Basey (1999:84) regards the process of data analysis as an 'intellectual struggle' with the raw data collected. The intention of this process was to yield significant and valid answers to the research questions. Throughout this process, the main research question and aim of the study were used to guide the organisation and interpretation of data.

It was ensured that data analysis occurs within the quantitative (descriptive and inferential numeric analysis) approach and the qualitative (description and thematical text or image analysis) approach (Creswell, 2003: 220). Therefore, triangulation of data

sources, which used the parallel mixed analysis was used where by close-ended responses were analysed statistically and open-ended response analysed basing on the content. The analysis of quantitative and qualitative data was done concurrently.

3.9.1 Questionnaires

This involved quantitative analysis where information was reported in terms of numbers of the sample who return the questionnaires. A descriptive data for all dependent and independent variables in the study was represented in the form of tables and charts with numbers and percentages of respondents. Conclusions were reached based on the data scores of responses on the questions posed. Open-ended questions from the questionnaires were analysed based on the content presented; hence summary was drawn from the answers.

3.9.2 Interviews

Qualitative analysis of open-ended data from interviews was analysed through content analysis. Here general questions were asked and analysis was developed from the available information supplied by participants. McMillan and Schumacher (2006:364) consider the qualitative data to be inductive in nature; hence its findings can be presented in narrative form or as rich descriptions. This involved the use of verbatim account. Data were first coded or organised into “chunks” before bringing meaning into these “chunks” (Rossman & Rallis ,1998:171), then used to come up with descriptions for certain themes of discussions so as to make an interpretation or meaning out of the data (Creswell, 2003:194). The following flow chart is a summary of how data was analysed.

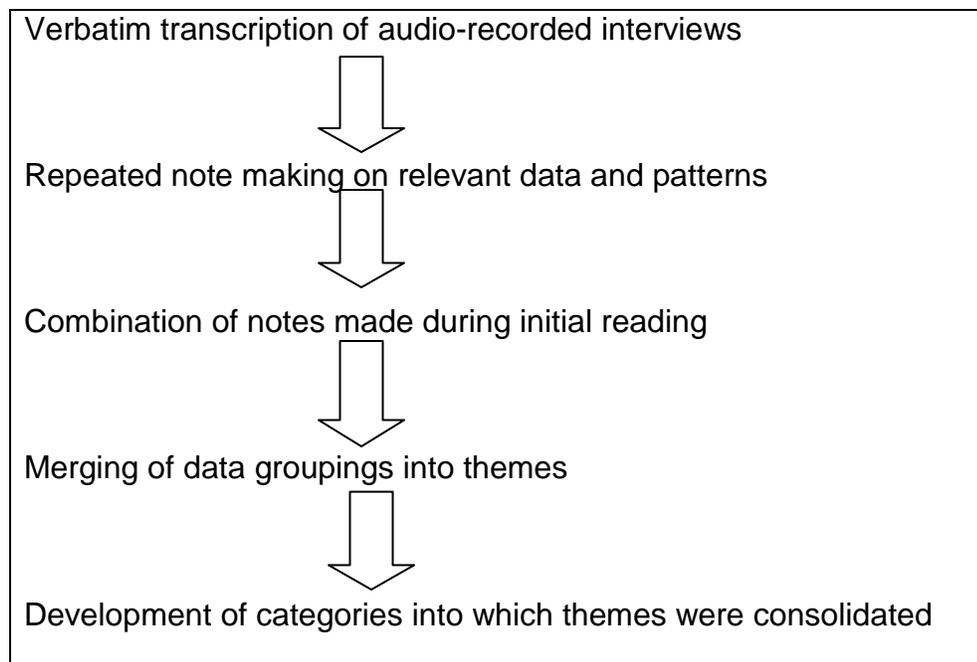


Figure 3.2 steps involved in data analysis of raw data gathered from interviews

3.9.3 Document analysis

Documents are valuable sources of supporting findings made through other research methods such as interviews and observations (Best & Kahn, 2003:201). Visual data was gathered through document analysis. Documents such as reports for external referrals, minutes of meetings held, prepared individualised education plan (IEP), and learner activities were studied at both the researcher and informant's convenience. Availability of infrastructure and teaching/learning aids for learners with special educational needs were considered. This instrument for data collected acted as evidence of the way lives are lived in the sampled in the schools. The documents qualitatively analysed by referring to the comments that appear on the check list form (see appendix 9).the limitation with document analysis was that some of the documents were protected. For example; medical records for learners were confidential hence confidentiality was maintained.

3.10 ISSUES OF RELIABILITY AND VALIDITY

An experienced and learned person in approaching a research was given the questionnaire and interview items to analyse and evaluate them. Changes were made to enhance better quality of item for them to be easy to understand, answer and stimulate response. The validity and reliability of the research instruments (items on questionnaire, interviews and document analysis) used were checked by first piloting them to a few of University of Botswana postgraduate student teachers who served as members of SIT at their various schools. Basing on the response obtained from the pilot sample, certain items in the questionnaire and interview were changed and amendments were appropriately made to ensure simplicity and clarity. The final questionnaire drafts and interview questions as well as those guidelines for document analysis were the ones administered; hence reliability and validity of the instrument was ensured. As a recommendation by Babbie and Mouton (2001), the collected qualitative data was compared with the data that already exists in other relevant documents to check for its validity.

3.11 TRUSTWORTHINESS

In order to maintain high trustworthiness in qualitative research which aims to support that the inquiry findings are “worth paying attention to”. As outlined by Guba & Lincoln (1994), credibility, transferability, dependability and confirmability were paid attention to. To address the issue of dependability (an assessment of the integral process of data collection, data analysis and theory generation) and confirmability (measure of how well

the enquiry's findings are supported by the data collection) the researcher worked hand in hand with the supervisor and took into account each and every comment and guidance alluded (Guba & Lincoln, 1994).

Multiple methods of data collection such as interview, questionnaires and document analysis were used to evaluate whether or not research findings represent a credible conceptual interpretation of data collected from participants' original data (Guba & Lincoln, 1994). The data collection instruments were kept in a file and were availed upon request so as to give other researchers the ability to transfer the conclusions of this enquiry to other cases, or to repeat, as closely as possible the procedures of this project as a means of enabling transferability (Guba & Lincoln, 1994).

3.12 ETHICAL CONSIDERATIONS

3.12.1 Informed consent

All correct and proper procedures were followed to obtain consent to undertake this study. A letter of request for permission was written to the Director of the Gaborone South East Region (Ministry of Education and Skills Development) to obtain permission to undertake a case study in his/her schools (See appendix 2 and 3). Other letters were written to the School Heads/ Principals of the target sample (community junior secondary schools), their SIT Coordinators and other members of the team. Each letter had a designed 'informed consent letter' to be completed by these different authorities as a response to the request made in the letter (See appendices 4, 5 and 6).

3.12.2 Anonymity and confidentiality

The participants were assured that their participation is voluntary and they have the right to withdraw without any penalty. Their confidentiality and anonymity were upheld by ensuring that they do not write their names and age. Schools were allocated numbers to protect their identity and reputation during analysis and discussion of the findings. Confidential documents such as medical reports for learners were not analysed. Lastly, the researcher kept in mind that when making a report on facts and ideas from wide range of sources, there is no need to feel that everything that will be written should be original as stated by (Williman, 2004:145). Therefore, all sources which have been an inspiration were acknowledged to avoid plagiarism.

3.13 SUMMARY

This chapter has covered the research design, sample, instrumentation, procedure, data analysis, and ethical issues. The next chapter discusses data presentation and analysis.

CHAPTER 4

INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

The aim of the study was to find the effectiveness of school intervention teams (SITs) in community junior secondary schools (CJSS) in South East Region of Botswana. The study primarily involved administration of questionnaires to members of SITs, interviewing SIT coordinators and analysis of documents used by SITs. The interpretation of the study is based on themes that emerged from the data collection tools used. Hence the data are presented quantitatively and qualitatively based on the identified themes which are shown in the table below.

Themes from questionnaires	Themes from interviews
1. Demographic profile of respondents <ul style="list-style-type: none">• Gender• Work experience• Designation	1. Interviewees' demographic profile
2. Members' experiences with SIT <ul style="list-style-type: none">• Years of existence of SIT• Reasons for being a member of SIT• Feelings about SIT• Assessment of learners with special educational needs (SEN)• Referrals• Feedback to the staff• Satisfactory level	2. SIT composition and the strategy used to build SIT
3. challenges faced by SIT (merged with findings from interviews)	3. Specific functions of SIT
	4. Internal and external referrals of the

	identified learners with SEN
	5. Criterion for identification and assessment
	6. Meetings and feedback to the staff
	7. Parental involvement
	8. Support from external stake holder
	9. Challenges faced by SIT
	10. Overall rating of SIT
4. Ways of enhancing effectiveness of SIT (merged with findings from interviews)	11. Ways of enhancing effectiveness of SIT

Figure 4.1: Themes that emerged from questionnaires and interviews

4.2 QUESTIONNAIRES

85% of the data collected through the use of questionnaires was quantitative in nature and this allowed for descriptive analysis which involved analysing the data statistically. As such, data are represented in form of tables and charts. The questionnaires 15% of items that needed the respondents to provide qualitative data and a summary of the findings was made.

4. 2.1 Theme 1: Demographic profile of respondents

This part focused on information related to respondents’ characteristics such as gender, education and years of work experience. These are believed to have much influence on how one thinks, learn and conducts himself. Demographic data also influence the level of knowledge one has regarding contemporary issues around him.

Figure 4.1: Gender of respondents

Gender	Number of respondents	% of respondents
Male	2	14
Female	12	86
Total	14	100

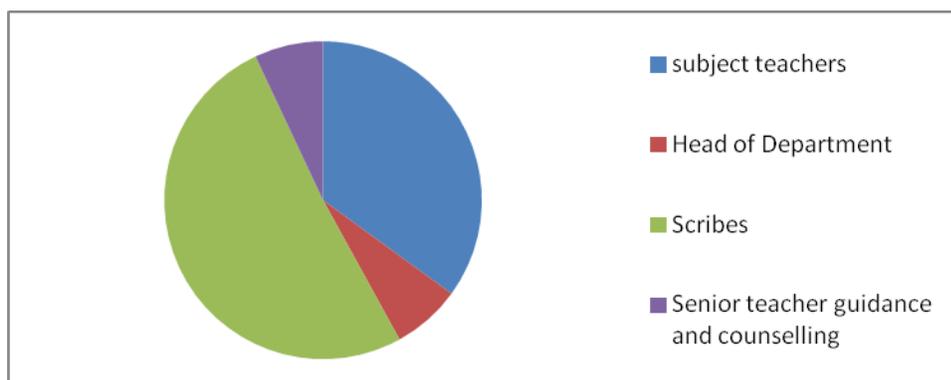
The statistics above indicates that quite a large numbers of members of SITs are female. One may conclude that male school staff is not interested in joining SIT as compared to female. Since only 14% of the SIT members who returned the questionnaires were male while 86% were female.

Figure 4.2: Respondents' work experience

Year range	Number of respondents	% of respondents
0-2	6	43
3-5	2	14
6-9	4	29
10-20	2	14
More than 20	0	0
Total	14	100

The majority of members of SIT were people who have worked for few years because 43% are those who are considered to be new at work. In general, 86% of the respondents who returned the questionnaire had less than ten (10) years' work experience.

Figure 4.3: Designation of members of SIT



A large number (51%) of the respondents were the scribes/ teacher aids followed by 35% which were subject teachers. A very small number (7% each) were the HoD and Senior Teacher Guidance and Counselling.

Figure 4.4: Members who attended SIT workshop

Response	Number of respondents	% of respondents
Yes	3	21
No	11	79
Total	14	100

The findings showed that most schools did not run workshops on SIT to the whole staff members because the majority of members of the teams did not undergo any orientation workshop as proven by 79% of respondents. It was apparent enough that there is need for more workshops to sensitise teachers and other school staff on the importance of SIT.

4.2.2. Theme 2: Members' experiences with SIT

Figure 4.5: Years of existence of SIT

Year range	Number of respondents	% of respondents
0-1	6	43
2-3	2	15
4-7	3	21
8-10	0	0
More than 10	0	0
No answer	3	21
Total	14	100

Exactly 43% of the respondents indicated that their SITs have about a year of existence while 15% noted that their SIT has about 2-3 years. In contrast, 21% of the respondents indicated that their SIT existed for about 4-7 years. In addition, 21% did not know how long their teams have existed and this may be due to the fact that most teams had new members who have served for less than two years.

Figure 4.6: Reasons why respondents are members of the team

Response	Number of responses	% of responses
I joined SIT because :		
I willingly volunteered	6	42.8
I was forced to	0	0
I like Special Education	6	42.8
I should be a member due to my position in the school	12	85.7
By making referrals to the team I became part of it	0	0

Each respondent was allowed to tick at least one of the answers that corresponded to the reason(s) why he/she is a member of the team. Furthermore, 42.8% of the respondents were members because they liked Special Education. However, this is not surprising as an average number (42.8%) of the respondents indicated that they willingly volunteered to be members. A whopping 85.7%, which was the largest membership from the respondents, indicated that they are members of the SIT by virtue of the positions they held at schools. These results indicated that some might be in the team but not fully committed just because this was the only job available.

Figure 4.7: Respondents' feelings about SIT

Item number	Focus of item	Frequency of responses (%)					
		1	2	3	4	5	No response
8.	How do you feel about SIT?						
	Boring - interesting	7.1	0	42.8	21.4	41.4	7.1
	I don't like it- I like it	0	42.9	0	14.3	42.8	0
	SIT is not important- Sit is important	0	7.1	0	0	85.7	0
	It is difficult to assist in SIT- it is easy to assist in	42.9	14.2	42.9	0	0	0

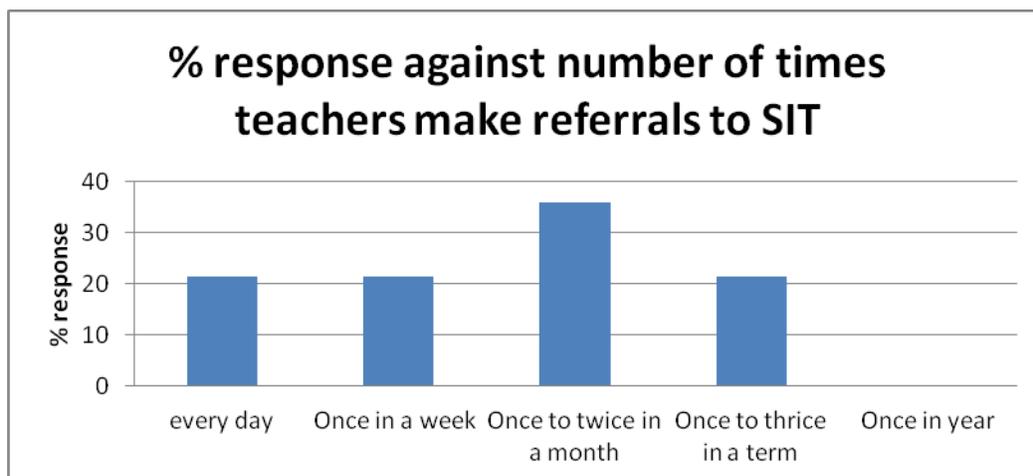
It was not surprising that majority of respondents (85.7%) found SIT to be 100% important despite that all of them found consider it not as an easy task to assist learners with SEN. Although this was the case, a total of 57.1 of the respondents liked SIT and as such, they found it interesting. The majority of respondents who were teacher aides/scribes noted that most things they like most about SIT is to assist learners having difficulties in reading and writing. They also valued assisting learners with physical disabilities like those using wheelchairs because this makes students feel accepted and comfortable around others.

Figure 4.8: Response on the assessment of learners' educational needs and effectiveness of SIT

Item number	Focus of item	Frequency of responses (%)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10	The assessment of needs for learners with SEN is easy.	0	14.3	14.3	64.3	0
	The school intervention team in my school is achieving its objectives.	0	0	0	85.7	14.3
	The mutual relationship between SIT, learners and other stakeholders outside the school is yielding positive results.	0	0	21.4	21.4	57.2

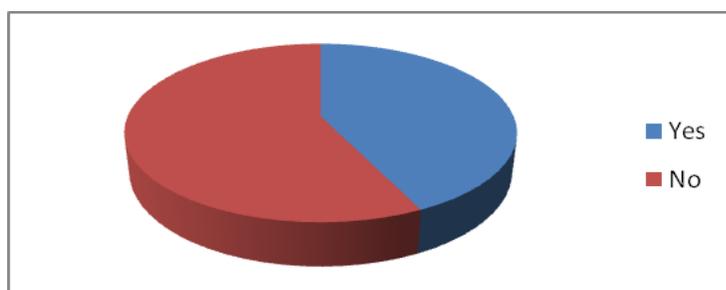
A large number of respondents (64.3%) highlighted that indeed to assess learners with SEN is not easy. Through the efforts that members are displaying in achieving SIT objectives, they still realised that the team is not fully achieving its objectives. This was evidenced by 85.7% of respondents who disagreed and 14.3% who strongly disagreed. This was even supported by a total of 78.6% of the response that denied that there is mutual relationship between SIT, learners and other stakeholders outside the school is yielding positive results.

Figure 4.9: Statistics on referrals made to the SIT by teachers



An equal number of 21.3% of respondents indicated that teachers make referrals of learners with SEN to SIT every day, once in a week, and once to thrice in a term. Most respondents have noticed that these internal referrals are done once to thrice in month.

Figure 4.10: Responses on whether SIT is updating the school staff on the team's efforts, achievements and challenges on during weekly brief meetings



It was clear enough that SIT is doing its best to keep every school staff member updated on how the team is doing. The results showed that 42.9% of SITs update the staff on their efforts, achievements and challenges every week while 57.1% does not give feedback to the staff every week during brief meetings. They stated that feedbacks are given in the form of report writing and some once in a term.

Figure 4.11: Satisfactory level of SIT members

Item number	Focus of item	Frequency of responses (%)				
		1	2	3	4	5
15.	I am conversant with the use of IEP as part of intervention and progress plan for identified learners.	42.3	21.4	-	21.4	14.9
16.	I am satisfied with the feedback I get after external referrals of learners	-	64.3	37.7	-	-

NB: Grade 1 was rated as 20%

A large number of the team which summed up to 63.7% showed a low satisfactory level on the use of IEP while a total of 36.3% were 80 to 100% conversant on the use of IEP. This indicated that there are some people who know what IEP is and how to use it. On the contrary, the results showed that a majority of the team members do not actually know what an IEP is and/or how to use it. None of the respondents had above average (80-100%) satisfactory level with regard to the feedback they get when learners are from external assessment. The main concern raised was that in some schools parents are the ones who take their children for external assessment; hence some do not take them for assessment. In one school, they noted that there were some learners who are referred to Guidance and Counselling Department, so, in most of the times they are not given feedback as to whether those learners were assisted.

4.3 ORAL INTERVIEWS

The presentation of qualitative data for the interview sessions made use of the participants' actual language in order to qualify and validate the evidence-based enquiry. The data presented in this part is framed within the participants' naturalistic context and comprises the rich descriptions of the participants' challenges with less analysis and interpretation (McMillan & Schumacher, 2006: 380-382) presented as a narrative text. Similar themes that were addressed by respondents on open-ended questions from questionnaires were merged with those that arose from interviews. See Theme 3 on specific functions of SIT, theme 9 on challenges faced by SIT and theme 11 on ways of enhancing the effectiveness of SIT.

4. 3.1 Theme 1: Interviewees' demographic profile

A total of five participants were interviewed, one from each school and all of them were female. Among them only one was a specialist who fully focuses on special education and the welfare of learners with special needs. Exactly 4/5 which made 80% was subject teachers who have their classes to teach and also have to fulfil the work of coordinating SIT. Among them three had different qualifications on Special Education while one did not have any educational qualification on Special Education.

In response to the question on how they became SIT coordinators, all of them indicated that they volunteered because they had passion for Special Education. The following responses were also given;

Participant 1: *“I have no qualification on special education and I have not attended any workshop on SIT; I just volunteered to be the SIT coordinator just to fill the gap left by the teacher who went out on transfer.”*

Participant 5: *“The School Head formally requested me to start the SIT in school because he knew I was a coordinator from my previous school.”*

Participant 1: *“I benchmarked from [school A], attended a workshop on SIT and pleaded with the School Head for my classes to be reduced in order for me to coordinate the team and everything was successful.”*

4.3.2 Theme 2: Team members and the strategy used to build SIT

Most teams comprised of the Guidance and Counselling Senior Teacher, Deputy School Head, 2 teacher aids, coordinator, and one to three subject teachers. Most schools had workshops to motivate and sensitise teachers on the importance of SIT. Subject Teachers volunteered to be part of the team.

Participant 4: *“We have all the senior management, language representative, practicals and one support staff. We are supposed to have a Mathematics representative but no one showed interest. The team was supposed to be a strong one because most people joined but this is not the case because many of them have no basic knowledge since the team is new; so we are to have a workshop where everyone will have basic knowledge on what to do.”*

Another SIT coordinator who was Participant 3, said this about how the SIT model manifests in her school: *“I had been not running SIT as a team since teachers were not interested to join because they have their own work to do; so, I do it as an individual*

where I can although I am employed as a Science teacher and I am also a Senior Teacher. As such, I have equal load of classes as other science teachers in my department. Social workers and police officers visit us often as stakeholders not as team members.”

4.3.3 Theme 3: Specific functions of SIT

All the five schools shared most of the objectives since they indicated that they use the document from Ministry of Education on SIT to run their teams. The following are some of the objectives as stated by Respondent 2 that seem to highlight what is guiding what they are doing. This includes:

“...Implement Inclusive Education for SNE learners by developing objectives and committee programme, provide identification and informal assessment, empower teachers by holding workshops and other forums, provide counselling for educational problems for students and parents, draw up and implementing individual educational programme (IEP), assist in preparing students for examinations (study skills), refer behavioural and problematic students to guidance and Counselling Department, refer severe cases to Central Resource Centre (CRC), arrange with Botswana Examinations Council (BEC) for access arrangement of modified examinations...”

Other participants did not differ with the above findings as proved by the following captured comments:

Participant 3: *“We gather information about the child and open a file and devise interventions.”*

Participant 5: *“We take into consideration the welfare of all learners in the school. Their health status, social and emotional wellbeing is concern to the team. Working hand in hand with the Guidance and Counselling Department in the school, we offer counselling to learners with disabilities and create a room for them to accept themselves and feel as valuable assets in the school.”*

Participant 1: *There are two teacher aides who offer breakthrough to the identified learners. They do that every afternoon.*

To beef up the above functions mentioned by SIT coordinators, when answering an open-ended question on programmes in place for learners with SEN, the respondents highlighted that SIT exists to ensure that learners who need extra time are well assisted during tests and examinations. Remediation activities are provided to the identified learners after internal assessment. Learners with disabilities are supported to participate in special Olympic Games World Disability Day. Identified learners are assisted on reading, writing and practical work depending on their various needs. There are health awareness talk workshops for learners and their parents.

All the five coordinators confidently answered question on Hettler’s six dimensions on wellness. It showed that the junior certificate curriculum catered for the need for healthy living.

Participant 4 summed it as thus: *“The curriculum has guidance and counselling programmes where all learners are guided on issues of self-confidence, life skills, career choices, peer pressure and many more. There is a Scripture Union (SU) club where learners get inspired through the word of God and pastors from different churches do come to our school during morning assemblies to conduct morning*

devotions to both teachers and learners. On physical and social wellness, there are so many sport and recreational clubs where learners can socialise, exercise and get physically well.”

Participant 1 said: *“There are some ramps for learners who use wheelchairs. This helps in supporting them to experience personal fulfilment and satisfaction. It is unfortunate that we do not have special desks and chairs for such learners especially at laboratories.”*

4.3.4 Theme 4: Internal and external referrals

It was indicated that teachers do refer identified learners to the team and severe cases are referred to Central Resources Centre (CRC) in Tlokweng for professional assessment, while in some cases learners are taken to clinics or hospitals for consultation by medical practitioners.

Participant 1: *“There are no internal referral forms but teachers verbally report the cases they identified in their classes to the team, fourteen (14) cases were referred to CRC and reports are taken to BEC.”*

Participant 3, 4 and 5 said: *“There is a manila pasted on the notice board in the staffroom where teacher write the names, class and description of the difficulty the identified students have.”*

4.3.5 Theme 5: Kinds of difficulties/disabilities referred to the team and criterion for identification and assessment

All sampled schools indicated that they have quite a high number of learners with intellectual disabilities/ learning disabilities, dyslexia and one or two with physical disabilities. Some types of disabilities were exclusive to some schools as indicated by the comments below:

Participant 4: *“Some students have behavioural disabilities, some are kind of “lazy”, we have mild hearing impairment and a number of those with visual impairment but none is blind.”*

Participant 2: *“Our school is a modelling school for inclusion, so we have quite a number of disabilities. There are those who are using wheelchairs; some have finished their form 3; we have those with visual impairment although we do not the blind; there are those with hearing impairments, and a lot of those with intellectual disabilities.”*

The respondents emphasised that they are not allowed to make formal assessment of learners. Their role is to identify learners' problems and do the normal educational testing and assessment that is done by administering quizzes, tests, assignments and practical work to learners. They indicated that although this is done to all learners, there are cases where they have to modify their assessment tools when they do informal assessment of the learners they have identified to be facing difficulties in learning.

Participant 5: *“We have formulated our own school based assessment tool teacher that assesses basic English skills like reading and writing skills, simple mathematical operations/functions. For example, we can pick up a short passage and ask the learner to read and as he/she reads we identify the key areas where that learner is struggling.”*

Participant 2: *“We assess them looking at their physical appearance, academic performance and background from primary school because some are known from primary schools. We even interview the learners to know their educational background, then, call their parents for interview too believing that parents know their children better.”*

4.3.6 Theme 6: Meetings and feedback to the staff

The majority of SITs have formal meetings twice in a term. That is, at the beginning and at the end of the term. They give feedback on the proceedings of the team usually during weekly brief meetings. One sample school indicated that their meetings as the team are just casual.

Participant 3: *“Because of overload we meet on corridors and just say help here and there. We do not have formal meetings.”*

Participant 4: *“Teachers are notified of the SEN learners’ tests, exams and marking during staff meetings. Usually, the head of department is the one who gives the staff feedback on the achievements, challenges and new cases that the team is facing. And this is done during Wednesday brief meetings.”*

4.3.7 Theme 7: Parental involvement

Almost all the sampled schools were not satisfied with the parental involvement in SIT.

Participant 2: *“It is the role of the team to call parents of the identified learner and discuss the learners’ problems with them. Unfortunately, most parents are not*

forthcoming for meetings but there is no how we can progress with other objectives of the team without parental consent.”

Participant 1: *“Yes, parents are given advises on how their children can be assisted. Most of them do not forward their consent for their children to be included in Special Education programmes.”*

4.3.8 Theme 8: Support from external stake holders

Two of the sampled schools indicated that there is no support that the team is receiving from external stakeholders while the majority indicated that they have achieved the little because of support from external stakeholders.

Participant 3: *“Like I stated before, although these stakeholders are not part of the team, we have good partnership with the local police and social worker. There are times when police officers are invited to come and address learners on issues of discipline. They even attend to indiscipline cases. The social workers attend to learners who are not fit spiritually, physically and emotionally. We have come to this point as SIT through the support we get from [school A] whenever we get stuck. That’s where we benchmark.”*

Participant 2: *“We once invited a resource person from CRC to come and share with teachers on how to handle and live with learners with SEN and to even share with the staff on how they do their assessment at CRC. Were also invited a resource person from Botswana Examinations Council (BEC) to explain to the staff on how the examinations for the disabled are being run. We received support from the Ministry of Transport and Communication; they donated two computers and different software for*

special education to the team. We have accumulated most things by asking for donations from different authorities.”

Participant 4: *“So far we have not received any support from anyone since I am new in this post. I would like to know more on where to get support but I will appreciate it most if the Ministry of Education can be on our side.”*

Participant 1: *“Although there are no enough psychologists at CRC, so far we referred 14 learners and they were assessed now we are taking the report to BEC.”*

4.3.9 Theme 9: Challenges faced by SITs

Looking at the responses and the working conditions of SITs, it becomes apparent that there are numerous challenges that these teams are going through. Some indicated that the teams are still new and struggling while others indicated that there are overwhelming school activities that hinder them from doing their best as the team. Some considered their teams to be still dormant because the coordinator stopped volunteering and no one is willing to take over; hence those schools failed to be part of this study. Nevertheless, coordinators stated the main challenges that they face as narrated below.

Participant 3: *“SIT is not a mandate or obligation in our education system because it exists through volunteering. Teachers and even senior management team are not willing to volunteer. We are supposed to have more than ten members according to the stipulated list but we are only 4 because teachers find it as an extra job as they complain that they are not paid for special education.”*

Participants 1 and 5 also alluded that there is low participation from senior management and other staff members.

Participant 4: *“Although there was a workshop on SIT and its composition, there is not enough time to call for meetings due to packed schedules with activities in our school. Our activities as SIT are lagging behind and as such learners are not identified and internally assessed and even assisted accordingly.”*

Coordinators indicated that although some of them did special education, they only specialised in some areas and not the other. So, they experience challenges as the whole team in assisting learners who have difficulties in areas they did not specialise on. For example, Participant 4 puts it as thus: *“I don’t know how to assist learners who cannot read or write but for those with visual impairments and physical disabilities I try.”*

Participant 2: *“The environment in which we do the assessment of identified learners and their remedial is not conducive, since it is noisy. This used to be a passage and was improved into a temporary office.”*

Participant 5: *“We need a classroom to conduct remedial lessons. We also need books and other materials that correspond to the level of the learners with educational needs.”* Other participants indicated the same challenge.”

Participant 1: *“Although we have a rondavel that we use for remedial teaching, it does not have electricity; so, we cannot use anything that uses electric power in it. It does not even have a chalk board or white board.”*

Respondents underlined on the questionnaires that there is no confidentiality since they do not have an office or a classroom to do their work.

Participant 1: “Due to labelling by other students, our learners’ attendance for remediation is poor.”

Participant 3: “the identified learners in our school are shy to be helped; hence they do not turn up for remedial teaching.”

Participant 3: “It is not easy for the School Head to take head of the request we make when we ask for reduction of load and this de-motivates me. I started SIT in about two schools where I came from and my teaching load was reduced.”

Participant 3 continued to say: “it is very difficult to help learners who need special educational interventions because they are in large numbers and I also have my classes to teach and also I am the senior teacher, so it’s a lot to do.”

Participant 2: “There are no reports we receive from the feeder schools on how the learners have been performing, whether they have undergone some assessment by professionals at CRC. Therefore, time is consumed on identification and assessment.”

Participant 3: “After the school has identified the child and parents are called to sign for their child to be helped, parents do not come and this makes the team to fail to help the child without the parent’s consent.”

Participant 2 stated that parents do not come to register their children for special education programmes. As a result, identification takes long. Only those learners with visible disabilities are easy to be helped. She further highlighted that some parents are not forthcoming to support their children to be assisted by Central Resource Centre (CRC) at Tlokweng and this has great impact on the functionality of the team.

Participant 3: “Since teachers are to account for the results of their classes, they consider every learner whose performance is very low or not pleasing to be special

education learners although this is not always the case. So, there are many referrals to the team and teachers complain that they do not have time to conduct remedial for individual learners.”

Participant 5 pointed out that *“Almost the whole school is being referred to the team though they need remedial; teachers still need more workshops on the purpose of the team and the kind of disabilities to be referred to the team.”*

Participant 4: *“Teachers forget to mark scripts for learners who had special tests and exams since these learners scripts are put in their separate envelopes according to individual needs. This de-motivates learners when scripts are returned and theirs are not among others.”*

Participant 4: *“The work is overwhelming for me as the coordinator since I also teach practicals; so, I think I should resign from being a coordinator and maybe just be a member. I feel that we are not doing enough to meet the needs of these learners because we have other subjects to teach.”*

Participant 2: *“Man power at Central Resource Centre (CRC) is very low. After identifying students here in our school, it does not benefit them because some of our students finish school without being assessed by a psychologist.”*

Participant 3: *“We don’t know who is doing special education at the region so we do not know the Principal Education Officer (PEO) for special education.”*

Participant 4: *“As the coordinator who is new in this team, I don’t know who to see at the region in Gaborone when I want to ask for help regarding special education, and enquire on the ministry’s stand on special education.”*

Participant 1, 2 and 3 pinpointed that the hired teacher aides do not have enough skills and knowledge on how to assess and offer educational interventions on a variety of disabilities that are in their schools. They further noted that the teacher aides are only employed for a short period and when they are getting used to the job that will be the time when their contracts end. Consequently, this does not benefit the team much since every year the schools receive new temporary teacher aids that the team have to train.

In addition to the above challenges, when responding to the open-ended questions in the questionnaires members SIT indicated that they are not satisfied with the support they get from the senior management team. They indicated that there is not enough support from the management's side. The team members indicated that some teachers do not make it easy for the identified learners since some dictates notes for them. They also pin pointed that there is no proper training for team members; so, they do not know what they should exactly do to assist the identified learners. Their main concern was also on the delays by Central Resource Centre (CRS) as many referrals are not attended to on time. They even indicated that most of the teaching staff does not cooperate with them. They indicated that there are no proper resources for remediation of the identified learners.

4.3.10 Theme 10: Overall rating of SIT

When rating the overall performance of SITs, coordinators were not strongly content with how their teams are functioning to achieve the set objectives.

Participant 3: *"We are trying; it's only that everyone is busy with his/her work so we don't assist these learners as expected. The School head is very supportive."*

Participant 2: *“We are not achieving our objectives as planned because most of the work is done by me as the coordinator. I do Individual Educational Programmes (IEPs) for individual learners since teachers do not do them and the teacher aids do not know how to do them. I am the one who offers assessment and remedial to, make reports to Central Resource Centre (CRC), and see the overall proceedings of the team. For us to achieve our objectives, we need more trained personnel and more scribes.”*

Participant 4: *“There is still more to be done for SIT to yield better results. We are still behind of doing that which we think can best work for the disabled, we are not doing enough at all because people are busy with what they are paid for.”*

4.3.11 Theme 11: Ways of enhancing the effectiveness of SIT

The coordinators emphasised much on being hired for what they do the need for an office and classroom for special education, and speeding up of external assessment by CRC. The following are their comments.

Participant 3: *“The Ministry of Education should implement their policies on special education and inclusion, than people volunteering as we do. We are employed not for special education but because of the need we see in our learners, we end up volunteering to start and coordinate SITs. Let there be a post for senior teacher special education in secondary schools just as there is one in primary schools. Let us not help but be hired for special education.”*

Participant 2: *“Looking at the fact that we have a lot of students who are challenged; for example, right now in my school we have more than 25 learners with learning disabilities only, 12 intellectual disabilities, 4 with visual impairment, 7 hearing disability*

and 2 with physical disability. It's too much for 1 specialist; therefore, we need more specialists (Learning disabilities, visual impairment and hearing impairment) to assist each other since this is a modelling school for Inclusive Education. Special education needs someone with passion since these kids need to be loved."

Participant 3: "I think School Heads need to attend workshops on special education and the requirements for Inclusive Education, maybe that's when they won't have difficulties with reducing our class loads."

All the sampled schools highlighted that there is need for reserved classroom and office specifically for special education. Participant 2: *"We need a porter cabin which can be partitioned into 3 segments; library, office and resource room."*

Participant 2: "I cannot do final assessment because I am not employed as a psychologist though I am a specialist but the reports I make do not differ with those from Central Resource Centre (CRC). So, if possible we could be allowed to make reports and send them straight to Botswana Examination Council (BEC) to avoid a situation where many students forfeit examinations because of CRC's failure to do assessments them on time."

Participant 1: "If the Senior Management Team (SMT) can be actively involved in SIT learners with SEN will find the years of their stay in school being worth staying."

Participant 3 "Also teachers who volunteer to impart their skill on special education need to be paid for that as a way of motivating them to do their best for the benefit of the disabled learners as much as they are paid for sports and other activities that are not their core business."

When answering the questionnaires, respondents suggested that there is need for the school staff to be thoroughly educated on the importance of SIT and its role. Since the teacher aides are employed on a temporary basis which is only a one year contract, there is need for them to be permanent to get more experience and be confident in what they do. There is need for training of more teacher aids since there is more help needed by different individual learners. Since most of the coordinators volunteered out of passion for special education, their work load needs to be reduced for them to do the best in SIT. Also, they indicated that the Regional Education Centres should conduct more workshops on SIT to sensitise schools about its importance and how it should be run. The senior management staff should fully get involved even in the welfare of learners who have been referred to SIT. Lastly, teachers who did special education suggested that they should be employed in schools to help in special education issues not to teach other subjects as is the case. They said they are unable to help as expected since they have to do the work for which they are employed.

4.4 DOCUMENT ANALYSIS

It was of great paramount importance to conduct some documents analysis process after the interviews in order to substantiate the data collected provided in interviews and questionnaires. This will help to come up with recommendations that will enhance the effectiveness of SIT in almost all aspects. The analysis was done using the designed checklist form that appears in Appendix 7. The summary of findings is presented in the table below.

Figure 11: Analysis of documents used in SIT

Item	Number of schools responding			
	Yes	%	No	%
SIT Policy	1	20	4	80
IEP files	1	20	4	80
Remedial/ activity files	5	100	0	0
Internal referral forms	4	80	1	20
External referral forms	2	40	3	60
Minutes of meetings held	4	80	1	20
Intervention materials				
- Curriculum based management (CBM)	3	60	2	40
- Radio	1	20	4	80
- Computers and special education software	1	20	4	80
- Brailing equipment	0	0	5	100
Infrastructure				
- Ramps	5	100	0	0
- Reserved class for special education	2	40	3	60
- Office	1	20	4	80

The above table shows some of the discoveries made about the schools as information was gleaned through their documents. From the table, only one school (which represents 20% of the sample schools) had a clear IEP. This sampled school had clearly completed Individual Educational Plan (IEP) files for each identified learner. All the other four schools (which represent 80% of the sample schools) did not have their own self-drawn policies. The four schools rather use the SIT document provided by the

Ministry of Education and had no completed IEPs. It was observed though, that all sampled schools had files with activities that were done by learners.

Some more observation was made about the functionalities of these schools. Exactly 80% of the sampled schools had internal referral forms in the form of manilas that were pasted on the notice boards in the staffroom. These were there for teachers to complete after identifying certain learners who need special help in their classes. In addition, 40% of the schools had external referral form they use to provide learner's data the form of report writing whenever they make referrals to CRC. However, 60% of the schools did not have these reports since external referrals are done by parents of the identified learners and the team gets feedback from parents.

It was also noted that 80% of the sampled schools had formal minutes of meetings conducted by the team while 20% did not have minutes because they consider their meetings to be casual since their meetings take place anywhere even in corridors.

Forty per cent (40 %) of the schools had materials for administering Curriculum Based Management (CBM) programme while 40% did not have anything on this. Only 20% had a radio while 80% did not have any r. However, 100% of the schools did not have any equipment for learners with visual impairment since sampled schools did not have severe or profound visually impaired learners. Only 20% of the sampled schools had two working computers and computer software for special education. Furthermore, 100% of the schools had improved infrastructures with some ramps for learners using wheelchairs. Nevertheless, 20% of this number had ramps that were not user friendly since they had some pot holes. In addition, 20% of the schools had a reserved class to conduct their remedial while 80% did not have a reserved class because classrooms

are used as base rooms. Among the 80%, 20% had a rondavel that they use for remedial although it did not have furniture to enable effective learning. Lastly, only 20% of the sampled schools had a temporary office.

4.5 SUMMARY

In this chapter, data have been presented with more emphasis on the rich descriptions provided by the respondents as from the questionnaires and participants from the interviews with regard to the experiences with school intervention team (SIT). Validation of the information gathered was done through document analysis. The next chapter presents a detailed discussion of the findings of the study, recommendations and conclusions drawn.

CHAPTER 5

DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter mainly discusses the findings articulated in Chapter 4. It also touches on recommendations and conclusions. The discussions in this chapter are guided by the cultural-historical theory on cognitive development by Vygotsky (1978) and the theory on the six wellness dimension by Hettler (1976). The research instruments used (questionnaire, interview and document analysis) investigated whether schools through the use of school intervention teams (SITs) schools considered these two theories when assisting learners with special educational needs (SEN).

According to Vygotsky's theory, children perform more challenging tasks when assisted by more advanced and competent individuals and thus encouraging good social interactions (Vygotsky, 1978). This theory helped to investigate the effectiveness of SIT looking on the aspects such as criteria used to form SIT; the functions of school intervention team (SIT) which include the educational interventions in place for learners with special educational needs (SEN); as well as the issue of school culture and interaction. Vygotsky (1978) maintains that parents, teachers, classmates and playmates play an important role in the fulfilment of this theory. On the aspect of cultural artefacts, the availability of teaching/learning materials and infrastructure are considered to be important in the learning, assessment and evaluation of learners' cognitive development.

On the other hand, the six dimensions on wellness by Hettler (1976) were considered as guiding theory that can assist in measuring the effectiveness of SITs. This discussion considered the social wellness. That is, whether SITs encourage learners in an Inclusive Education to live in harmony with others. Secondly, whether there are any personal and material supports in place to enhance occupational performance of learners in schools. Evaluating the mental wellness of learners helped to evaluate the role of SIT in helping learners to have self-directed behaviour so that they can be committed to lifelong learning. Investigation on the interventions in place for learners with SEN helped in finding whether SITs take into consideration the physical, spiritual and emotional wellness of learners.

The themes that emerged from the questionnaires and the oral interviews were combined as indicated in Figure 5.1 below. These are discussed in detail under combined themes. The first theme showed that the effectiveness of SITs in the sample community junior secondary schools (CJSS) is dependent on the successes of formation and composition of the team. Secondly, the actual functions of the team gave a better explanation of what SIT is and what it is achieving. The last theme focused on the challenges faced by SITs and how the challenges can be dealt with to enhance the effectiveness of the SITs.

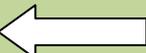
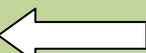
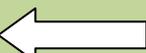
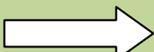
Themes from questionnaires	Combined themes	Themes from Oral interviews
Demographic profile of respondents <ul style="list-style-type: none"> • Gender • Designation 	1. Criterion for formation of SIT and its composition	Demographic profile of respondents <ul style="list-style-type: none"> • gender • designation 
Members experiences with SIT <ul style="list-style-type: none"> • Years of existence of SIT • Reasons for being a member of SIT 		2. Functions of SIT
<ul style="list-style-type: none"> • Feelings about SIT • Referrals 	Specific functions of SIT	
<ul style="list-style-type: none"> • Satisfactory level <i>(in cooperated under theme 4)</i> 	Internal and external referrals of the identified learners with SEN	
	Criterion for identification and assesment 	
	Meetings and feedback to the staff	
	Parental involvement 	
	Support from external stake holder 	
challenges faced by SIT 	3. Challenges faced by SIT and ways of overcoming the challenges	Challenges faced by SIT 
	<i>In-cooperated under objectives</i>	Overall rating of SIT 
Ways of enhancing effectiveness of SIT 	<i>In-cooperated under challenges</i>	Ways of enhancing effectiveness of SIT 

Figure 5.1: Combined themes from questionnaires and interviews

5.2 THEMES COMBINED

5.2.1 Formation and composition of SIT

The findings of this study indicated that it was mainly the school initiatives to form SITs. Formation of SITs came up as an initiative from subject teachers. The findings from the interviews showed that people who are performing the duties of SIT coordinators started by volunteering to start up SITs at their schools. Most of them started this as individuals where they identified few learners with learning difficulties in their classes and devised educational interventions for them based on the skills and knowledge they gained during their studies at university level.

These coordinators seemed to be fulfilling recommendation 92b which suggests that anyone can volunteer to coordinate SIT (Government of Botswana-Revised National Policy on Education, 1994) although the post needs to be filled with people with special education qualifications in future.

The findings as revealed by the interview with the coordinators indicated that most of the coordinators are members of SIT because they have some educational qualifications on special education. Most of them have specialised in various areas of special education as this was indicated by 60% of the participants. For instance, some coordinators had degree qualifications in Hearing impairment (HI) and learning Disabilities (LD). This showed that almost in every school there are qualified people who did double major of Special education and other subjects at universities and colleges. One may conclude that there are quite a good number of people whom when given a chance, can make Inclusive Education possible and effective.

Although it is easy for someone to do that which he/she is confident at, there were some coordinators who had no educational qualifications on special education who out of passion volunteered to start and coordinate SITs. They believe that with much support from the school management team commonly known as the Senior Management Team (SMT) and Principal Education Officers (PEOs) for special education they can develop and end up performing better in this area.

On the other hand, the results of the study indicated SIT activities and membership are dominated by females (98%) as compared to 2% male participation in interviews and completion of questionnaires. Therefore, it was concluded that the majority of men are not interested in being members of the team. Among these statistics there were a minute number of subject teachers who joined SIT out of passion for the learners with learning problem and other disabilities. Questionnaire results indicated that teachers who are members of SIT volunteered to be part of SIT after attending a workshop on special education awareness. These teachers indicated that they have some basic knowledge on special education from Colleges of Education. Research has shown that teachers with special education awareness tend to have positive attitudes towards and are willing to assist learners with disabilities (Dart, 2006; Mangope, Kuyini & Major, 2012; Mukhopadhyay, 2009).

Majority of SIT members indicated that they are not conversant enough with identification and assessment of learners with some disabilities except for those who show physical disabilities, hearing impairment (HI), visual impairment (VI), dyslexia and the slow learners. Their experiences on special education concur with findings by Dart

(2007) and Mokobane (2000) which indicated that teachers in ordinary/mainstream schools lack skills in basic identification, assessment and support.

Lastly, there was a category of people who are supposed to be members of SIT by virtue of the employment positions. For example, three out of the five sampled schools had a minimum of two teacher aides who are responsible for assisting in offering the remedial lessons, mobility of learners who find it difficult to move around and taking notes for those who are unable to write. Teacher aides have been hired on temporary basis by the Ministry of Education to offer support in such needs. Teacher aides raised a concern that they are not professional teachers although they are expected to do some remediation. Unfortunately, they highlighted that they know nothing about special education issues and as such they find it difficult to handle some difficulties and disabilities that learners have. Although they are not qualified, they indicated that they enjoy working with people with different disabilities.

Previous studies conducted on Botswana's education state did not say anything on teacher aides, their qualifications and their responsibilities. Therefore, this can be considered as an improvement in the state of Inclusive Education in some schools. According to Pugh and Macrae (1995), teacher aides should be classroom support staff for teachers in the sense that they help with clerical and instructional duties in the classroom and also work with individual students and small groups as directed by the teacher.

Most SIT coordinators indicated that Guidance and Counselling Senior Teacher and at least one Head of Department (HoD) should be part of SIT by default but this is not the case as some were reluctant to join, and those who joined the team are not very active. The document from Ministry of Education (2012: 7) outlines the following as people who are obliged to be part of SIT at secondary schools, namely; coordinator senior teacher humanities, Senior Teacher Guidance and Counselling, Head of Department pastoral, and language teachers. The following are additional members; class/subject teacher, parent, rehabilitation officer, social worker, chief, nurse and student representative where applicable.

According to Jones (2004), people with knowledge on special education are very special components of evaluation system which has to be specially constructed to meet the requirements of all students in the classroom and not just those who have special gifts and are in good health.

There were some inconsistencies in answers regarding the duration of existence of SIT in various schools. This may signal that most of the members just joined the teams recently. It may also signal that there are times when some teams are active and times when they are dormant. Generally, results from questionnaires and interviews showed that most SITs were formed very recently while others have been in existence for quite some years. For instance, 40% of schools had SIT that had been in existence for 5-9 years while 60% fell in the range of 1-4 years. The high numbers of recently formed SITs above seem to imply that there is a trend of schools introducing this programme. This implies that schools appreciate the need for formation of SITs as a means of

assisting learners with SEN. Unlike in the research conducted by Mangope, *et al.*(2012), where teachers were not sure if there is SIT in their schools, all the participants in this current study affirmed that their schools have relatively functional SIT.

5.2.2 Functions of SIT

The findings clearly indicated that the functionality of SITs is based on a numbers of role players. According to the findings, these are the coordinators, teacher aides, teachers, School Management Team (SMT), parents, external agents such as Botswana Examinations Council (BEC) and Central Resource Centre (CRC), Ministry of Education, Skill and Development, Non-Governmental Organisations (NGOs), and what I would call the physical resources (which include offices for assessment, library, classrooms, teaching and learning aids). Without these role players in place, it was evident enough that SITs cannot achieve their objectives.

SIT coordinators gave an example that it is the responsibility of the SIT to plan and organise for in-service training workshops to develop the teaching and non-teaching staff on issues of special education. The following are some of objectives of SIT as outlined in the document from the Ministry of Education (2012) and these seemed to be the aims for all SITs:

- To help teachers develop general skills for dealing with diverse teaching and learning challenges;
- To document the SIT relate interventions and conferences;
- To help teachers develop teaching/learning strategies and suggest appropriate interventions;

- To meet with parents and discuss problems of mutual concern;
- To provide shared ownership of a student's learning challenges;
- To coordinate transition of learners moving from one program or school to another; and
- To improve the coordination between relevant stakeholders.

The interview results indicated that it is through SIT that members of school are in a position to understand and appreciate the uniqueness of learners and even the staff they have. Findings indicated that SIT is not only for the benefit of the identified learners but it takes into consideration the needs of every individual in the school. This correlates with the Six Wellness Dimensions model which is for the benefit of everyone as it recognises a human body as a formal expression of physiological development and personal evolution (Hettler, 1976).

Coordinators highlighted that if there can be unity in schools where teachers and Senior Management Team (SMT) work together to ensure that all learners receive appropriate educational interventions, the pass rate will even improve. Therefore, SIT will be an important tool that empowers all to do their best for better school results. The main aim of SIT was seen as important in benefiting the school at large.

The research findings about school environments indicated that there is more to be done by class teachers, subject and parents to address barriers to learning for learners with behavioural and learning difficulties. It was realised that it is the responsibility of SIT through active coordinators to keep a record of information about wellness, school

performance and educational interventions for the identified learners. Hence it could be said Vygotsky's (1978) cultural-historical theory and Hettler's (1976) wellness theory are the two guiding theories that help in the achievement of objectives set by SIT since these focus at a person as a whole.

Questionnaires and interviews revealed that SIT is responsible for identification of learners with special educational needs. Coordinators indicated that they usually enquire from feeder schools (primary schools) on the difficulties that the identified learners had. Teachers who are members of SIT and coordinators indicated that they informally identify learners during the teaching and learning process looking at the physical, sensory and intellectual difficulties. Only one coordinator indicated that since she has identification skills, she identifies and even assess learners both formally and informally. She indicated that she makes use of school records, pre-made checklists, exam results and even consults the learner's guardian for interviews. These agree with Vygotsky's cultural-historical theory where he elaborated more on zone of proximal development (ZPD) which considers if the child is able to complete more challenging tasks (education-portal.com, 2015). In addition to this, Hettler (1976: 2-3) encouraged that emotional, spiritual and physical wellness of individuals should not be overlooked; hence these can be some of the guides during identification.

Findings of this study showed that SIT provides guidance and counselling mostly through Senior Teachers Guidance and Counselling. This proves that SIT is concerned with the wellness of all learners since the emotional wellness of learners is not

overlooked (Hetler, 1976). The Ministry of Education (2012:9) states that Guidance teacher is responsible for the development of a comprehensive guidance and counselling programme that include learners with special needs. They should also provide guidance and counselling to these and their parents.

The finding also showed that informal assessment is done by administering class exercises, quizzes, tests and examinations. The assessment is also based on whether the learner can perform some motor skill. Teacher aides indicated that they do remedial in the afternoon and what they offer are basic skills such as writing, reading and arithmetic skills. They use their own common knowledge based on how they were taught while they were beginners at primary schools. In one of the sampled schools, the coordinator emphasised that there is need for sign language translators since there is a number of learners with hearing impairment in her school.

This study indicated that there are some internal and external referrals in the schools where learners with special educational needs have been identified. The use of manilas for writing the names of learners identified during lessons and specifying the area of their difficulties serves as an important method for internal referral to SIT. The coordinators indicated that they are the ones who make detailed report to Central Resource Centre (CRC) at Tlokweng as they refer the identified learners for professional assessment. They highlighted that before they do any referrals, they device some interventions to help the learners and to be sure of the learner's problems. The Ministry of Education (2012) regards referral as a problem solving forum which aims at

assisting teachers on how to assist the referred learners or reducing the barriers to learning in learners. This document also stipulated that the School Head, Head of Departments (HODs) and Guidance teacher should assist with referrals of identified learners for further assessment (Ministry of Education, 2012).

It was evident enough that through the use of SIT, schools aim at seeing progress in child's mental, physical, occupational, spiritual, social and emotional aspects of their learners' lives. For example, one of the coordinators was full of joy and appreciated the effort she employed in assisting one of the students who had learning difficulties. She highly believed that SIT should coordinate the movement of students from level to another or from one school to another. She proudly indicated that with the help of the interventions she devised, that a particular learner managed to excel in her education and was now pursuing her tertiary level in special education. This is a signal that SITs are even concerned about the occupational wellness of learners and they want to see them progressing for one stage of life to another.

5.2.3 Challenges faced by SITs and ways of overcoming these challenges

As mentioned earlier, when discussing the function of SIT, the teacher aides, parents, external agents such as Botswana Examinations Council (BEC) and Central Resource Centre (CRC), Ministry of Education and Skills Development, Non-Governmental Organisations (NGOs), and physical resources (which includes offices for assessment, library, teaching and learning aids) are crucial to the functionality of SIT. A model in

Figure 5.2 below is devised in order to show the functionality of SIT. This model shows how all the roles are linked or connected. That is, how their interaction depicts either functioning (effectiveness) or challenges that can result. The studies carried out on Inclusive Education in Botswana also indicated the need for adequate equipment, enough paraprofessionals, and adequate funds to support the learners with SENs in regular classrooms as necessities for effective inclusion (Brandon, 2006; Kuyini & Mangope, 2011; Chhabra, et *al.*, 2011). But if the SIT strategy is to become widespread, then coherent direction, support and monitoring from outside the schools is required (Hopkin, 2004).

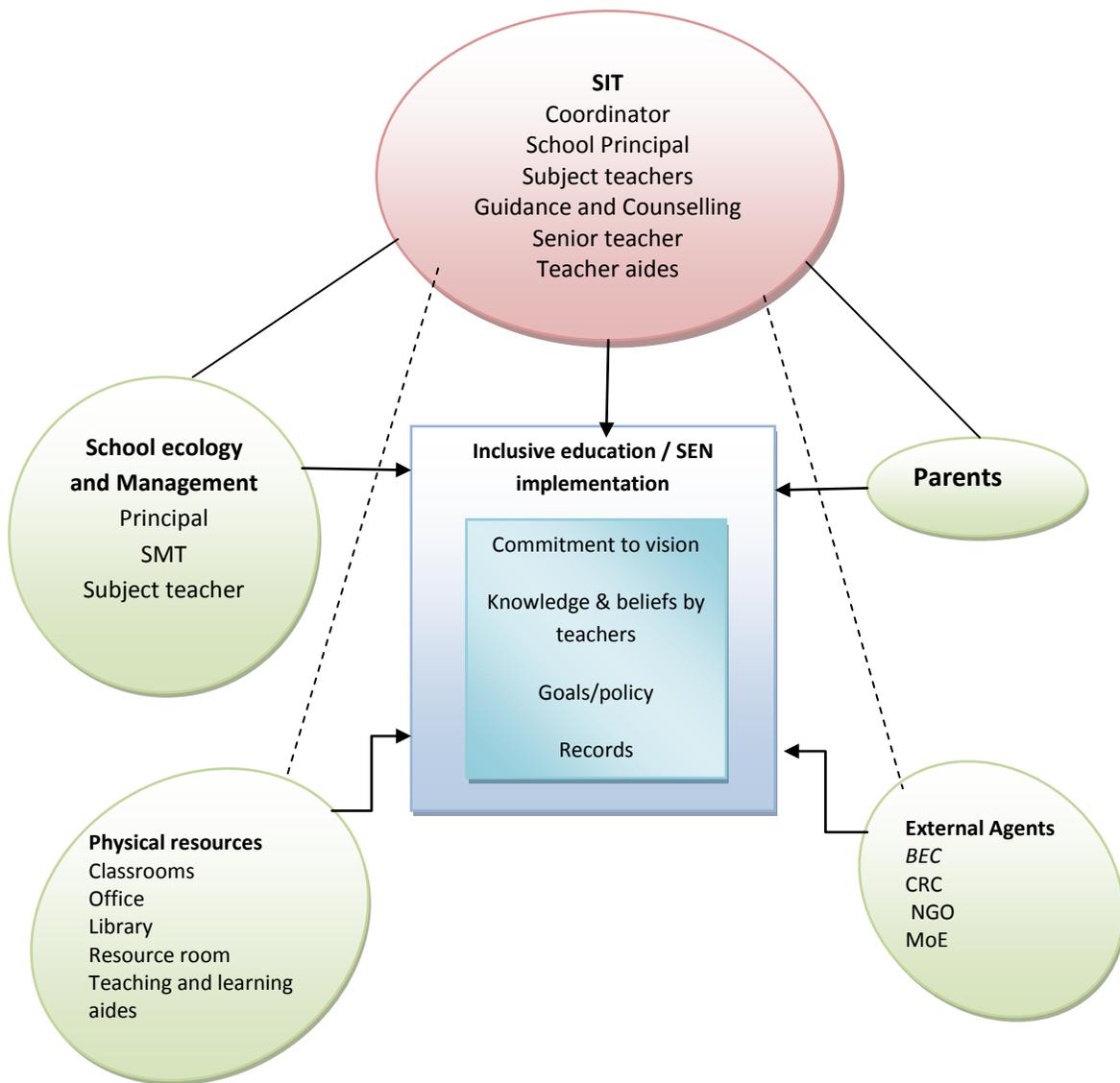


Figure 5.2: The structure of a functional school intervention team (SIT) for an effective Inclusive Education set up

The results shown by document analysis indicated that majority of SITs in sampled schools ensured proper filling of the minutes for the meetings held. This was clear evidence that the teams do meet and they minute the agendas of their meetings. Only one school did not have any minutes and they pointed out that their meetings are so informal that they can even conduct them in corridors as they move along going for their

core businesses.

A brilliant idea that most schools adopted and can be passed to schools that are motivated to start off SITs is to have a manila on the notice board for internal referral of learners with SEN. It was a credible work for sampled schools to have devised that simple and cheap method that was reported to be effective and efficient.

Support from Senior Management Team (SMT)

The sample schools lamented much on lack of support from the Senior Management Team (SMT) in establishing and managing SIT and teachers. The Senior Management Team (SMT) in CJSS includes the School head/Principal, Deputy School Head, Heads of Departments (HoDs), Senior Teachers (humanities, sciences, sports, staff development, practical, guidance and counselling). This research task showed that most School Heads are not doing enough to negotiate and advocate for decrease in workload for those who are volunteering to take up the post of responsibility of spear heading or coordinating SIT, thus stagnating Special Education work.

The support of School Heads/ Principal is very crucial to the survival of SIT. One (1) of the sampled schools had a permanent post for Special Education where the coordinator strictly focuses on the issues of Special Education in her School. This was achieved through constant request for her classes to be reduced since she was first hired as a Moral Education teacher. Her school is doing well in terms of catering for the needs of

learners with special education and is one of the recognised schools in the South East region, particularly Gaborone, hence it is considered as a model school for inclusion.

It is time that the Senior Management Teams (SMTs) in schools should possess basic knowledge and interest on special education since the solution to this needs team approach. Instead of feeling de-skilled by its (Special Education) complexities, and by the volume of paper work it generates, Gross and White (2003:3) emphasised that all it takes is a little less anxiety among senior managers about the mystique of SEN, a little more time and status for the SENCO and a realisation that SEN is as amenable to improvement as any other of the school's spheres of operation. The study conducted by (Mangope, et al. (2012) showed that regular education teachers whose head teachers or principals provided some form of support for Inclusive Education programmes, exhibited more positive attitude towards its implementation than those who had not received any.

Need for permanent post of Senior Teacher Special Education/ SIT coordinator

The same difficulties and disabilities that are in this model school are even found in other schools except for severe and profound hearing impairments. This is an indication that there is a serious need for permanent post of Senior Teacher Special Education in community junior secondary schools (CJSS). There was another school that had coordinator who had half load of her classes since she showed interest in coordinating SIT. She indicated that she pleaded with her School Head for load reduction and she is paid for scarce skill allowance of special education. Even though the load is reduced, she still finds it overwhelming to do two duties which are parallel, that is, teaching her

subject area and fulfilling the demands of SIT. This corroborates with the study carried out by Hopkin (2004) on Government policy and practice in Special Education in Botswana since independence, that the absence of incentives discourages individual teachers from implementing the SIT strategy.

Majority of coordinators in the sampled schools volunteered to be part of the group; hence they are not obliged to devote too much time on SIT. This seems to show why they are not fully focused on performing all the required duties. This seems to affect the effectiveness of SIT in some schools. Coordinators stated that their main focus is in the areas they are employed for and these are the areas where they have to account for the academic results and not special education. However, they indicated that they tried to ask for their teaching loads to be minimised but they were told it is impossible since they are not employed for special education issues and the school should organise special education units. Although the idea of setting up SITs is a strategy through which schools are empowered to meet the educational needs of all learners, research by Dart and Keerate (2002) also indicated that the seemingly attractive and straightforward policy of having a post of responsibility for senior teacher special education has not been taken up in the schools.

Support from Principal Education Officers for Special Education

Conversely, SIT coordinators highlighted the fact that there are people who have taken the posts of Principal Education Officers (PEO) Special Education at regional levels but these officers are not doing enough. The participants recalled that it has been a number

of years without having workshops or seminars on special education from their educational region. The break in the network was so bad that most of them could not even remember the officer responsible for special education in their region. This put into jeopardy the Botswana's Inclusive Education system objective which intends *to develop Special Education as an integral part of the regular education system to promote inclusive practices* (Government of Botswana- National Development Plan 9, 2003:303). A 'community of practice' vision is also captured in RNPE (1994) that states that one of the goals for special education is "*to ensure that all citizens of Botswana including those with special needs have equality to educational opportunities.*" The feeling is that other stakeholders are not doing enough to promote the effectiveness of Inclusive Education more especially at community junior secondary schools (CJSS). This correlated with the previous findings that the "programme has not been successful because stakeholders have not been active in the monitoring of its implementation" (Division of Special Education Task Force, 2001:5). One can conclude that the officers on at the Ministry of Education need to stand and see if Inclusive Education is not all about admitting learners with diverse disabilities but also evaluate its effectiveness.

Participation level of teachers

The findings clearly revealed that teachers are not willing to be part of the team which is another blow to the functionality as a community. This was indicated by 35% of respondents who completed the questionnaire. Interviews illuminated that teachers prefer to refer a large number of learners to SIT even those that can be assisted within the normal classroom setting. According to the South African Education White Paper 6

(DoE, 2001:18), teachers are the primary resource in the implementation of the goals of the Inclusive Education policy. Study by Gloeckler, Johnson, Laney, Malayeko, Maloof, Sword, and Thanner (2009) have shown that for these SITs to be effective, general education teachers must take ownership of the team. An expectation from the Government of Botswana (Ministry of Education) which is in line with the second and third Recommendation (95a and 95b) concerning teacher training states respectively that *“all teachers should have some elements of Special Education in their pre-service or in-service training”* and *“most Special Education teacher training should be a broad based rather than focusing on single disability”* (Government of Botswana-RNPE, 1994:42).

Most teachers at CJSS in Botswana are diploma holders who did their training at Botswana Colleges of Education and underwent Special Needs Education Awareness Courses as witnessed by (Dart, 2006). However, only a very small number of these teachers are part of SITs. Unlike in the observation made by Brandon (2006) and Gaotlhobogwe (2001) when examining the attitudes of Botswana teachers toward Inclusive Education, it was not crystal clear as to whether teachers in junior secondary schools still have non-favourable attitudes toward Inclusive Education. Most of the comments from the coordinators were that teachers have greater workload so everyone is busy with her teaching subject. One coordinator indicated that teachers want to be compensated for the little help they will bring in assisting learners. This seemed to denote that teachers still need clarity on their roles towards Inclusive Education since it seems they consider Inclusive Education as someone’s responsibility excluding them.

Lack of support to the teacher aides

Teacher Aides were concerned about the way they were treated by the Senior Management Team (SMT) and other teachers. Since they are employed on temporary bases, they feel discriminated and not fairly treated. They emphasised that their concerns and ideas are rarely taken heed of. In some instances, they are warned of talking about negative things that the school is putting against learners with disabilities. This seems to show that most schools are not yet ready for inclusion of learners with SENs or ready to accommodate people who can assist in achieving Inclusive Education objectives. The mind set of both teachers and SMT needs to be changed in order to prepare them for inclusion. This can be through workshops arranged by the Ministry of Education Skill and Development (MoESD), BEC, and CRC. The findings were corroborated by studies carried out by Mukhopadhyay (2013).

Need for specific policies for SIT

Findings of this case study indicated that although some schools have SIT, they do not have specific policies that suit their school environment. Only one of the sampled schools drew its own policy on SIT. That school was found to be well advanced in SIT operation than other schools, showing the importance of school specific objectives. Gross and White (2003) strongly asserted that schools as formal organisations should set some broad policy objectives based on the school's visions for what it wants to achieve for children with SEN, alongside what it wants to achieve for other vulnerable groups within the wider educational umbrella. Therefore, I think that more still needs to be done to assist schools to probably take SIT as a formal department like other

departments such as guidance and counselling, sports and academics.

Unutilized individual educational plans (IEPs)

Although teachers who are members of SIT indicated that they know what IEPs are, they emphasised that they do not make use of them even in their lessons. They lamented much on lack of time to draw lesson plans and IEPs for individual learners more so that there are many learners with specific educational needs. Kauffman and Hallaman (2005:53) posit that every educator who has learner(s) with special educational needs who require(s) closer, more careful monitoring than is typical, similar to medical patients should be able to use the Individual Education Plan (IEP) for that learner. The findings of this research showed an opposite view to what Kauffman and Hallaman (2005) and Ministry of Education (2012) document suggested.

Only one of the sample schools had IEP files for their learners. The files indicated what was done when it was done and how much was achieved. Other schools had proper activity files or remedial activities and had no IEPs. It was evident enough that IEPs are drawn and used by few coordinators instead of the whole staff or at least the team. This indicated that the results are in contrast to objective that state that SITs should intend to help the class teachers and subject prepare an IEP (Ministry of Education, 2012:3). The findings for the sampled secondary schools on the use of IEP were also completely parallel to Mangope, et al. (2012) findings where they found that in most teachers at primary schools know how to draw IEPs for their learners.

Most of the team members indicated that they do not even know how to fill up the IEP form except for one coordinator who indicated that she is the one who do the IEPs. This indicated that schools need more clarity and training on what IEPs are and their purpose as well as who should make use of them and how. According to Fisher and Pleasants (2012), IEP describes how the student learns, how he best demonstrates that learning and what teachers and service providers will do to help the child learn more effectively. Therefore, IEP ensures that the child receives better placement though still participating in “Normal” school culture as much as possible for him. IEP forms should be easy to access by the SIT members and teachers while maintaining confidentiality.

Need for Physical resources (office, resource room and teaching-learning aids)

The document analysis form assessed the availability and usage of general educational resource that enhance the effectiveness of SIT. These included the teaching and learning materials as well as the infrastructures in place. There were some ramps in some areas of the school for learners using wheelchairs. Learners can now freely move within the school. However, few cases were observed where there was no easy entrance of wheel chairs into classrooms, laboratories and toilets in some schools. Some ramps needed renovations since they had some pot holes. This indicated that more needs to be done to improve the physical wellness of individuals, and that which focuses on physiological development and personal evolution (Hettler, 1976).

Coordinators and members of SIT lamented on the need for a special office and classroom specifically for SIT. They noted that this will ensure confidentiality of learners

as well as safe and secure keeping of confidential SIT records. Although some schools were provided with some buildings like rondavel and temporary room to be used as offices and remediation places, these were considered not conducive for special education programmes. The temporary room was just an improvisation of the passage; hence it was evidenced that the environment was noisy while the rondavel had no electricity and chalk or white board on which to write.

The research findings from both coordinators and other members of SIT emphasised much on the shortage of teaching-learning resources to be used for learners with SEN and how it affected their work. These findings have been corroborated by studies by Chhabra, *et al.* (2010), Mukhopadhyay, (2013) that teachers in Botswana showed concern about inadequate equipment and availability of paraprofessionals. In addition, they raised concerns about provision of resources and funding to support the learners with SENs in regular classrooms.

Schools indicated that they do not have radios, computers and materials for a break through programme known as Curriculum Based Management (CBM). CBM is a programme that enables learners to have writing, reading and arithmetical skills. Conclusion can be drawn from this that schools are striving for intellectual wellness by enhancing continuous acquisition, development, creative application, and articulation of critical thinking and expressive/intuitive skills in learner (Hettler, 1976:3). This was evidenced by self-designed manila cards and worksheets that were used for remedial by coordinators and teacher aides. Improvisation has become crucial for survival where

resources are scarce. However, they still need better resources to optimise their work. They emphasised that there is need for computers and special education software, textbooks, reference books, fiction, assignment cards or working cards. Farrant (2002) describes working cards as cards for giving individualised practice to learners in skills they are learning; for example, flash cards, working models, puzzles and wall sheets which include pictures, charts, diagrams and posters. There was no evidence of any underutilised resources in the sampled schools. Results are in no contrast with the recommendation made by Vygotsky and his co-workers that, learners of different ages struggle or successfully use learning aids such as coloured cards or pictures and these teaching-learning aids change in learner activity and accompany changes in cognitive functioning (Vygotsky, 1978).

Delayed assessment at the Botswana Assessment Centre (Central Resource Centre)

SIT coordinators and other members of the team showed a concern regarding the process of assessment done at Central Resource Centre (CRC). They indicated that professional assessment by psychologists at CRC takes a long time to be done, and as such, many learners are not assisted accordingly. These findings corroborate with findings by Mangope, *et al.* (2012), where they indicated that CRC is unable to assess all students who require assessment on time because the centre is critically understaffed and many more trained specialists are required to close the gap between existing need and available service capacity.

Mangope et al. (2012: 146) made an observation that whatever prompted the referral of the students often remains unaddressed because of the lengthy nature of the special education referral process. This issue was also found still in this study. Macintyre and Deponio (2003) emphasise that during assessment, observations need to be made in each aspect of the children's development: intellectual, social, emotional and perceptual-motor. Therefore, it was realised that all these aspects correlate in making children who they are, and progress or regress in one aspect affect all of the others.

The coordinators emphasised that there are very few (about two) professional assessors at Central Resource Centre (CRC) and the number of children who have to be assessed was proven to be very large. Macintyre and Deponio (2003) assert that cases where learners have overlap of symptoms make assessment complex since different levels of impairment and children's competence may fluctuate, hence this needs accurate assessment. This end up placing pressure on these few assessors/psychologists in having to give a diagnosis and children are subsequently denied individual programmes of help. It was emphasised that much of the school years may pass while teachers are not assisted on how to help learners who were referred and these learners end up forfeiting Junior Certificate Examination (JCE).

It seemed that most of the respondents were not aware of other services provided by CRC as indicated in Mangope, *et al.* (2012) research findings. Their findings indicated that in order to improve services, the CRC has introduced outreach programmes where they can spend a week in educational region doing assessments, conduct workshops for teachers, outsource qualified personnel from other departments and design

assessment tools that can be used by teachers in schools to reduce the caseload of the CRC. Therefore, schools can make use of these programmes to improve their performance in SIT or Inclusive Education.

Parental involvement

The study has shown that parents are responding very slowly in regard to their children's educational needs. SITs were not satisfied with parental turn up for signing and enrolling their children in special education programs. The schools felt that parental consent is of paramount importance to enable smooth implementation of the devised educational interventions in school. Parents are also needed to assist in the external referral of their children. That is, once the child has been identified and assessed within the school using various methods of assessment chosen by SIT. Parents should accompany their children for assessment and diagnosis that is done by the professional psychologists at CRC in Tlokweng.

One can conclude that that there is little joint effort between parents and the sample schools. Dukes and Smith (2007:5) state that when parents and practitioners work together in early year's settings, the results have a positive impact on children's development and learning. This case study revealed that parental involvement is even more vital in ensuring better effectiveness of SITs at community junior secondary schools (CJSS).

It is important for the school through SIT to reach out to parents of learners with SEN since parents are considered as children's first and most enduring educators. In their research, Duke and Smith (2007) discovered that parents have unique strengths,

knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

Misidentification of learners

This case study indicated that a high number of learners are identified and referred to SITs to have their educational interventions. The coordinators have realised that some of the learners only need to be assisted in the normal classroom setting. It was highlighted that when subject teachers simply refer learners to the team (SIT) when they realise that the learners are not performing well in their subject area. These findings concur with what is regarded as over identification and misidentification of students. For example, foundation teachers in South Africa felt that they have inadequate skills on identification and implementation of interventions; hence they need training (Mphahlele, 2012:25). Therefore, this implies that indeed teachers in junior secondary schools lack skills and confidence in making instructional accommodations and adaptations for learners with SENs.

Concerning poor attendance of learners for remedial lessons, some might be not forthcoming because they strongly believe that they are misidentified as 'difficult-to-teach' even though they can still improve even if they are not placed in special units or groups. In addition, 20% of the sampled school indicated that there is labelling of learners with special educational needs by their peers and this contributes to their poor attendance for remediation. Hence, there is need to build social relationships and support systems among students with disabilities and their typical peers to help all students become

more aware of disabilities (Korinek, Walther-Thomas, MCLAughlin & Williams, 1999)

Although identified learners do not turn up for remedial activities as expected, coordinators emphasised that for the remedial to be more effective, there is a need for more teacher aides in their schools. They indicated that there is also need for different educational specialists who can assist with different learning problems that are in the school. This finding was corroborated by studies carried out by Dart (2007) where he emphasised that shortage of specialist staff conspires to limit the effectiveness of Inclusive Education.

5.3 STRENGTHS OF THE STUDY

I felt that the participants really enjoyed having someone who was interested to know what they are doing and consider their views. The coordinators were actively participative and cooperative in providing data during interviews. They appreciated the study and hoped their concerns will be taken heed to by the Ministry of Education, Skills and Development.

The use of triangulation technique that involved the use of questionnaires, interviews and document analysis helped more in having an in-depth search of information and comparing the findings of the study. This measured the validity and reliability of both quantitative and qualitative data collected.

5.4 LIMITATIONS TO THE STUDY

The study was only limited to community junior secondary schools (CJSS). I think it would have been interesting to gather data from all levels of education (primary schools and senior secondary schools). This would have helped to compare and contrast the level of transition of learners with SEN between these educational levels.

The schools had school intervention teams (SITs) with very little membership. Only few people volunteered to answer the questionnaires and mostly of them were the teacher aides. It was not easy to generalise some of the findings from the questionnaires of the study since other SIT members such as HoDs, Guidance and Counselling Senior Teachers and most of the teachers who are members of SIT did not volunteer to answer the questionnaires. Some individuals misplaced their questionnaires.

The researcher is a junior secondary school teacher/educator who has attended workshops on Special Education and SIT. The researcher had the opportunity to be a resource person at her work station on issues of disabilities, interventions and SIT. The experiences and perceptions of the researcher may have had an influence during the process of data collection and analysis.

Lastly, the study would have been much interesting if there could have been some classroom visits to see learners with SEN in normal classroom setting and even ask teachers on how they cope with teaching these diverse learners. This would have helped to validate data given by coordinators and other SIT members.

5.5 RECOMMENDATIONS

The following recommendations are derived from the results obtained from this study. To enhance the effectiveness of school intervention teams (SITs) in assisting learners with special educational needs, the following need to be ensured:

5.5.1 The Government of Botswana more especially Ministry of Education and Skills Development should manage Special Education Needs strategically, rather than operationally. The stated recommendations on inclusive policies should be implemented. Recommendation 92b in Revised National Policy on Education (1994) which encourages the need for a post of responsibility for qualified people in special education should be put in place as much as there is Senior Teacher Advisor Learning Difficulties (STALDs) in primary schools.

5.5.2 Schools should have clear policies on Special Education which have specific objectives; evaluation and strategic analysis; Planning and target setting; and implementation of planning and provision with the focus on monitoring and evaluating the implementation of plan in classrooms, and the impact on children's progress. All schools should revisit the document from the Ministry of Education on SIT since the objectives, roles and responsibilities of members of SIT are outlined in it. It will be easy to provide assistance to SIT members when they are aware of their job descriptions pertaining to SIT.

5.5.3 The on-going school systems should manage and develop staff in order to help all staff to evaluate their own practice, learn from one another and from outside, and

develop as professionals. As an adoption from Department of Education (2002: 40) in South Africa, there is need for district-based support teams (DBST) at district/regional levels. These teams may include psychologists; learning-support teachers; curriculum specialists who provide general curriculum support to school; institutional development specialists who provide management support to schools; specialists support personnel as well as teachers from existing special schools. This will help in organising and conducting workshops on Special Education from district/ regional level to school level for the whole staff. Teachers should be assisted on how they can improve their social interaction with all learners without discrimination since this is essential for every learner's cognitive development and Vygotsky's theory advocates for this.

5.5.4 The identified learners should be given counselling and shown the reason why they are chosen for special remedial programmes. This will help learners in need of special educational interventions to accept themselves and turn-up for remediation. These learners should be allowed to evaluate the programme in place for them. This will help learners to fully acknowledge that they are in need of help; hence their attendance for remediation will improve impacting positively on the effectiveness of SIT. On the other hand, there should be ways of sharing information and realistically portraying disabilities while building for appreciation of differences in classmates. This will be a means of avoiding rejection and labelling of learners with disabilities by their classmates and school mates.

5.5.5 There should be formal schedule for meetings for the whole school that should be

conducted by SITs. At least one meeting or information sharing sessions per team will suffice to inform the rest of the staff on the progress and challenges experienced by teachers in classrooms regarding support for learners with special educational needs (SEN).

5.5.6 In order to encourage parental involvement parents should be acknowledged that they know best and be listened on what they have to say about their child. They should be updated on everyday matter not only when they are called to approve that their learners be enrolled for remedial activities or be sent for external referrals. This will make it easier to discuss difficult issue and encourage parents to be open to say out social stories about their child.

5.5.7 There should be some referral forms that are completed by the subject teachers and class teachers when referring learners to SIT. This will help to have a detailed report of the learner's initial performance and progress after some interventions have been implemented.

5.5.8 For future research, more study needs to be conducted on the teachers' perceptions on Inclusive Education in Botswana as well as on issues that hinder them to use their Special Education awareness skills once they get into their classrooms. Also, more studies need to be conducted to investigate the views of Principal Education Officers for Special Education (PEOs) on the reasons for stagnant Inclusive Education practices and the Ministry of Education's intentions on Inclusive Education.

5.6 CONCLUSION

The aim of this study was to investigate the effectiveness of school intervention teams (SITs) in community junior secondary schools in Botswana. The study answered the four research questions which intended to find out the criteria that are used to make up a complete SIT; the functions of SIT and/or strategies used to help learners with special educational needs; the benefits of SIT to the school and the challenges faced by SITs.

This current study showed that much is not accomplished in as far as Inclusive Education is concerned, especially at community junior secondary schools (CJSS) in Botswana as depicted by the sampled schools.

Figure 5.2 clearly showed that in order to ensure that Inclusive Education practices are effective, there are various ways of forming SITs and schools can emulate ones that seem to be functional than the other. There are also various role players that must be engaged for the goals of SIT to be realised, and these include the principal or school head, SMT, teachers, teacher aides, external stake holders such as CRC and BEC. Better infrastructures like office and teaching-learning resources are also crucial for the advancement of Inclusive Education. Audit Commission (2002:41) considers these as features for an effective environment for inclusion. These include leadership commitment to high standards of all; staff commitment to meet the needs of all learners, commitment to team work, commitment to on-going staff learning, commitment to improvement, teaching and learning being at the heart of the school, not only accepting diversity in learners as the school but celebrating it and lastly, having high expectations of all learners.

From Literature review and the findings of the study, it is clear that effective school intervention teams are built by people who volunteer and show willingness to pursue personal skill development. This study showed that many people who are expected to be part of SITs because of their role of responsibilities are not actively involved in ensuring effective inclusion in their schools. These include School heads/ Deputy School Heads, Heads of Departments (HoDs) and Senior Teacher Guidance and Counselling. Hence this has a great impact on the functionality and effectiveness of SITs.

Lastly, this study indicated that for effective Inclusive Education, education support services must be strengthened from the Ministerial level to school intervention team level in schools. There is need for district-based support teams (DBSTs) at district or regional level that will keep on empowering and supporting SITs at all times.

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APPENDICES
APPENDIX 1



Research Ethics Clearance Certificate

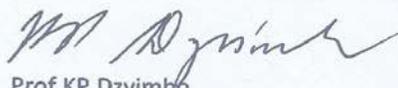
This is to certify that the application for ethical clearance submitted by

BM Rampana [49131591]

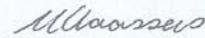
for a M Ed study entitled

**Effectiveness of the School Intervention Teams (SITs) in assisting learners with
Special Needs in Gaborone Junior Secondary Schools, Botswana**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.



Prof KP Dzvimbob
Executive Dean : CEDU



Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2014 APRIL/49131591/MC

14 April 2014

APPENDIX 2

P O BOX 995
Moshupa
Botswana
Cellphone number: 72209044
Email: bettyrampana@gmail.com

Date: _____

The Director
Regional Operations
South East Region
Private Bag 00343
Gaborone
Botswana

Sir/ Madam

RE: Request for permission to conduct a research task in your Region

I am a student at the University of South Africa (UNISA), registration number: 49131591 and I am working towards completion of my Masters Degree in Education (Inclusive Education) studies under supervision of Professor M.D. Magano (Telephone: +27 124294115). I am carrying out a full dissertation under the topic: **The effectiveness of school intervention teams (SITs) in assisting learners with special educational needs at Community Junior Secondary School in Gaborone South East region, Botswana.**

To meet the requirements of the degree, a questionnaire to SIT members who would volunteer needs to be completed and an oral interview with the Coordinator of the team or anyone responsible for learners with SEN needs to be conducted. The SIT documents will be analysed by simply checking their availability and use. Permission will be requested from the interviewees for the interview to be digitally recorded to save time and all the participants have the right to withdraw from participating when they want without any reprisal. The anonymity and confidentiality of the participants and the will be ensured by not using specific names in the discussions. My research population is limited to six Community Junior Secondary schools in Gaborone which have an active SIT and they will be selected by means of simple random selection after confirming that they have functional SITs. There are no risks anticipated to be experienced by the participants during the investigations.

I will highly appreciate if you allow me to conduct the data collection in your region. I hope my request will be accepted. Thank you.

Yours Faithfully

Ms B.M. Rampana
Inc: letter of ethics approval from UNISA

APPENDIX 3

MINISTRY OF EDUCATION
AND SKILLS DEVELOPMENT

TELEPHONE: (267)
3972454/3625000
FAX: (267) 3972915/3975899



Republic of Botswana

Director, Regional Operations
South East
Private Bag 00343
GABORONE
BOTSWANA

REF: 1/15/2 VI (124)

15 July 2014

Ms Betty Masego Rampana
P. O. Box 995
Moshupa

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I acknowledge receipt of your letter dated 09 July 2014.

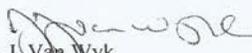
Permission is granted to carry out your research work on the following topic: **"The effectiveness of school intervention teams (SITs) in assisting learners with special educational needs at Community Junior Secondary Schools in Gaborone, South East Region, Botswana."**

By copy of this letter, the School Heads are requested to arrange and facilitate the carrying out of the requested research.

This permission is dependent on the School Management satisfying themselves that it is convenient and possible.

I look forward for a good relationship with schools and the region.

Yours faithfully


J. J. Van Wyk

FOR DIRECTOR, SOUTH EAST REGION

Cc. School Heads



APPENDIX 4

P O BOX 995
Moshupa
Botswana
Cellphone number: 72209044
Email:
bettyrampana@gmail.com

Date: _____

The School Head

Sir/ Madam

RE: Request for permission to conduct a research task in your school

I am a student at the University of South Africa (UNISA), registration number: 49131591 and I am working towards completion of my Masters Degree in Education (Inclusive Education) studies under supervision of Professor M.D. Magano (Telephone: +27 124294115). I am carrying out a full dissertation under the topic: **The effectiveness of school intervention teams (SITs) in assisting learners with special educational needs at Community Junior Secondary Schools in Gaborone South-East region, Botswana.**

To meet the requirements of the degree, I kindly request for permission to collect data in your school by administering questionnaires to SIT members who would volunteer. I also request to conduct an oral interview with the Coordinator of SIT or anyone responsible for learners with SEN, and I would like to digitally record the interview with the interviewee's consent in order to save time. Lastly, I request to make some analysis of SIT documents in place for assisting learners with special educational needs in your school by viewing their availability and use. All the participants have the right to withdraw from participating when they want without any reprisal. Their anonymity and confidentiality will be ensured as well as that of the schools as no specific names will be used in the discussions. My research population is limited to six Community Junior Secondary schools in Gaborone which were selected by means of a simple random selection after purposive selection which was based on the fact that it was confirmed that they have functional SITs. Your school was selected based on the above reason and there are no risks anticipated to be experienced by the participants during the investigations. Lastly, this study grants the participants opportunity to express their views, ideas, knowledge and concerns that will at the end benefit SITs.

I will appreciate if you allow me to conduct the data collection process at your establishment, at the convenience of both you and your staff. Upon granting me permission, we will determine the most

convenient time for data collection. A brief report of the investigation will be compiled and forwarded to you as a form of acknowledgement and encouragement.

I hope my request will be accepted. Thank you.

Yours Faithfully

Ms B.M. Rampana

Enc: certificate of ethics approval from Unisa

Informed consent letter from the Ministry of Education (Regional Operations)

RE: CONSENT

I the School Head ofallows Ms B.M Rampana to carry out a research study on the Effectiveness of the School Intervention Team in my school.

Signature: Date:

School's Stamp:

APPENDIX 5

P O BOX 995
Moshupa
Botswana
Cellphone number: 72209044
Email:
bettyrampana@gmail.com

Date: _____

The Member of School Intervention Team

UFS: The School Head (_____): _____

Dear Sir/ Madam

Re: Request for your assistance in completion of the questionnaire

I am a student at the University of South Africa (UNISA), registration number: 49131591 and I am working towards completion of my Masters Degree in Education (Inclusive Education) studies under supervision of Professor M.D. Magano (Telephone: +27 124294115). Kindly I request for your assistance in completion of the questionnaire on how learners with learning difficulties are assisted in your school. This task is a research study under the Topic: "The effectiveness of the School Intervention Teams (SIT) in assisting learners with special educational needs at Community Junior Secondary Schools in the Gaborone South-East region".

This study is of benefit to you and your school as it grants you opportunity to share your views, ideas, knowledge and concerns regarding SIT. The questionnaire is open to be completed by any one serving as members of SIT. It is designed to take almost 30 minutes to be completed and there are no foreseeable risks to the participant. Your name and the name of your school will not be mentioned anywhere in this work hence your privacy, confidentiality and anonymity will be ensured. You have the right not answer some of the questions in the questionnaire or to even withdraw from participating without any reprisal.

Thank you for your positive response.

Yours Faithfully

Betty .M. Rampana
UNISA candidate
ID No: 49131591

RE: CONSENT

I _____ volunteer to participate in the completion of questionnaires for attainment of the aims and objectives of this study with an understanding that I can withdraw without any penalty.

Signature: _____

Contact number: _____

Date: _____

School stamp: _____

APPENDIX 6

P O BOX 995
Moshupa
Botswana
Cellphone number: 72209044
Email: bettyrampana@gmail.com

Date: _____

The School intervention Team Coordinator

UFS: The School Head (_____):_____

Dear Sir/ Madam

Re: Request for your assistance to take part in the oral interview

This letter serves as request for your participation in the oral interview that focuses on how learners with learning difficulties are being assisted in your school. This task is a research study under the Topic: “The Effectiveness of the school Intervention in assisting learners with special educational needs at Community Junior Secondary Schools in Gaborone South-East region, Botswana”. I am a student at the University of South Africa (UNISA), registration number: 49131591 and I am working towards completion of my Masters Degree in Education (Inclusive Education) studies under supervision of Professor M.D. Magano (Telephone: +27 124294115).

I therefore kindly request for your assistance on composition, function of SIT as well as the strengths and weakness/ challenges faced by the intervention team in your school. This study is of benefit to you and your school as it grants you opportunities of sharing your views, ideas, knowledge and concerns regarding SIT. You are requested to arrange for a convenient venue for the interview that is designed to take almost 45 minutes with no foreseeable risks to you. Your name and the name of your school will not be mentioned anywhere in this work hence your privacy, confidentiality and anonymity will be ensured. You have the right not answer some of the questions during the interview or to even withdraw from participating without any reprisal. Upon granting me permission, we will determine the most convenient time for the interview. The interview will only be digitally recorded when you have granted the permission to do so in order to save time. At the end of the interview you are requested to assist by availing SIT documents for analysis and take the researcher for a 3 minutes tour to observe the infrastructure in your school.

See the enclosed letters: letter of ethics approval from Unisa, informed consent letter from the Ministry of Education (Regional Operations) and informed consent letter from the School Head.

Thank you for your positive response.

Yours Faithfully

Betty M. Rampana
UNISA candidate
ID No: 49131591

RE: CONSENT

I the School intervention Team coordinator/ Chairperson of student intervention committee/ role player concerning issues of learners special educational needs volunteer to participate in the oral interview on the Effectiveness of the School Intervention Team in my school.

Signature:

Date:

Phone number:

School stamp:

APPENDIX 7
QUESTIONNAIRES TO MEMBERS OF SIT

INTRODUCTION

Purpose of this questionnaire

This study intends to find out how learners with special educational needs are assisted in your school. Hence the topic of the research is “effectiveness of the School Intervention Team (SIT) in assisting learners with special educational needs in Community Junior Secondary Schools.” It aims to find out how SIT functions and the outcomes it brought to your school as well as the challenges faced by the team in your school.

INSTRUCTIONS

1. Answer all questions in this paper using clear English for open ended questions.
2. You are allowed to ask for clarity where needed.
3. Return the questionnaire to B.M. Rampana. Tel: (00267) 72209044

QUESTIONS

1. Respondent’s Background

Tick (✓) where appropriate

i) Gender: Male female

ii) Number of years working.

0-2 3-5 6-9 10-20

2. Designation: _____

3. I attended an internal/external workshop on SIT.

Yes No

4. My School has a functional SIT/ a means of assisting learners with special educational needs.

Yes No

5. Our SIT has been existing since the past ____ years

0-1 years

2-3 years

4-7 years

8-10 years

More than 10 years

6. I joined SIT because

I willingly volunteered

I was forced to

I like Special Education

I should be a member due to my position in school

By making referrals to the team I became part of it

If there is any other reason state it.

7. Briefly state your role in the team

8. How do you feel about SIT?

SIT is: Boring	1	2	3	4	5	interesting
Don't like it	1	2	3	4	5	like it
Not important	1	2	3	4	5	important
Difficult to assist in	1	2	3	4	5	easy to assist in

9. The assessment needs for learners with special educational needs is easy. Indicate the degree of agreement and disagreement

Strongly agree Agree neutral disagree strongly disagree

10. How often do teachers make referrals of learners who need special support to SIT?

Every day

Once in a week

Once to twice in a month

Once to thrice in a term

Once in a year

11. The school intervention team in my school is achieving its objectives.

Strongly agree Agree Disagree Strongly Disagree

12. a) Is there any mutual relationship between SIT, learners and other stake holders outside the school

Yes

No

b) This mutual relationship (in a) is really yielding positive results in our school.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

13. The SIT is updating the school staff on their efforts, achievements and challenges during weekly brief meetings.

Yes

No

If it is not weekly when are the feedbacks given?

14. I am conversant with the use of Individualized Education program (IEP) as part of an intervention and progress plan for identified learners. Rate your satisfactory level

Unsatisfactory 0 1 2 3 4 5 Satisfactory

15. I am satisfied with the assistance I get during and after referrals the team makes concerning identified learners with educational needs. Rate your satisfaction level.

Unsatisfactory 0 1 2 3 4 5 Satisfactory

16. What is your concern on the referrals made?

17. List the challenges faced by SIT in your school.

18. Which programs or strategies are used to meet the need of learners with special educational needs in your schools?

19. What do you think can be done or provided to improve the functioning of SIT in your school?

Thank you so much for the assistance you offered.

APPENDIX 8

ORAL INTERVIEW

Introduction

This oral interview is designed for any person who spear heads the team or program which ensures that learners with special educational needs are assisted in the school. The interviewee is not obliged to participate as such participation in the interview is voluntary and the individual has the right to withdraw from the interview without penalty. The interview will be recorded only with the interviewee's consent and the interviewee of anonymity and confidentiality will be ensured by not taking their names or using the names of the schools in the discussions.

Purpose: To get more information on how SIT is run in school in order to assists learners with special educational needs.

Points to note for a successful interview

1. The interview will be a success if the SIT coordinator is interviewed as the key informant. If there is no SIT coordinator, anyone who can assist with information will be permitted to do so.
2. The aims of the interview will be clearly stated to the interviewee.
3. The interview should not take more than an hour
4. Appointments will be made a week before the interviews commence and schools will be given guiding points on what they will be interviewed in.
5. A special place or an office should be reserved to ensure confidentiality of the respondent.

ISSUES TO BE DISCUSSED

1. What strategy is being used to build up the SIT? That is, how are members chosen?
2. Who are the members of the team?
3. What are the specific functions of the team
- 3.1 How does the school ensure that the following six dimensions of human wellness; social, physical, intellectual, occupational, emotional and spiritual areas of one's life being as stated by Bill Hettler are not overlooked?
4. Are there any internal referrals of learners with special educational needs to SIT by teachers?
5. Which learners are being referred to the team mostly and how are they assisted?
6. Which criteria are used to assess and confirm a certain special need be it a disability or difficulty? That is, is there any reference criteria used?
7. How often does the team meet
8. How long does it take the team to implement the interventions devised for the identified learner before any external referral could be made?
9. Are there any referral forms that the referring teacher completes when making an internal referral of a certain learner?
10. How is the participation level of teachers and school staff in SIT?

11. Give examples of issues where they participate in assisting learners with special educational needs.
12. Are there any External referrals of learners with special educational needs by SIT? If yes where are they referred to?
13. Are there cases where the school Head/Principal in consultation with the school intervention team assist parent to find the right option for his/her child?
14. If yes what is taken into account when assisting the parent.
15. What kind of support does SIT gets from external stake holders?
16. What are the challenges that SIT faces.
17. What can be done to enhance the effectiveness of SIT?

APPENDIX 9
DOCUMENT ANALYSIS

Introduction

The documents below will be checked only under the interviewee’s permission and assistance at the end of the interview.

Purpose: To have evidence that indeed SIT is existing or not existing in school and have an evidence of how learners with special educational needs are being catered for in schools.

School code: _____

Things to observe

1. Availability of records and resources

Item	Yes	No	Comment
SIT policy			
IEP files			
Referral forms			
Minutes for meetings *And Others			
Intervention materials Eg.* CBM *Radio * Brail and others			
Infrastructure E.g. * Ramps *Reserved class for SEN learners * others			

APPENDIX 10

EDITING AND PROOFREADING CERTIFICATE

7542 Galangal Street

Lotus Gardens

Pretoria

0008

26 May 2015

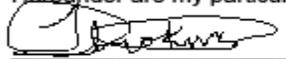
TO WHOM IT MAY CONCERN

This letter serves to confirm that I have edited and proofread Ms B. M. Rampana's dissertation entitled: **"EFFECTIVENESS OF SCHOOL INTERVENTION TEAM (SIT) IN ASSISTING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN COMMUNITY JUNIOR SECONDARY SCHOOLS IN THE GABORONE SOUTH EAST REGION, BOTSWANA."**

I found the work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors Group and also a Language Editor at Bureau of Market Research at the University of South Africa.

Thank you.

Hereunder are my particulars:



Jack Chokwe (Mr)

Bureau of Market Research (Unisa)

Contact numbers: 072 214 5489 / 012 429 3327

imb@executivemail.co.za

Professional
EDITORS
Group

