

AN INVESTIGATION INTO THE CHALLENGES FACING AN INTEGRATION PROJECT AT A DURBAN SECONDARY SCHOOL

by
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ABSTRACT

Over the past fifteen years the integration of students with impairments from "special schools" into regular schools has been common practice in most western countries. Here in South Africa, the policy of integration is only just beginning to be formally legislated and implemented. One such integration project is currently underway in the province of Kwa Zulu-Natal. The initiative, organised between Clare Estate School and Dr. A. D. Lazarus Secondary, began in 1992. This study investigates the experiences of nine students with physical impairments. They form a part of a group of fourteen students presently integrated into Dr. A. D. Lazarus Secondary. The experiences of the students are examined from the perspectives of the students themselves, their teachers and their parents. All the differing viewpoints were gathered through semi-structured interviews and observation. As a framework within which to analyse the findings, a social model of disability was explored. The social model advocates that people have impairments and not disabilities. A disability arises when environmental factors exacerbate the existence of an impairment. The factors which could exacerbate impairment within the school setting range from physical inaccessibility to overdependency in an environment designed solely for able-bodied people. An environmental obstacle that hinders a person with an impairment is referred to as a 'disabling barrier.' The study revealed that unpreparedness for integration can result in many 'disabling-barriers' within the school context. These obstacles create hindrances not just for the students with impairments but for all students, teachers and parents. The researcher identified the disabling-barriers in order to highlight the many challenges that face the school. It was hoped that by gathering information, predominantly from the perspective of students with physical impairments, one is able to evaluate the experiences from their own personal perspectives. Furthermore, both the schools involved in the project are challenged into turning the identified "disabling-barriers" into more enabling environments for students with physical impairments. Finally, looking beyond integration towards an inclusive system of education is the ultimate challenge recommended for this particular context.

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Declaration

I declare that this is my own, unaided work. It is being submitted in partial fulfilment of the requirements for the Degree of Master in Education (Specialised Education) in the School of Education at the University of Natal. It has not been submitted before for any degree or examination in this or any other university.

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Date

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Chapter One

Introduction

1.1. Statement of the Problem

The incentive for this study was stimulated by various policy developments on education taking place in South Africa at the time. The policy documents that were emerging at the national level were seen as enlightened with regard to the education of individuals with disabilities. It is clear that entrenched in them is the commitment to upholding human dignity, and ensuring the full participation of individuals with disabilities in society.

The first White Paper on Education and Training in a Democratic Society (March, 1995) commits the Government of National Unity to a unified education and training system which will ensure "equal access, non-discrimination and redress." It also makes provision for a National Commission on Special Needs Education and Training to make policy on the education of learners with special needs within a single, equitable system.

The Draft Constitution of the Republic of South Africa (1995) in its Bill of Rights states that:

"everyone is equal before the law and has the right to equal protection and benefit of the law",

"equalities include the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislation and other measures designed to protect or advance persons, or categories of persons disadvantaged by unfair discrimination may be taken."

The draft discussion documents referred to as the Integrated National Disability Strategy of the Government of National Unity (February, 1996; March, 1996), formally declared that disability is a human rights and development issue. This requires policy interventions that would “create enabling environments that will lead to the full participation and equalisation of opportunities for persons with disabilities at all levels of society” (Integrated National Disability Strategy of the Government of National Unity, p.13). Accordingly, it suggests that persons with disabilities have the right to remain and be educated within their local communities.

One way of enabling persons with disabilities to assume full responsibility as members of society is to integrate them and allow for full participation. Historically in South Africa, students who were considered disabled were educated apart from their non-disabled peers. The “special school,” being a separate educational institution from the regular school, focused on the difference between people rather than their commonalities. This form of education failed to recognise the needs of people with physical disabilities, in particular, their right to full citizenship. Integration initiatives internationally have attempted to foster full participation for students with disabilities and address the problem of exclusion.

However, integration has resulted in many challenges for participants. Vlachou (1993) states that integration requires change, creates discomfort and involves a considerable challenge to those whose careers, work and social relationships reinforce a segregated system. It would be naive to believe that integration policy will happen as part of the natural evolution in attitudes towards students with special needs.

In reviewing international literature on integration in schools (cf Jenkinson, 1993; Hegarty, 1993; Booth, 1996) the researcher has gained insight into exclusionary pressures within education systems that challenge integration initiatives. A non-disabled society inadvertently and through being uninformed and unprepared create barriers for persons with disabilities. The present study will identify these barriers and examine the challenges facing participants in the integration initiative in the province of Kwa Zulu-Natal.

1. 2. Background and Motivation to the Study

The “Indian” Education Department , under the auspices of the former House of Delegates, Department of Education and Culture, has overseen special education for “Indians” ever since the inception of apartheid policy in South Africa. Having a financial advantage, because of race classification, over the “Coloured” and “African” education departments, the House of Delegates proceeded to inject money into special education. This resulted in an elaborate second system of education namely, efficient well-resourced special schools, remedial units, remedial classes and special classes. In keeping with the global move towards integration in the early 1990’s the House of Delegates initiated an integration project. The project, which still continues, involves a school for physically disabled and a secondary school. To the researcher’s knowledge, this is the only integration initiative of the former House of Delegates in the province of Kwa Zulu-Natal.

Clare Estate School for Physically Disabled is a well established primary school. It is situated on the border of the suburbs of Clare Estate and Reservoir Hills. Both these areas are residential and

form part of the greater Durban area. Clare Estate is classified as a "special school" for students with physical disabilities. The staff consists of the principal, two heads of department, nine teachers, a nurse, physiotherapist, occupational therapist, speech therapist, seven teacher aides and fourteen other members who offer various auxiliary services.

Ninety four pupils, with approximately thirty different classifications of physical impairment attend this school. Amongst these impairments are pupils who have spina bifida, muscular dystrophy and arthrogryposis multiplex congenita. Spina bifida is an abnormality of the spinal cord. Muscular dystrophy is a hereditary disease, marked by the progressive shrinking and wasting of skeletal muscle. Arthrogryposis multiplex congenita is a generalised lack of muscle development from birth. Bleck and Nagel (1975) explain the complexities of each impairment in great detail.

The Dr. A. D. Lazarus Secondary adjoins Clare Estate Primary. The schools are linked by a wide ramp. The secondary school has a total intake of one thousand and three hundred students. The total staff number is fifty six which includes the principal, several administrative staff members, various heads of departments, teachers and a guidance counsellor.

When Dr. A. D. Lazarus Secondary school was being built in the late 1980's a decision was taken to make the school physically accessible for the students of the Clare Estate school. The school is built on level ground. It has large corridors, appropriately positioned ramps and double-door entrances to all the rooms. Adequate toilet facilities, a parking bay for the school bus and a

relatively flat playground make the physical structure very accessible for those students who use a variety of orthopaedic appliances.

The integration initiative between the two schools began in 1992. It involved the placement of six pupils into Dr. A. D. Lazarus Secondary. This number increased to fourteen in the following year. At present, there are eleven students from the Clare Estate school integrated into the secondary school.

The researcher undertook to document the experiences of the students, teachers and parents within the Clare Estate School and Dr. A. D. Lazarus Secondary. The findings have relevance for future challenges facing both the schools under study. Similar initiatives have been undertaken and documented in the United Kingdom (cf Jacklin & Lacey, 1991; Sheldon, 1991; Kidd & Hornby 1993).

Chapter Two

The Context of the Study

2.1. Rethinking Segregated Settings

The 1960's was characterised by the development of a second, system of education to the regular education system in the United States (US) and the United Kingdom (U K). Schools that belonged to this second system came to be known as "special schools". These "special schools", when compared with regular schools, comprised fewer students all categorised according to some physical, mental, intellectual or behavioural impairment . The teachers were all well-trained in the field of special education. Members of the supportive service were professionals who offered services such as occupational therapy, physiotherapy and counselling.

A "medical" discourse on disability motivated the establishment of special, segregated environments for children. Fulcher (1989) claims that the medical discourse has deficit, individualistic connotations. The individual experiences a loss and this loss is the responsibility of the victim. Accordingly, the medical model directs attention to changing that individual's actions, life style or personality to compensate for the loss. At school, children perceived to have a physical, mental, intellectual or behavioural "disability" were excluded from mainstream social and economic life. They were placed in a segregated setting as a child's disability was considered a physical incapacity and thought to be a natural characteristic of the person. Because of the visible nature of these deficits, a specially adapted environment was deemed necessary. In this type of environment students could depend upon trained, professional people to protect and care for them. Part of the

benevolency at the special school is very small classes. Each class has a teacher and an assistant overseeing the well-being of the students.

The advantages and disadvantages of segregation is discussed by Wade and Moore (1992). The advantages, claimed Wade and Moore (1992), included individualised attention for each student. A specially designed programme whereby the pupil is allowed to work at a pace he or she feels comfortable with, became common practice. Support services are readily available.

The disadvantages as listed in Wade and Moore (1992) centre largely on socialisation. Pupils at special schools experience a social system composed largely of others who are similarly "disabled." For example, a school is likely to consist entirely of pupils who had physical impairments. This results in a loss of contact with their "normal peer group." In turn, the contact loss inhibits the psychological and social developments of these segregated pupils.

In the U. S. Public Law 94-142, was a response to rethinking segregated settings by offering a more integrated form of education. In addition to the disadvantages already mentioned in Wade and Moore (1992), Public Law 94-142 was prompted by the fact that misidentification, misplacement, denial of service, nonrecognition of parental interests, a lack of planning and a failure to reassess students became common practice in special education. (Kneedler, 1984).

Firstly, misidentification through categorisation became a problem. Any pupil fell into one of two distinct groups, the "disabled" or "non- disabled." The former category followed further classification

depending upon the "disability" the student was perceived to have. The student was classified as "physically disabled" or "mentally retarded" etc. The classification determined where the pupil received an education.

The implementation and procedure following this classification remained problematic. Sometimes evident of classification was misidentification and misplacement. Children identified as "disabled", were not. They proceeded with a segregated form of education when they could have been taught in an integrated setting. The stigma attached to being labelled "disabled" tended to stick with the pupil even if transferred from a segregated setting to a regular school.

Secondly, some pupils were denied the support services they were entitled to because of the lack of trained personnel or inadequate facilities. Supportive services are a reference to additional, professional services like counselling, physiotherapy or speech and hearing therapy. All these services were part of the education programme at special schools. Thirdly, cognizance of parental rights went unrecognised. Children were sometimes tested and placed in special classes without parental consent (Kneedler, 1984). Fourthly, children were sometimes placed without any plan for their education other than being segregated from their "non-disabled" peers. Kneedler (1984) said they sometimes remained at a special school without a reassessment for the rest of their school years.

It became evident the disadvantages of educating children in isolation far outweighed the advantages. The introduction of the concept of mainstreaming or integration challenged segregated

education. It made provision for persons with “disabilities” to be educated alongside their “able-bodied” peers.

2.2. Integration

The shift towards integration in the 1980's was based on a humanitarian approach. Unlike the medical model that advocated segregation of children with disabilities, the humanitarian approach recognised one basic human right. The right for all children to be education together under a single education system. Students, irrespective of impairment were acknowledged the right to follow the same pattern of life and have the same access to an education as everybody else.

Following this new trend in thinking, integration became common practice throughout the 1980's. The words mainstreaming and integration were being used synonymously, in the U. K. and U. S. and often interchangeably (e.g. O'Reilly & Duquette, 1988; Winzer, 1990). The former word was an American coinage. The latter word had been used predominantly in Britain. The British conception of integration has been defined by Booth (1992) as a variety of non segregated settings and also as a process of increasing participation in the mainstream.

“A variety of non segregated settings” was a reference to the wide range of placement options available to educators wishing to place pupils, with impairments, within the mainstream education system. Public Law 94-142 provided for placement of children “in the least restrictive environment”. The “least restrictive environment” comprised several options (cf Jenkinson, 1993). Firstly, all the pupil's needs could be met in a regular class without any additional support. Secondly, additional

support could be offered in the form of remedial classes. Having remedial lessons implied the pupil received individual or small group supplementary instruction for a set number of hours per week while remaining in the regular class.

Thirdly, the pupil could be placed in a special class within the regular school. This would have entitled the student to two options. It included either having certain lessons with their peers in a regular class or remaining in a special class for all lessons and only sharing social and extra-curricula activities with friends in other classes. Lastly, a pupil could have been placed at a special school that shared the same site as a mainstream school. By sharing the same school site, pupils with impairments might have been encouraged to mingle with peers the same age as themselves.

The variety of options, offering a continuum of placements were regarded as flexible as pupils could gradually make their way from initially being partially integrated to being fully integrated. The process was dependent on the results of various tests, assessments and recommendations made by trained personnel. More often than not the pupils did not succeed in increasing their participation in the mainstream.

Providing a range of non-segregated settings so that students with impairments could increase their participation in the mainstream came to be regarded in Public Law 94-142 as the process of "normalisation." "Normalisation" was in keeping with the underlying humanitarian principle of integration. The segregated school highlighted differences amongst pupils. The humanitarian

principle was meant to override segregation by reducing discrimination against people with disabilities.

In Britain, Sailor (cited in Booth, 1988) advocated the advantages of a comprehensive local school for students with severe difficulties. Firstly, it was age- appropriate. Students with impairments had access to an education with their non-disabled peers. Secondly, transportation to and from school was accomplished in a reasonable time. Previously, children often spent long hours travelling because special schools were few and not always located near the pupil's homes.

Thirdly, special classes, were provided for students with severe disabilities, were located in close proximity to regular classes. For example, the special class shared either the same building or the same site as the regular school. Fourthly, positive interactions between pupils could be accomplished within the school environment. Fifthly, the proportion of students with severe difficulties would reflect the proportion in the community at large. It implied the regular school would reflect society more representatively. Finally, the school programme could promote inclusion of each student with a learning difficulty in all non- curricula activities like art education, music and physical education.

The formulation and legislation of the integration policy was important. Of equal importance was its practical implementation. Only through researching practical examples can the success of policy be evaluated. Sailor (cited in Booth 1988) stated many advantages to integrating pupils with

impairments. However, research done three years later in the U. K. by Sheldon (1991) and Jacklin and Lacey (1991) indicate that there were difficulties.

2.2.1. Recent Integration Initiatives in Practice

In Britain, two integration initiatives (Sheldon, 1991; Jacklin & Lacey, 1991) revealed that the process of mainstreaming was not easy for pupils from special schools.

Sheldon (1991) did a follow-up study of 50 children from a primary school unit for children with special educational needs in Cheshire, England. These pupils had been integrated into their local secondary schools. Sheldon (1991) continued to follow them up once they had left school. The unit formed an addition to a primary school. It provided an education for pupils diagnosed as having learning difficulties. Some of the students had minor physical impairments while others had social and emotional problems. The social and emotional problems displayed included problem behaviour, hyperactivity, lack of concentration and poor short term memory. These conditions were believed by educators to interfere with academic achievement and therefore the pupils were placed in the special unit. The pupils had attended the unit between the years 1971 and 1986.

Sheldon (1991) chose in her study to document the successes and difficulties of the pupils. A series of tape-recorded interviews with the pupils, their parents and teachers were done. The study revealed that moving from primary to high school was traumatic for any teenager and proved to be a major hurdle in Sheldon's (1991) investigation. The pupils experienced difficulties with this transition. The transition meant a change of location and personnel. Each child responded

differently to the transfer. Some exceeded all expectations by becoming accustomed to their new environment quickly. Others failed to secure and sustain later employment, despite every effort made, once they left school.

Before integration began, the regular secondary school and the special education unit engaged in several joint ventures. Parent visits were arranged. A week long camping trip with the prospective secondary school prepared the students for the forthcoming transfer. Yet, the pupils had difficulty adjusting to their new environment. They perceived the school and the classes to be too large while lessons were organised in a way they were not accustomed to. Furthermore, Sheldon (1991) found students needed support. One of the ways in which support was provided was the introduction of the "buddy system". A companion chosen for each pupil helped support the child as the need arose. According to Sheldon (1991) this system of support worked very well.

The parent response proved mostly positive. They noticed the traumatic transition from a special school to a regular one. The parents rated social acceptability far more important than academic success. The study found the teachers rewarded pupils for their efforts. If the child's actual attainment was low the pupil was still credited for effort. A staff evaluation of the initiative revealed that teachers centred on the pupils' immaturity, lack of concentration, continual need for reassurance, the lack of confidence, truanting and the pupils 'being silly at times.'

Jacklin and Lacey (1991) recorded the integrative initiative of Patcham House school situated in East Sussex. This primary school enrolled pupils with physical impairments. From 1983, Jacklin

and Lacey (1991) described in their study how a positive philosophy towards integration was followed by identifying and implementing four different phases in the integration process.

The first phase, in 1984, entailed the simple transfer of four pupils from Patcham House into their local schools. They were chosen on account of their physical ability and were given no support. During the next two years, informal inquiries revealed that all four children experienced problems. Jacklin and Lacey (1991) do not give details on what these problems were except to say that one pupil truanted. This pupil became a non-attender and eventually got into trouble with the police. The behaviour contrasted markedly from the active, enthusiastic pupil he was when he attended the special school. It prompted reflection and a change in plan which formed the next phase.

The second phase involved an approach which encompassed the school as a whole and the individual child. Patcham House, began forging links with regular schools and the wider community in order to become less isolated. The school involved itself in a series of extra curricula activities at school and community level. Contact was made with one local school by requesting that swimming pool and computer facilities be shared. The pupils at Patcham House joined the local secondary school for swimming and computer lessons. Taking part in local fund-raising events was how the school forged links with the community.

The third phase entailed deliberate attempts at strengthening and encouraging interpersonal relationships. Here the school moved beyond the simple contact between pupils from special and regular schools towards structured opportunities for building relationships (Jacklin & Lacey, 1991).

Children took part in exchange visits and shared topic work. Individual children, classes and teachers from both schools worked together. Everybody learnt acceptance within a group and community context.

The fourth phase centred on the procedures for integration. Choosing *the child* became a priority (Jacklin & Lacey 1991). A multidisciplinary team came together to choose. Amongst others the team consisted of the school head, class teacher, medical officer and physiotherapist. They screened the children by perusing written reports, holding case conferences, engaging in reciprocal visits and observing the pupils in the classroom and playground. Throughout this phase there was emphasis placed on the supportive role that parents should play during the transition from special to regular school.

Three pupils were selected to attend the secondary school on a part-time basis. None of these three students however, continued and completed their education at the secondary school. Amongst the reasons given for their failure to maintain their places at the secondary school, was the supportive "family" environment of the special school that the pupils had grown accustomed to. Six pupils were integrated on a full-time basis. All six continued and completed secondary school .

Some of the students experienced teasing. Most of these students who experienced the teasing explained that they could cope with the teasing. However, for two of the pupils the physiotherapist of the special school had to intervene on the child's behalf to prevent further teasing. Support had

to be given discreetly (Jacklin and Lacey, 1991). Direct intervention from the staff alienated the disabled child from other members of the group and led to further teasing and isolation.

Friendships proved difficult to establish. Pupils felt part-time placements failed because they were never able to 'get in' with the other pupils. Many felt they did not belong to either the regular or the special school. Amongst the many difficulties experienced were climbing stairs and other similar obstacles, carrying books, the quick change-over of lessons and the long distances they needed to cover between classes.

There are many similarities between the studies done by Sheldon (1991) and Jacklin and Lacey (1991). The role of the special school remained proactive. Continued efforts, made on the part of the special school forged and maintained links with mainstream schools. Little or no reference is made to the part played by the regular school. One assumes either the studies found it irrelevant to investigate the regular school's effort to integrate effectively or no systemic adjustments were made at all.

2.3. Beyond Integration

Before the 1960's identification of students as "handicapped" was common practice. Their placement in a segregated setting was characterised by additional, specialised services and resources. With integration identification of "handicap" and additional services continued. The only difference was the change in the site. Pupils with impairments moved to a more integrative setting.

Dyson (1990) claims that inertia within schools and the education system must take responsibility for the lack of effort shown regarding the transformation of special needs education in the U. K. The studies done by Jacklin and Lacey (1991) and Sheldon (1991) illustrate the pedagogical limitations of regular schools. Both studies highlight the results of pupil problems with little or no reference to the role played by the regular school. The magnitude of the task of integration appeared to be underestimated. The transition from the special to the regular school and the building of good social relationships are deemed important issues but these centre on the pupil's individual characteristics. The changing role of teachers and other school personnel is overlooked. Curricular changes to accommodate the diversity are not mentioned in either of the studies (Jacklin & Lacey, 1991; Sheldon, 1991).

In summing up the situation of the segregated form of education, Dyson remarked:

Special needs education... is trapped in a 'catch 22'. Broad social developments make its traditional role seem irrelevant, and place it under great pressure to change itself radically. But equally great forces of inertia within society in general, and the education system in particular make those changes impossible actually to achieve. (Dyson; 1990: 56).

Dyson (1990) maintains that special needs education must change in response to wider changes in society in general and within education in particular. He explains moving beyond mainstreaming means changing from an "individual model" to a "system level change." He explains special educational needs are presently still addressed according to the "individual change model" which sees the education system as a fixed and unchanging structure to which the individual must adapt. This perspective focuses on the person and how he can 'fit in'. Disregarded is the impact of environmental factors, of which the school system forms a part, on learning and development. The

system remains fixed and unchallenged by the diverse population it seeks to educate. With the individual model there is no acknowledgment that the system has failed to accomplish change. The system, therefore, is not equally favourable to every child and those that deviate from the norm to a marked degree are labelled as having 'special needs' and treated differently. (Dyson, 1990, p 61).

Dyson's (1990) "system level change model" stems from the conviction that "needs arise between the child and the educational system as a whole when the system fails to adapt itself to the characteristics of the child. They indicate the necessity for further adaptation on the part of the system". We then ask how the educational system itself can be changed to accommodate the characteristics of all children regardless of their perceived strengths and weaknesses.

The 1990s are characterised by further developments in the field of special education. The adoption of a set of new principles based on a human rights philosophy and advocating systemic changes is known as "inclusion."

2.3.1. Inclusion

In June 1994, current thinking was succinctly expressed in a statement formulated at Salamanca, Spain. It comprised the formulation of an educational philosophy based on the principles of social justice, equity and participatory democracy. Every student is entitled to equal educational opportunities in order to reach full potential. Furthermore, students and their families are no longer passive recipients of educational welfare programmes provided by professionals who know best.

To date, parents and students had little control over where and how they wanted to be educated. Now, their knowledge and input in decision-making is of paramount importance.

- The implementation of the Salamanca Statement (1994), which centres on the concept of “inclusion” requires radical transformation of current practices. Inclusion represents a shift from integration. With integration the assumption was that learners with special educational needs would be accommodated within a school system that remained largely unchallenged and unchanged. By comparison, inclusion aims to restructure schools in order to respond to the needs of all children.

The documented Statement regarding inclusivity argues that creating inclusive schools

is the most effective means of combating discriminatory attitudes, creating more welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve efficiency and ultimately the cost effectiveness of the entire education system. (Ainscow, 1995, p 147).

Inclusivity implies a re-examination of how we perceive social difference, both within the immediate context of the school and within the wider society. Accordingly, changes are instituted to the entire school curriculum. Rather than fit the learner with special needs to the classroom as was the practice of mainstreaming, the school environment is transformed to fit the learning needs of all the students.

Inclusive education implies that all young people are entitled to learn together. They should participate in the life and work of the regular school to the best of their abilities. Education is

regarded as a part of and not separate from the rest of the pupil's lives. Each child has equal right to membership of the same groups as everybody else.

Putting the concept of inclusivity into practice requires a stated commitment to its principles. One way of transforming the school environment and making it accessible for students with impairments is to adopt a social model of disability. This model regards disability as socially constructed.

2.4. The Social Model of Disability

The social model of disability counters the dominance of medical and psychological models. On the one hand, disability has always been thought of in terms of intrinsic, individual deficits within the person. On the other hand, the social model advocates that factors within the person's environment contribute to the already existing impairment. These contributing, environmental factors are referred to as "disabling barriers" (Swain et al, 1993).

Swain et al (1992) make a distinction between impairment and disability. They regard impairment, as an 'individual limitation' and disability as 'socially imposed restrictions.' French, advocating the view of Finkelstein, claims that

if the physical and social world were adapted for wheelchair users their disabilities would disappear and able-bodied people would become disabled. According to this model, not being able to walk is an impairment but lack of mobility is a disability, a situation which is socially created and could be solved by the greater provision of electric wheelchairs, wider doorways and more ramps and lifts (cited in Swain et al; 1993: 17).

With this model disability is viewed as a problem located within society and not with individuals who happen to have impairments.

Thus the way to reduce disability is to adjust the social and physical environments to ensure that the needs and rights of people are met, rather than attempting to change disabled people to fit the existing environment (cited in Swain et al; 1993: 17).

The way disability is perceived determines the way people relate to individuals with impairments and determines public policy. At present, disability is viewed as a permanent, static, individual condition. Observable, intrinsic, individual deficits determine who the less able-bodied are and set them apart from the rest of humanity. They become easily oppressed by an attitude of benevolence displayed by sensitive, 'able-bodied' people. It creates a public policy of dependency and establishes environmentally disabling barriers. The barriers entrench further dependency, violating the situational and experiential rights of the lives of the people categorised as "disabled." An individual is not allowed to take control of situations that affect him directly. His lack of experience at decision- making sets him onto a life of dependency.

The social model focuses on the identification and eradication of disabling barriers. The involvement of persons with impairments is seen as crucial. A proactive stance which includes their efforts will counter the present, socially constructed, charitable attitude.

Oliver (1990) claims

if disability is seen as a tragedy, then disabled people will be treated as if they are victims of some tragic happening... This treatment will be translated into social policies which will attempt to compensate these victims for the tragedies that have befallen them. If it is defined as social oppression, then disabled people will be seen as the collective victims of circumstance. Such a view will be translated into social policies geared towards alleviating oppression rather than compensating individuals (1992, p 2).

The first view individualises disability. The society in which it occurs takes no responsibility for the "tragic happening." The compensation for victims include dependency, segregated environments, protection through meagre grants and limited, sheltered employment opportunities. The practice entrenches powerlessness and awards a substandard status. The social and economic structures remain unquestioned. The latter view locates the responsibility within society. It looks for issues within the socio-economic, educational and political spheres that interfere with impairment and maintain an unequal balance of power.

Disability is not a condition of the individual. The experience of disabled people are of social restrictions in the world around them, not of being a person with a disabling condition. This is not to deny that individuals experience disability, rather it is to assert that the individual's experience of disability is created in interactions with a physical and social world designed for non-disabled living. From the viewpoint of the disabled, the focus becomes the barriers faced in a society geared by and for able-bodied which exclude disabled people from full citizenship. (Swain et al; 1993:1)

Barriers permeate every aspect of the social and physical environment. The social perspective offers a way of broadening and intensifying the struggle towards the emancipation of pupils with impairments.

2.5. Concluding Remarks

The present study undertaken by the researcher focuses on the integration process. The process of integration is analysed against the background of the social model of disability. The assumption underlying the social model is that people considered to be disabled are not disabled but impaired. Environmental factors contribute to making a person with an impairment disabled. The disability is presented in the form of numerous barriers that hinder full participation in society.

In the study, an identification of these environmentally disabling barriers is made. The identification is done by evaluating the experiences of the students with impairments, their teachers and their parents. The aim of the research was to investigate the many challenges that still lie ahead for Dr. A. D. Lazarus Secondary School and the Clare Estate Primary School.

Chapter Three

The Empirical Investigation

3.1. Research Methodology

3.1.1. *Qualitative Research*

The measurement process is an integral part of the research study. Measuring means 'the way in which we approach problems and seek answers' (Taylor & Boyden, 1984). The approach to a problem and the seeking of answers can be done quantitatively or qualitatively. A combination of both methodologies can be attempted within a single study. Quantitative research however, differs markedly from qualitative research. The former research involves the collection of facts and the study of the relationships amongst those facts. Quantitative researchers measure the relationship of one set of facts to another using scientific techniques. The scientific technique of measuring involves a process of determining the value or level of a particular attribute. The value or level of the particular attribute is numerical in form. In chapter four of Bailey (1987) the levels of measurement are discussed in depth.

By comparison, qualitative research seeks insight rather than the statistical, numerical, analyses of quantitative research (Bell 1993). A qualitative researcher seeks insight by beginning the study with a very open mind. This means the researcher is free of any preconceived ideas. As the researcher becomes more familiar with the phenomenon being studied, concepts start to develop. The concepts that develop are based on the various data that have been gathered throughout the study.

Qualitative research has several distinguishing features (Vulliamy & Webb, 1992). Firstly, it provides descriptions and accounts of the processes of social interaction in "natural" settings. A 'natural' setting pertains directly to the normal, everyday life experiences as they occur. Through a combination of observation and interviewing the researcher is allowed into the life world of the people under study. This is done in order for the researcher to understand people from their own perspectives.

Secondly, with the qualitative research method, culture, meanings and processes are emphasised, rather than variables, outcomes and products which are characteristic of quantitative methods. Qualitative attributes have labels or names rather than numbers, assigned to their respective categories (Bailey 1987). Any attribute measured in numbers can be referred to as a quantitative attribute. These numbers have the properties of the number system. Numbers can be added, subtracted, divided or multiplied before being quantified. With qualitative research however, the only numerical operation that can be conducted on qualitative variables is calculation of the frequency or percentage in each category (e.g., the percentage of persons who have red hair). Other familiar examples of qualitative classifications that use number designations are social security numbers and telephone numbers (Bailey, 1987). The researcher is primarily concerned with the process whereby certain behaviour is realised rather than merely the outcomes of behaviour although this is considered important as well.

Thirdly, when compared with quantitative research which revolves around the testing of preconceived hypotheses, qualitative research aims to generate hypotheses and theories from

the data that emerge. This occurs in an attempt to avoid the imposition of a previous frame of reference on the subjects of the research (Vulliamy & Webb, 1992). By not having a preconceived hypotheses, the researcher is allowed far greater flexibility concerning research design , data collection and analysis.

Hegarty (1985) argues that qualitative research is particularly suited to a number of topics in special education. These include investigations into pupils', parents' and teachers' perspectives and experiences that clarify the implications of various policy options. The policy option of integration-in-practice was under investigation for the present study. Therefore, a qualitative research methodology was favoured. The researcher in this investigation, initially experienced the whole of the natural setting. As the fieldwork continued, concepts started to become more clearly defined. The concepts developed through a collection of rich descriptive data of the phenomenon under study. The rich. descriptive data were recorded immediately they occurred. This needed to be done in order to retain the richness of the descriptions and capture events through the words and observable actions of the subjects being studied.

Once the data were gathered they required a process of coding. Coding began by trying to determine the trends or patterns of occurrences and relationships among the concepts pertaining to the phenomena under study. The data analyses required much insight on the part of the researcher. As there was no fixed hypotheses, the researcher could formulate concepts, evaluate them against the data, discard any unnecessary data and in the process develop other new concepts and gather more relevant data.

Finally, the statement "An Investigation into the Challenges Facing an Integration Project at a Durban Secondary School" developed. The statement developed from the emerging trends present in the data. The ultimate aim of the research was to produce a coherent framework of explanation. This coherent framework had to be relevant. The relevancy of the data depended on whether or not it could be verified. Triangulation was the technique the researcher used to verify the data. A discussion of triangulation follows.

3.1.2. *Triangulation*

Triangulation is a technique used to verify data. The verification of the data is dependent upon whether a quantitative or qualitative method has been adopted by the researcher. When a quantitative method of research is chosen the emphasis is on the representativeness of the findings. This implies the higher the number of responses the greater the reliability. Therefore a large number of respondents are usually involved in the study. The reliability is proved through the replication of the study. That means if the same study were repeated using exactly the same conditions then the results should be the same.

With the qualitative method, Tricker (cited in Vulliamy & Webb, 1992) argues that triangulation allows for evidence from different sources to be examined, compared and cross-checked.

Tricker claims:

...the greater the number of viewpoints on the same issue, the greater the chance of its validation...Differences in interpretation and disagreements about what happened are inevitable when many participants have a different role to play in the same action (cited in Vulliamy & Webb, 1992, p. 165).

The divergent viewpoints involving the same issue serve as a cross- referencing device in the data analysis process. The differences in interpretation and the disagreements only serve to broaden and highlight our understanding of the interrelationship between the methods and the data collected. All the contrasting accounts finally produce as full and as balanced picture as possible.

In this study, interviewing and observation were the two research methods used to study the same phenomena and help verify the data.

3.1.3. *Interviewing*

An interview is a conversation between two people. A person called the interviewer asks the questions. The other person who answers is called the interviewee. Interviews can be structured differently. Grebenik and Moser (1962) see the alternative types of interviews as ranged somewhere on what they call 'a continuum of formality':

At one extreme is the completely formalised interview where the interviewer behaves as much like a machine as possible. At the other extreme is the completely informal interview in which the shape is determined by individual respondents (cited in Bell, 1993).

In a completely formalised interview, the interviewer asks the questions in exactly the way the questions are worded. These questions must all follow a set order with all the respondents being interviewed. The interviewer must not in any way lead the interviewee on by expressing an opinion or further clarifying any of the questions asked. The more standardised and formalised the interview, the easier it is for the researcher to quantify the results. A structured

interview can take the form of a checklist or questionnaire (cf Bailey, 1987, Chap. 6; Bell, 1993, Chap. 7).

Semi-structured interviews were preferred for this study. Semi-structured interviews are less formal. The questions asked are open-ended. Open-ended questions encourage lengthy, full explanations. If a response to a question is vague, too general or there is no answer at all, the interviewer can probe further. The chief function of a probe is to lead the respondent to answer more fully and accurately, or at least to provide a minimally acceptable answer (Bailey, 1987). Unlike a completely formal interview, a semi-structured one allows for questions to be repeated. The interviewer can repeat the respondent's answer. This type of neutral probe is used by the interviewer when he or she has not understood the respondent's answer correctly. The interviewee is given the time to talk at length about his or her experiences and opinions. This type of interview is needed when detailed information is required as in a qualitative study. The advantages and disadvantages of using interviewing as a method is explained in the literature on research methodology (cf Bailey, 1987, Chap. 8; Cohen & Manion, 1989, Chap. 13).

3.1.4. *Observation*

There are two types of observation, namely participant and nonparticipant. The participant observer is a regular participant in the activities being observed. This type of observation involves a dual role . The dual role entails that of participant and that of investigator and observer. Neither role is generally known to the subjects within the group that is being studied.

In this investigation, the researcher used nonparticipant, unstructured observation. Unstructured observation was favoured because of its flexibility as a technique. The technique allowed the observer to concentrate on any variables that proved to be important. With nonparticipant observation the observer begins with no preconceived ideas of the phenomena he or she is looking for. Nonparticipant observation ensures that the researcher would not participate and not pretend to be a member of a group. Accordingly, the researcher made the intention and purpose of the investigation known to all the subjects under study.

Bailey claims:

Measurement in observational studies generally takes the form of the observer's unqualified perceptions rather than the quantitative measures... Rather than specifying in advance a characteristic (e.g. prejudice) and preparing a scale to measure it, the observer is much more likely simply to observe and record events as they occur (1987, p. 241).

Bailey claims that the observer's perceptions are unqualified. The researcher differs on this viewpoint. The perceptions might be unqualified at the initial stages of the fieldwork because the researcher is unfamiliar with the setting being studied. However, by the conclusion of the study these same perceptions become far more precise and can be qualified. It can be qualified as the observation is cross-checked against other research techniques used. It is the collation of all the information that proves to be difficult as no measurement scale is being used. The researcher must rely on his or her own insight to analyse and process the data. This aspect is discussed in the next section.

The observation of events worked in two ways. Firstly, the semi-structured interviews allowed for observation as well. While asking questions, the researcher was able to observe various nonverbal clues which included facial expressions and gestures. Secondly after being granted permission, by both Clare Estate School and Dr. A. D. Lazarus Secondary, to undertake the investigation, the researcher was allowed access to the school premises. This enabled the researcher to observe the students, teachers and administrative staff interact in their natural setting. The data collected, using this technique, added depth to the verbal accounts given by various subjects.

The advantages of using nonparticipant, unstructured observation were many. The researcher was able to study in detail, the behaviour that occurred. As an observer on the scene, if the researcher discerned the same type of on-going behaviour over a prolonged period of time it indicated a pattern that was worth pursuing. The pattern had to stem from factors both within the individual and within the environment.

With observation, any variable that proved to be important was noted. Observation in the school setting allowed for the study of day-to-day interactions of the nine students with impairments. The day-to-day interactions were observed from March 1996 to June 1996.

3.2. Procedural Issues

3.2.1. *Data Recording*

In the structured format of quantitative research, the interviewer leaves the interview with a set of responses either in the form of a checklist or questionnaire. These responses can then easily be analysed. With a qualitative study, a means of recording the data must be devised by the researcher. Two different means of recording were devised for this study.

Firstly, tape-recorded interviews, conducted with the teachers, were a part of the study. Permission was sought from each teacher before the recording device was used. These tape-recordings the researcher later listened to and all the relevant data were transcribed. The transcriptions proved invaluable when the exact wording of statements were needed for the research report. The exact wording of statements helped when quoting what various people said to illustrate a point. These transcripts were also useful when the researcher attempted to identify and categorise the data in an effort to determine the trends or patterns that were emerging.

Secondly, the researcher decided on a change of tactic when the interviews with the students were done. The researcher felt that a recording device might prove intimidating. The device might inhibit the students. Instead, upon the conclusion of an interview, notes were immediately written down by the researcher. By doing this it was possible to produce a reasonable record of what was said in the key areas. The interview schedule served as a guideline for the researcher to recall and record the areas of discussion.

3. 2. 1. 1. The Diary

All the student interviews, together with the critical events observed, were diarised by the researcher. Diaries, according to Vulliamy and Webb (1992) generally contain a chronological description of facts, events and anecdotes as they unfold. The personal beliefs and feelings associated with these are recorded as they occur or soon after. Hook states that :

Diaries contain observations, feelings, attitudes, perceptions, reflections, hypotheses, lengthy analyses, and cryptic comments. The entries are highly personal 'conversations with one's self', recording events significant to the writer; they are not meant to be regarded as literary works, as normally the accounts are read only by the writer and no one else (1981, p. 128) .

This type of recording technique enabled the researcher to log activities as they occurred in the school context. These included a seminar held at Clare Estate School. A medical doctor was invited to the school. After examining four students, he conducted a seminar with all the teachers of Clare Estate School. The topic was "Duchenne Muscular Dystrophy". Other miscellaneous events for example, a strike by the cleaning staff was recorded. This event impacted on school organisation and functioning. Dr. A. D. Lazarus Secondary School was closed for two weeks owing to the strike. Any other random or unplanned occurrence relating to staff, students and other individuals were noted. Lastly, personal reflections or impromptu remarks of relevance were included in the diary.

Any diarised event, considered of importance, acted as a question generating device. For example, the researcher observed and diarised that the school bus on which two of the students in the study travelled, was late every day. This issue was pursued by interviewing the bus driver. It was found that the bus travelled a distance of eighty kilometres each morning before

reaching Clare Estate School. The bus started its long journey at 5h45 in the morning. The first student was fetched at 6h00. Therefore, the bus could not be expected to reach the school any earlier than 8h30 every day. Unfortunately, Dr. A. D. Lazarus Secondary was already in session for half an hour. To unravel the complexities of the data, a system of analysis needed to be devised. The data analyses is discussed in the following section.

3. 2. 2. *Data Analysis*

In qualitative research, the data analysis is essentially a sifting process. The sifting process involves reading through the data. By doing this the researcher becomes familiar with the content collected on this research topic. Thereafter, the data are placed into initial categories. For this study the initial broad categories comprised the students, teachers, school organisation and parental involvement in the integration process. This sifting process develops for the researcher an awareness of the emerging trends.

Corrie and Zaklukiewicz describe the sifting process as one:

...in which distinct points are first located and separated and in which related points are assembled for discussion under a particular heading... Analysis consists of discovering groupings and relationships among the body of the data as a whole. (1985, p. 133).

Within the broad categories finer details are gathered together. For example, under the heading of students, information was put together on their social competency. The nature of the students interaction with their teachers and peers were explored. The information then validated the category.

To help validate the emerging categories for this study, two techniques were used. The first was saturation where data were collected until they became repetitive adding nothing new to the fund of information. The second validating technique used was triangulation. Triangulation involved gathering information from two sources i.e. interviews and observation. Using two sources of information helped to cross-check the data.

The guidelines for analysing and validating quantitative data are well established in the methodology literature (cf Bailey, 1987; Ary *et al.* , 1972; Bell, 1993). The point of departure for the guidelines is the research question or hypotheses. For quantitative data, the analyses follows an ordered, numerical form. The analysis is done by comparing the numbers or scores.

Qualitative data are analysed and validated differently. The important issues and the sub-issues that were brought forward repeatedly by the participants were identified . The relevant parts from each interview transcript were then ordered according to each issue or sub-issue. This was integrated with the information collected through observation. Finally, a summary was formulated by what Stewart and Shamdasani (1990) refer to as a 'cut and paste' method.

3.3. The Empirical Investigation

3.3.1. *Introduction*

The study was done at two schools. The first one is Clare Estate school. It is a primary school, classified as a "special school" for students with physical impairments. This primary school is comprised of ninety four pupils, a principal, two heads of department, nine teachers, a nurse,

physiotherapist, occupational therapist, speech therapist, seven teacher aides and fourteen other members who offer various auxiliary services.

The second school is the Dr A. D. Lazarus Secondary school. It is a secondary school which adjoins Clare Estate Primary. The schools are linked by a wide ramp. The secondary school has an intake of one thousand and three hundred students. The total staff number is fifty six which includes the principal, several administrative staff members, various heads of departments, teachers and a guidance counsellor.

To work concurrently at both the schools was deemed important to the researcher. The students started off each day at Clare Estate School. They spent their free time at Clare Estate School as well. Therefore, the researcher was able to observe the students in the primary and secondary school context. Above all, the school organisation and functioning at Clare Estate School differed from that of Dr. A. D. Lazarus Secondary. This was found to have a conflicting impact on the students. The students were sure of what was expected of them at Clare Estate School but very unsure of the expectations of the Secondary school. This will be discussed in the course of the findings.

3.3.2. The Subjects under Study

Seven male and five female students were integrated from Clare Estate School into Dr. A. D. Lazarus Secondary.. From this group, three males and four females participated in the study. These subjects made themselves available for the study. The remaining five students were

either not at school or unavailable when the study began. One male student was too ill to attend school. The researcher found great difficulty in trying to locate the remaining four students within the premises of Clare Estate School and Dr. A. D. Lazarus. They missed classes very often.

A further two students, who had never attended a special school, also formed a part of the study. Both became physically impaired while at secondary school. They were transferred to Dr. A. D. Lazarus because of the school's physical accessibility. The experiences of this group of two students were recorded as well. The researcher wanted to compare the experiences of the integrated group with the two students who had never experienced a special school.

At the time of the study, the students ages ranged from thirteen to twenty. For three of the students, it was their third year at Dr. A. D. Lazarus Secondary. For the remainder of the group, 1996 was their first year of integration. All the students reside in the greater Durban area. The area extends from Tongaat on the North Coast to Isipingo on the South Coast.. The names of all the subjects in the study have not been used. The researcher preferred to allocate initials to each person. This helped to maintain degree of confidentiality even though all the subjects had voluntarily agreed to be a part of the study. Table One indicates the distribution of the integrated group used in the study.

Table One

<u>Name of Student</u>	<u>Standard</u>	<u>Year in Integrated Setting</u>
R.A.	10	3rd
V.A.	9	3rd
S.H.	9	N/A
V.I.	9	N/A
S.A.	8	3rd
P.R.	6	1st
M.O.	6	1st
M.G.	6	1st
J.U.	6	1st

Certain key personnel were interviewed. Amongst the group was the principal, one administrative member, the guidance counsellor and eight teachers at Dr. A. D. Lazarus Secondary School. From the Clare Estate School, the principal, school psychologist, physiotherapist, one head of department and two teachers and two bus drivers were interviewed. Interviews were conducted with six parents of the students with physical impairments. Six secondary school pupils who were friends of the students with physical impairments were chosen to be interviewed as well.

3.3.3. *Procedure*

3.3.3.1. Entry into Setting

The study began when the researcher made an appointment to see the principal of Clare Estate School in October 1995. The researcher introduced herself. She expressed an interest in the integration initiative which was, to her knowledge, the first of its kind in the province of Kwa Zulu- Natal. She explained that the intended study would document how the students, parents and staff experienced this integration initiative. She further explained that the findings would be useful to educators, students, parents and policy makers within the context of Clare Estate School and Dr. A. D. Lazarus Secondary.

Next, the researcher handed over a letter, written on her behalf, by the University of Natal. The letter requested permission from the education department to do the research and stated the intention of the study. The principal responded with keen interest by granting permission immediately.

The principal immediately referred the researcher to the head of department of Clare Estate School. The head of department familiarised the researcher with relevant details of the integration initiative which began in 1992. The head of department suggested that the researcher meet the students in a very informal setting. The opportunity for an informal, initial meeting of students arose when a local women's organisation treated Clare Estate School to lunch. At this function the researcher was introduced, very informally, to the staff and to some of

the students. The students from the integrated group were allowed to join Clare Estate School for any extra curricular activity that took place.

Thereafter, frequent visits were made to Clare Estate school. The visits encompassed the observation of lessons and students. Informal discussions were held with various class teachers, the principal and the school psychologist about the integrated group. All of this the researcher did to familiarise herself with the school setting.

A similar procedure was followed at Dr. A. D. Lazarus Secondary. After the researcher introduced herself and stated the purpose of her visit, permission was readily granted. The principal stated that he was not too familiar with the students of Clare Estate school, particularly with regards to their impairments. So, the researcher was introduced to the guidance counsellor who knew all the students of Clare Estate School very well. The researcher spent time with the guidance counsellor who outlined what had transpired since the beginning of the integration initiative. The information obtained helped to verify the information already gathered from Clare Estate School.

The researcher spent approximately three months doing the fieldwork. The period of time extended from March 1996 to June 1996. During that time some difficulties did arise. Firstly, the personnel from Dr. A. D. Lazarus Secondary found it difficult to keep to their appointments with the researcher. The principal and administrative staff members were often busy with the day-to-

day administration and organisational matters of the school. They were all extremely apologetic at being unavailable to the researcher. Some appointments had to be rescheduled.

Secondly, a strike by the school cleaners was a major setback to Dr A. D. Lazarus Secondary school. The school remained closed for two weeks in March 1996. The students and teachers joined the cleaners who protested against their meagre earnings and the threat from their employer to terminate their services. The teachers needed to make up the time lost during the strike. They did this by working at a quicker pace in the classrooms and by giving extra homework to all the students.

Thirdly, the first three teacher interviews did not go as well as expected. The researcher introduced herself to three teachers at Dr. A. D. Lazarus Secondary. She explained the nature of her visit and sought the teachers' permission to be interviewed. At the appointed time, the scheduled interview took no longer than a few minutes. The teachers appeared hesitant to speak. They did not want to talk in the privacy of a vacant classroom. Instead, two of them preferred to talk while standing outside their respective classrooms. To the researcher, this indicated that perhaps the teachers wanted to dispense with the interview as quickly as possible. The third teacher was prepared to answer questions while walking to the staffroom.

The reasons for these brief interviews were numerous as the researcher later found out. Firstly, the school principal had failed to inform the staff of the presence of the researcher. Secondly, the interview coincided with an extended lunch break. The Friday lunch break at 12h15 saw the

end of the academic school day. The students were sent home. Some students opted to remain behind at school to engage in a sporting activity of their choice. The teachers were free to socialise at will. The researcher did not schedule any further interviews on a Friday.

3.3.3.2. Data Collection

The researcher observed her first lesson at Dr A. D. Lazarus Secondary. This was done after permission was sought from the student and the teacher. She was introduced to the class by the teacher:

This is a masters student. She is here to check the behaviour of the whole class.

Throughout this lesson there were furtive glances by the students, directed at the researcher. After that experience, the researcher preferred to introduce herself to the large classes as a teacher engaged in a research project. The teachers and the students from the integrated group were made aware of the researcher's intentions. Permission was always sought before accompanying the teachers and students to various lessons.

From that point on, there were no more difficulties. The teachers and students became accustomed to the presence of the researcher. Sometimes the teachers and students engaged in a discussion with the researcher. A wealth of information was offered without the researcher making prior arrangements to interview them. At that stage the researcher realised that a measure of trust and rapport had developed with all the relevant people in the study.

Throughout this study, a combination of the informal conversational interview and the general interview guide was used (see Appendix 1). The researcher used the informal, conversational approach when making initial contact with the principal of Clare Estate School. This technique allowed the principal to take the interview in directions that were meaningful to him. The recollections on the part of the principal proved to be invaluable to the researcher. Firstly, the researcher came to learn that it was the principal who spearheaded the integration initiative. The principal explained how a casual suggestion, on his part, to the architects planning Dr. A. D. Lazarus Secondary led to a redesigning of the secondary school. It was redesigned to make it physically accessible for students with impairments. Secondly, the informal, conversational interview provided an immense wealth of background information which the researcher subsequently pursued. The informal conversational interview was also utilised as a technique whenever an issue needed to be clarified. For the clarification of an issue, the researcher either approached the same person who addressed the issue in greater depth or the researcher questioned somebody else.

The second approach used was the general interview guide (see Appendix 1). This general interview guide was used for student, teacher and parent interviews. The interviewing schedules were deliberately flexible as the researcher wished to obtain a range of different perspectives from the subjects under study. The students with impairments were either interviewed in a very small group context or alone. The group usually consisted of two students. They chose to be interviewed together. This method is referred to as focus group interviews. The focus group procedure has been described in the literature (cf Morgan, 1988; Krueger, 1988).

The researcher found that this worked very well as each was able to clarify or expand on what the other person had said. These small group interviews helped the students support each other. However, the disadvantage of the arrangement arose if the researcher wanted to clarify issues of a more personal nature. For example, P. R., a standard six student under study approached the researcher for help. She was not happy in her standard six class and wanted to move to another standard six class. P. R. requested that the researcher intervene on her behalf by approaching her class teacher. In the presence of her peer, it was difficult to find out from the student what were the difficulties. The researcher tried to address the issue as discreetly as possible. This issue will be raised again in the findings and discussion section of Chapter Four.

Broad areas of discussion were covered in the interview schedule. Questions relating to the students home background and family dynamics were included. The impact of the students' physical condition on their education at Dr. A. D. Lazarus was explored. Students detailed their daily transportation schedule to and from school. A discussion of the academic subjects the students took and the difficulties they encountered served to highlight the disabling barriers that were present in the context of the integrated setting. The researcher chose not to take notes during the interviews. Writing appeared to distract both interviewer and interviewee. Note taking can sometimes make the subjects self-conscious and cause them to act abnormally so it was avoided. Instead, the researcher made notes at the conclusion of each of the student interviews.

The interviews with teachers were of very different time durations. The length of these interviews were dependent on the available time the teachers had and the extent to which they could articulate their perceptions. Arrangements for the interviews were made between the researcher and the teacher well in advance. The researcher focused on the concept of integration. The interview centred on questions related to school and teacher preparedness for integration. The preparation included questions on teacher development courses. Did the pre-service or any in-service training incorporate a course on special educational needs? How did the school prepare for the integration initiative? Was there professional staff development at school on an on-going basis? The interview also focused on issues of further probing relating to the classroom experiences of the teachers. Did they encounter any difficulties while teaching the students with impairments? What curricular changes, if any, were made? Was any on-going support service considered of necessity for both the student and the teacher? What were the future recommendations the teachers had for the continuity of the integration project?

The parent interviews were all done telephonically. Telephonic interviews were preferred by the researcher for several reasons. Firstly, many of the parents worked for six days in the week. For the researcher, trying to locate individual homes outside of the Durban area at night, was not feasible. Interviewing a parent on a Sunday might have been an intrusion on any family who wanted to spend quality time together as a family. Secondly, the teachers at Clare Estate School provided information about the family dynamics of individual students. Three of the parents had still not reconciled themselves with the fact that they had a son or daughter with an impairment. Because of this, those parents did not attend any school meeting. The researcher

felt that finding out details might be intimidating to the parents and this needed to be avoided at all costs.

Chapter Four

Results and Discussion

4.1. Introduction

Schools can have a powerful effect on the social behaviour, attendance and achievements of the students (Charlton & David, 1990).

Integration requires the development and change of attitudes, organisation and a curriculum consistent with an ethos in which students are valued equally and in which their rights are recognised. Vlachou (1993), as mentioned in Chapter One, states that integration creates discomfort and involves a considerable challenge to those whose careers, work and social relationships reinforce a segregated system. However Dyson (1990), as mentioned in Chapter Two, issues a warning about the “great forces of inertia” within society that will make changes impossible to achieve.

This study reveals that Dyson’s warning can become a reality if the process of integration is not thought through properly and consistently. Integration creates “discomfort” as it requires preparedness, responsibility, changed role functions and collaborative effort. The study found that these qualities were lacking in the integration initiative involving Dr. A. D. Lazarus Secondary and Clare Estate School, allowing personnel to slip into a state of “inertia.” But, integration is such a new concept, particularly for both the above mentioned schools, that the researcher decided upon identifying the barriers to change.

Within this particular study a social model of disability provided the framework for an analysis of the findings. In keeping with the social model (see Chapter Two), a distinction is made between impairment and disability. Impairment is regarded as an “individual limitation” and disability as “socially imposed restrictions” (Swain et al, 1992). These “socially imposed restrictions” are regarded as barriers which are at present disabling the learning, development and acceptance of the students with impairments.

A state of “discomfort” is needed, on the part of school personnel, to “propel” change. The discomfort will only arise from the recognition that the integration initiative can work better provided changes are made to the present curricula circumstances surrounding the project.

In the following sections, the researcher reveals the outcome of the study before discussing the implications and making certain recommendations based on relevant literature.

4.1.2. *Ethos of the School*

Distinctive patterns emerged on how the students with impairments experienced the integrated setting at Dr. A. D. Lazarus Secondary. These distinctive patterns of experience stemmed directly from the particular school structure. The school structure was a highly organised one. Every person had a role that was very clearly defined in accordance with prescribed departmental guidelines. The definition of a particular role was dependent on whether the person was an administrative member, principal, head of department, teacher or student.

Within the Secondary school, an entrenched hierarchical structure was firmly in place. At the head of this educational institution was the principal. From this position, he delegated responsibilities to the rest of the staff, while overseeing the day-to-day organisation of the school. Administrative members which include the deputy principal and seven heads of department were in an advantageous position over teachers. Administrative members had fewer teaching hours when compared with the rest of the staff. The heads of department had time allocated to them for the supervision of teachers. They supervised the teachers by keeping daily checks on their preparation of lessons. Furthermore, the heads of department allocated various duties to the teachers.

The class teachers, in turn, had an advantage over the students they taught. The teachers remained at the "head" within the class. They controlled the day-to-day functioning by teaching while the students learnt. A competitive atmosphere prevailed. The emphasis was on academic performance. Amongst the integrated group status was largely dependent on academic performance. If a student with an impairment was doing well academically, then the rest of the school appeared to be more accepting of that student. Other criteria impacting on acceptability included appearance, confidence, age, sex and impairment. These issues will be discussed intermittently throughout the section on results and discussion.

The investigation revealed that the entrenched hierarchical structure which made provision for clearly defined role functions presented an "administrative disabling barrier" for the integrated group. The key players within this school setting appeared not to transcend what they considered their rightful function within the school context. Students were not able to get the type of support

needed from teachers, if the teachers considered that support to be beyond their jurisdiction. For example, the teachers did not consider making any changes to everyday classroom organisation if they had a student with an impairment. The teachers waited for some kind of directive from the school head or departmental curriculum planners before initiating change. The students with impairments did not approach anybody else at school regarding the difficulties they were experiencing. Like the teachers, they waited for the head of the institution to discover what the difficulties were and correct them.

Until 1992, which saw the start of the integration initiative, Dr. A. D. Lazarus operated virtually in isolation from the rest of society. Like other regular schools, the Secondary school had not had the opportunity of educating students with physical impairments. It is evident that the school still continues to function as an uncomplicated institution, pursuing clear-cut goals designed for only able-bodied students. The present hierarchical structure continues to perpetuate past definitions of role functions of school personnel, leaving little room for change. Howson (cited in Robinson and Thomas, 1998) claims that before any change is implemented, those involved need to consider the situation in which the change will take place. For Dr. A. D. Lazarus this would imply a rethink of the present school structure.

4.1.3. *Physical Accessibility*

4.1.3.1. Physical and Structural Barriers:

One of the prime prerequisites for academic success in the integrated setting remains the physical well-being of the individual. The study identified several, physical obstacles that hampered

accessibility in and around the school premises. The structural, physical accessibility of the school needed to be improved.

Much architectural thought and planning went into the designing of the Secondary school. The specially designed features make it very accessible for persons with physical impairments. Some of these features include large corridors, ramps and double-door entrances to all the rooms. Specially adapted toilet facilities, a parking bay for the school bus and a completely flat playground has made the school accessible to the students who use a variety of orthopaedic appliances. Flat ground is considered a necessity. Six of the students under study use wheelchairs and two walk with the aid of crutches. Those with crutches have calipers as leg supports.

The principal of Clare Estate School advised the architects who designed Dr. A. D. Lazarus Secondary. He stated:

You (a reference to the researcher) should notice the entire school is built on level ground. But the office block has a double-storey. There was no need to change this.

This is a major flaw in an otherwise very well-designed building. There is no ramp to the first floor of this building. The students with impairments, therefore, have reduced access to the principal, secretary and other key personnel. The integrated group are deprived of the opportunity of seeing and participating in school organisation as all this is done in the administrative building. Furthermore, this architectural flaw serves to highlight the entrenched hierarchical structure mentioned earlier.



The researcher observed that the school sports ground where all the sporting activities took place was uneven and inaccessible for wheelchairs and crutches. Student S. H., a sports enthusiast remarked:

I play soccer and volley ball with my friends on the street in Phoenix. My mother doesn't like it, but I still go. I can't take that chance here at school. I can't even get to the soccer field. There's no way down to the soccer field.

The physiotherapist of Clare Estate School drew the researcher's attention to the ramps at the Secondary school:

The ramps are not quite right. The gradients are a little too steep, particularly for pupils who do not have strong arm muscles.



While accompanying the students to some of their lessons, the researcher noticed some of the double-door entrances were not fully opened. Wheelchair maneuvering became most difficult. Furthermore, the door-mats and school bags placed at the entrances to classrooms were common obstructions. If the entire school population were aware of the minor details regarding the doors and school bags, the access for wheelchairs and crutches would be a lot quicker and safer as the integrated group moved from one classroom to the next for their lessons. If the sporting area were made accessible for wheelchairs and crutches perhaps the students with impairments could then participate in some physical, extra curricular activity. This could help promote social interaction between all the students and not just those with impairments.



The barrier identified here is a lack of free movement of the students with impairments. By comparison to their non-disabled peers they are unable to move freely throughout the school premises. Firstly, the sporting field is inaccessible. The implication of this is twofold. Not only are

their opportunities of engaging in a sporting activity of their choice limited but social interaction is restricted as well. Secondly, the inaccessibility of the administrative block limits social and academic contact with the key personnel of the school. Finally, the steep gradient of a ramp will deter the student from venturing into the part of the school that that ramp leads. The student with an impairment might not have the strength to frequently undertake a journey up a steep ramp. This could prove to be a tiring exercise.

4.1.3.2. Seating Arrangement:

The subjects under study, with the exception of M. G., always took up positions nearest the doors of the classrooms. They confined themselves nearest the entrance way because they were generally the last students to enter the room. Furthermore, the classrooms are far too overcrowded with little space between desks for the wheelchair. Therefore, a person in a wheelchair has no option but to sit near the door. For V. I. this was inconvenient:

My classroom is a lecture room. All the furniture is fixed to the ground. My friends sit at the back of the room. I have to signal to them when I want to say anything.

V.I.'s form teacher laughed as he explained:

V. I. always asks me about why he can't join his friends at the back. I don't know what to say to him. His friends prefer sitting at the back so it's a pity he cannot be with them.

One of the primary reasons for integration are its social benefits. Yet in this particular context, the seating arrangement presents social barriers to students with impairments. If restricted to the same area of the classroom for the entire school year, feelings of confinement will be experienced by these students. Sitting closest the door implies that the student only has friends to the right and

behind him or to the left and behind him but not on both sides. If the student with an impairment needs to consult a peer, the choice is restricted to very few peers. The students sitting behind cannot help as turning around is difficult for most students in wheelchairs. Those peers sitting immediately to the right or left of the student with an impairment might not always be readily available to render assistance. Thus trying to keep abreast with the lesson, particularly if the student arrived late, could prove a daunting task.

4.1.4. *Knowledge about Impairment*



All the secondary school teachers who participated in the study had very limited knowledge of physical impairment. During the interviews the teachers confined themselves largely to talking about academic achievement. That academic achievement was not discussed against the knowledge teachers had of individuals, their physical impairments and the reciprocal effects of the physical health on learning, development, comfort, safety and level of concentration. Academic achievement was looked at in terms of standards or norms set by the school.

The principal of Dr. A. D. Lazarus explained his experiences of impairment:

I had one blind child years ago when I was at another school. The child was sent to the New Horizon School for the Blind in Pietermaritzburg. I don't remember what happened then.

With reference to the integrated group, the principal stated:

Three of our standard six boys are terminal...I don't know about the others. Ask my guidance counsellor and the principal from next door (a reference to the principal of Clare Estate School). They know the pupils very well.

Mrs J., S. H.'s form teacher had a different perspective. She started teaching students with impairments in 1992. Since then she recalled having taught four students with impairments. She stated:

I don't know anything about disability but I don't find that a problem. You learn as you go along.



The students did experience difficulties regarding their physical health that the class teachers needed to be aware of. V. A. stated:

I can walk but I have brittle bones. I'm afraid of being knocked over by others... In the past I have had fractures. I spent lots of time in hospital.

None of the teachers expressed an awareness of V. A.'s fragility.

Mrs. P. recognised one student's poor co-ordination:

I allow R. A. more time to copy.

Mrs. S. remarked:

I gave the standard nines a composition to write. It was about 'My Regrets.' S. H. wrote about how he was shot. I don't know how much of the story is really true.



The researcher spoke to S. H:

I wrote about the accident I had. My teacher didn't believe the whole story was true. I still do not think she believes me. I just wrote about what happened and how it could have been prevented.

Most secondary school teachers limited their responses to either the pupil "can cope" or "cannot cope". Nobody offered any information on where the participant lived , relevant details of their medical history, or family background. They received no written background information. Neither did they request it.

The guidance counsellor was responsible for obtaining the background information on the integrated students. Just before a student could be integrated, the psychologist from Clare Estate school would introduce the student to the guidance counsellor of Dr. A. D. Lazarus Secondary. Thereafter, the student was placed in a class. The guidance counsellor tried to relay relevant information about the student to the appropriate class teachers. However, this was not done in an organised way and through any established school structure.

The lack of knowledge, revealed in the findings, presented a barrier which appeared to have a reciprocal effect for the students and the teachers. For the students, the lack of knowledge meant not gaining the full benefits of an equitable education system. This practice goes contrary to the first White Paper on Education and Training in a Democratic Society (March, 1995). In this paper the Government of National Unity stated its commitment to a unified education and training system which will ensure "equal access, non-discrimination and redress." For the teachers, the lack of knowledge on physical impairment meant they did not know the population of students they were teaching. Therefore, they were unable to redress curricula issues in accordance with the principles of integration.

The knowledge school personnel did have was inadequate and superficial. This was evident from what the teachers and the principal stated about the integrated group. The transferral of "one blind child to the New Horizon School for the Blind" is a reminder of the segregated practice regular education had become accustomed to. The principal's knowledge of the integrated group was confined to a single statement about "six boys" being "terminal". The principal did clarify what he understood by the word "terminal" and the implications thereof for the students' education. He did not qualify what the school had done to cater for six terminally ill students. Mrs. J. stated that "you learn as you go along." Learning from experience is an advantageous quality that every teacher should have. It allows for the spontaneous day-to-day adjustments within the classroom. But, this is insufficient. This type of knowledge lacks the depth needed for organisational and system changes. The knowledge shared by the contact between the psychologist of Clare Estate School and the guidance counsellor of Dr. A. D. Lazarus Secondary was not shared with all the relevant personnel. Therefore, the wealth of information gained through continual consultation with the students and their parents appeared to be a time-wasted exercise particularly if the information gained would have improved the quality of the students education in an integrated setting.

4.1.5. Attitudes towards the Students with Impairments

One teacher, Mr. B., spoke very enthusiastically about the integrated group:

We have some untapped potential (a reference to the students with impairments). I admire their courage and achievement.

The researcher observed that Mr B. spent time with all his students. He was often seen in the school ground talking to the students during the lunch breaks. The interview revealed that he knew his students very well. He mentioned the students he taught:

R. A. sings very well. He's a keen scholar and very motivated. I always find that he works hard and is constantly asking questions.

V. I. manages to concentrate and cope even though his school attendance is irregular.

I taught S.A. last year. She is extremely shy.

Mr. B. recognised the qualities of R. A. and credited him for them. By contrast, Mrs. P. indicated:

R. A. has chosen the wrong courses. He's doing subjects on the higher grade and he cannot manage.

Mrs. G. stated:

R. A. has little chance of obtaining a bursary for his tertiary education. He's at the bottom of the class. With the bursary R. A. has to compete on the open market.

Mr. G. stated:

R. A. only speaks well... He has poor concentration. He is battling to fit in... He appeals to the emotional side of people... His parents said I should be firm.

The researcher found R. A. to be very well-spoken and determined. The teachers at Clare Estate held him in very high esteem:

You (a reference to the researcher) must meet R. A. He has such a vast range of interests. He really wants to succeed and we are all hoping that he does well in matric. He wants to go to university next year.

Unfortunately, it was only Mr. B. that recognised the determination of R. A. The other teachers could not see beyond the academic side of the student's education.

Mrs. S. taught both S. H. and V. A.. She was very accepting of them and recognised their academic potential. She acknowledged that the students were doing well and she expected good results from them by the end of the school year. Mrs. S. saw no need to make any curricula changes. She compared the students she taught with one she knew. She claims:

These two (a reference to S. H. and V. A.) are very normal looking. If I had one of the others like R. A. who is very deformed then I would have found it difficult.

Mr B's attitude was positive. The positiveness was evident in his interaction with the students at the Secondary School. Spending his free time with them are indicative of his commitment as a teacher. His recognition of their "untapped potential" indicates his need to challenge his own teaching practices in accordance with their needs. His ability to single out individual characteristics other than academic displays his sensitivity to his students as a diverse set of individual people.

By contrast, all the other teachers at the Secondary school who were interviewed spoke in negative terms about the integrated group. Mrs. P. discussed R. A.'s choice of subject as being "wrong." Another teacher commented on R. A.'s "little chance of obtaining a bursary." All the conclusions reached about the students with impairments were weighed against a set of standard norms set by Dr. A. D. Lazarus Secondary. Wade and Moore (1992) warn that once low status and negative images are assigned they become self perpetuating.

Vlachou (1993) claims that attitudinal research is based on the assumption that the attitudes expressed by people involved with children with special needs influence the way they behave towards them. Positive attitudes on the part of school personnel have frequently been identified as the crucial factor in the success of integration programmes (Jones, 1990; Clough and Lindsay, 1991).

Studies assessing the attitudes of various groups are important in examining the teaching-learning process and the “delivery” of education in the classroom. The creation of a positive accepting environment and positive attitudes from teachers and peers, who are considered to be the significant others in someone’s life, are some of the critical factors that facilitate integration (Vlachou, 1993, p 75.)

4. 1. 6. *Teaching Styles*

4.1.6.1. Class Participation:

The eight hour-long lessons that were observed revealed that the transmission of information by the teacher was the predominant teaching style. Only three lessons encouraged class participation. Of those three only one encouraged the participation of a student with an impairment. V. I. was asked to discuss a poem of his choice with the class. The other lessons promoted teacher dominated interactions.

In the physical science laboratory, long tables have been permanently fixed to the floor. The tables are far too high for students in wheelchairs. R. A. found difficulty getting close enough to watch an experiment being done. The experiments were done high above his field of vision. Instead, R. A. was confined to a desk in the front of the room. He explained:

This desk is from Clare Estate School. It was put here for me. When I can’t see what is happening the teacher explains it to me. He is my best friend.

The researcher observed a physical science lesson. On that day, the experiment was done using the area above the classroom door. Students were required to record the speed at which rocks of various weights fell to the ground. The recording instrument used to measure the speed was referred to as a "ticker tape." Approximately ten non-disabled students crowded around the entrance way to do this experiment. R. A. was a part of the group. He could not see between the members of this excited crowd. He gently, but unsuccessfully proceeded to clear a space for himself. One non-disabled student saw R. A. trying to fit himself in amongst the group. Unfortunately, the non-disabled student ignored R. A.. Eventually R. A. gave up on the idea of watching this experiment and turned his attention to notes that needed to be copied. Throughout this time, the teacher did not notice that R. A. could not see. R. A. did not verbalise his difficulties either.

Much later, the physical science teacher asked R.A. whether he understood the experiment. The teacher explained the workings of the "ticker tape" but did not demonstrate once more so that R.A. could see how it was practically done.

An academic barrier to learning was identified here. The barrier was the non-participation of students with impairments in their lessons. They became passive recipients of information. One teacher tried to explain that the strike held by the cleaners over a two-week period in March 1996 was a major setback. The teachers had been forced into trying to do as much work as possible to make up for the time lost. Perhaps, this was one reason for the transmission mode of teaching.

This however, does not justify the teacher's lack the ability to draw students into lessons by getting them to actively involve themselves in their own education. Not only can the teachers evaluate the success or failure of their lessons in this way but they can also get students to be responsible for their own learning.

4.1.6.2. Lesson Pace:

The pace of the lessons was far too quick. The researcher observed four of the subjects, under study ,struggle to keep pace with the teachers. The teachers dictated the notes too fast.

Mrs. P. stated to R. A. :

If you've not got this down then copy it from S. U. later. We are now going on to our Comprehension. (this transcript was translated from Afrikaans into English).

Three of the teachers did not wait for the students to get out textbooks before beginning the lesson. All the teachers that the researcher observed conducted their lessons while standing in the centre and at the front of the room. They directed their lessons to all the members of the class sitting in the middle or towards the back of the classroom. Students sitting in the front row, or those confined to the door end or window end of the classroom became onlookers. These teachers often neglected to glance towards both ends of the front of the room to check the response of the students sitting there. The facial expressions of four students with impairments suggested a feeling of disorientation and bewilderment as they tried to come to terms with what was transpiring away from their immediate field of vision.

The teacher dominated interaction, the quick lesson pace and the lack of attention to individual hindrances, hamper the academic success of the students with impairments. Present classroom management appear to be a disabling barrier to the students under study. The students themselves appear not to challenge the difficulties faced within the classroom as they are a minority group. With reference to minority groups Cummins (1986) claims that educators must look at the extent to which minority cultures can be incorporated into the school programme. The researcher did not observe any teaching style that indicated it had been changed to accommodate the student with an impairment.

4.1.7. Classroom Management Issues

4.1.7.1. Structured time-table:

The researcher found the school time-table to be highly structured and inflexible. It was designed in such a way that form teachers spent very little time in the classes they were responsible for. This restricted the contact they had with the students with physical impairments. When the researcher questioned the hours Mr. B. spent with his students he responded :

I only take them for English but spend all the breaks and free periods in my classroom. This is the only time I get to know them and socialise with them. It's the only way I know how they are doing in other subjects.

Mr. G. was asked about the standard six students he taught :

I do not know their names. Computer Literacy is a non-examination subject . This class is very large so I do not know them all... V. A. is a high flyer who will go far. R. A. does not belong in a gifted-class.

Two of the form teachers did not take their own class for any lessons. These teachers only saw their classes for ten minutes twice a day for registration. Very often the integrated group were unavailable for the morning registration. The integrated group were still on their way to school at that time.

One of the barriers to change remained the inflexibility of the time-table. The time table was so highly structured that no alteration could be made to it without altering the programme for the rest of the school. This type of structuring discouraged teachers from occupying set classes for longer than their allocated time. It prevented teachers from working together or joining class units if they wanted to. It restricted the time the teachers needed to get to know their students. Mr. B. seemed to have found a way around the time constraints by spending his free time and lunch breaks keeping abreast with the students in his form class.

The limited time Mr. G. spent with his standard six computer literacy group inhibited him from learning all the students' names. Perhaps he still needed to get acquainted with the standard six group who were all new members of the Secondary school. He had only known them for four months.

Being successful academically appeared to be a top priority. Mr. G. acknowledged who the "high flyer" in the standard nine class was and that R. A. "did not belong in a gifted class." He had had both students for two years and thus knew them a lot better than his standard six group. The standard ten class R. A. was in, had not been graded as "gifted" yet all the teachers referred to the

class as such because they appeared to excel academically. This emphasis on “giftedness” would have indeed placed some pressure on other standard ten classes to try and be equally successful. For R. A. who was allegedly struggling according to some teachers must have experienced difficulty being in what was regarded as a “gifted class.”

4.1.7.2. Large Classes:

Large classes exacerbated the already limited time the teacher had with the students.

The standard six class had a roll of forty two. Of the forty two, five were a part of the integrated group from Clare Estate School. The classroom was overcrowded yet accommodated three wheelchairs. The students in wheelchairs sat in front, in a position where viewing the chalkboard and the teacher was an added strain on their already painful back, neck and buttocks muscles. The physiotherapist of Clare Estate School was aware of this:

I noticed that the students were a bit too close to the front of the class... but I did not talk to anybody about it. These pupils need to be positioned comfortably. From time to time their position must be changed . If nobody does this they could be in the same uncomfortable position for hours. They develop bed sores in this way... I have not told the secondary school teachers about this problem... They have not come to ask me either. Only the teacher aides go into the standard six class to collect M. O. and J. U. for therapy.

The researcher found there were six standard six classes. The administrative staff tried to keep the number in each class the same. The reason this decision was made stemmed from the set distribution of classroom furniture and other resources throughout the school. However, as the school decided not to break up the integrated standard six group, this particular class roll was the highest amongst the standard six classes. The guidance counsellor explained that the school roll

was too large to implement any kind of ratio to ease the situation of accommodating three wheelchairs within a single class.

The large student number presented many barriers to the integrated group. Firstly, it inhibited the teachers from getting to know their students well (as mentioned earlier). Secondly, the physical comfort of three students with Duchenne Muscular Dystrophy was in jeopardy as they sat for long periods of time in awkward positions and far too close to the chalkboard. Finally, large numbers prevented any kind of individual attention students might need.

4.1.7.3. Teacher Collaboration:

A lack of collaboration between the standard six teachers and the readily, available supportive service was evident. The standard six class had five integrated students and was a block away from the physiotherapist's rooms. Dr. A. D. Lazarus Secondary was short of a classroom at the beginning of 1996. They requested the use of a classroom at the primary school. The staff of Clare Estate School, having been told of the request for a classroom, jointly decided that the standard six class with the five integrated students should be accommodated at Clare Estate School. The purpose behind this decision was to monitor the deteriorating condition of J. U., M O. and one other student who did not form a part of the study. Of the entire integrated group, these three students required the most support. All three have Duchenne type muscular dystrophy.

The researcher questioned the reasons why the standard six teachers and the physiotherapist could not share their expertise regarding the well-being of the students. To this question the physiotherapist responded:

I'm not allowed to leave my room to go anywhere... The standard six teachers go straight back to Dr. A. D. Lazarus School once they have finished their lessons in the class.

The idea of accommodating one standard six class at Clare Estate School was a very good one. It reflected firstly, the empathy the staff of Clare Estate school showed towards their students. Of particular importance to the teachers was the deteriorating condition of three male students in that class. Secondly, the decision acknowledged the daily support the students still needed. The support offered encompassed physiotherapy, personal health and comfort and toileting. Thirdly, it presented an opportunity for daily interaction between both schools. The arrangement made allowances for students and teachers from Dr. A. D. Lazarus to occupy the premises of Clare Estate School. Finally, the decision might have acted as a transition period for the five students who were experiencing regular, secondary education for the first time.

But, this decision was not capitalised on thus presenting yet another barrier to change. The physiotherapist of Clare Estate school felt it was not his duty to intrude upon the class by advising on the comfort of the three students. The Secondary school teachers merely did their lessons and returned to their school.

Unfortunately for J. U. and M. O., the extra support offered to them was not accompanied by support offered to the regular class teachers. The regular class teachers would have benefited from

a staff development programme on Duchenne type muscular dystrophy. The teacher aide who helped the physiotherapist went daily into the classroom to collect J. U. and M. O. for physiotherapy. Despite that, none of the standard six teachers inquired about the general comfort of the students in the classroom.

4.1.7.4. The Implications of Classroom Management for Academic Success:

The three teachers who taught R. A. Physical Science, Afrikaans and Computer Studies did not know the implications of arthrogryposis multiplex congenita. R. A. has arthrogryposis multiplex congenita. The joints in his hands are stiff and curved. His fingers are curled into the palms of his hands. His shoulders are bent over and there is very limited joint movement. Writing and typing are time-consuming tasks for R. A.. In the Computer Studies lesson the researcher observed R. A.. He was unable to type onto the computer, the rapidly dictated instruction given by the teacher. The teacher requested the class to complete an exercise. R. A. was one stage behind. He needed to type the instruction first before beginning the exercise. R. A. attempted to copy the instruction from the person sitting next to him. But, R. A. could not access the relevant programme on the computer.

Mr. G., the computer science teacher decided to intervene. Mr. G. promptly removed a disc from the computer of a student who completed the exercise. The teacher booted up the computer once more and got R. A. onto the relevant programme. Mr. G. then asked R. A. to look at his friend's completed exercise as an example of how the work should be done. R. A. responded by

painstakingly copying the work that came up on the screen into an exercise book. He informed the researcher:

I have no computer at home so I'm always copy everything down on paper. Then I take it home to learn. We can't come into the computer studies room at any time we like. We only come here for lessons so I cannot practice.

Dr. A. D. Lazarus has one computer room for the entire school population of one thousand and three hundred students. Computer studies is a popular course at the Secondary school. As the equipment in the room is extremely expensive, the teacher needs to be there to supervise the students. Mr. G. is not always available to supervise computer studies outside of regular lesson times. At the time of the study however, there was a discussion about starting a computer club. Members of that club could have access to the computers after school.

This incident reflects the type of individual "help" the student was offered. Rather than assisting in a way that enabled R. A. to understand the concept being taught, the teacher chose to get the student to copy. Copying down somebody's completed work created a barrier to academic success. It left no room for learning and understanding. Not having access to the Computer Science room at times other than for lessons was another barrier. Having access to a computer is the only way to learn computer skills. R. A. needed to work, guiding by somebody who knew the skills.

Kunc (1992) claims that rather than welcoming all students and making individualised adaptations, some schools have created artificial mechanisms requiring students to earn their way into general

education classes, academically and behaviourally, allowing access only to those whose achievement approximates an arbitrarily determined standard.

4.1.8. Teacher Professional Development

4.1.8.1. Collaborative Staff Development:

The researcher tried to establish whether there was any on-going teacher professional development at school. There were no school-based programmes. One teacher remembered the talk at assembly given by the principal of Clare Estate School in 1992. This talk was the start of the integration initiative. It centred on impairment. Mr. B. recalls :

It was very informative and gave us some good background information. Nothing has been done since.

This talk was followed up by a case conference held at the Clare Estate School. The purpose was to discuss each student and launch the "buddy system." Each teacher at Clare Estate School was responsible for a student who was integrated. The teacher was to become the pupil's confidante, keep regular contact with the relevant secondary school teachers and help resolve difficulties as they arose. Mrs. R. and Mrs. M. of Clare Estate School both claimed that the "buddy system" did not work. Mrs. M. recalls :

The meeting at our school started off well. We had quite a few teachers from Dr. A. D. Lazarus school. Our principal addressed them. Then, each of us was given the chance to speak about the student we were responsible for. These teachers kept looking at their watches. After a while they said they needed to go back to their school. The case studies were never completed.

Since 1992 Clare Estate school has not extended another invitation to Dr. A. D. Lazarus Secondary.

Yet again, a good opportunity was not capitalised on. Like the suggestion regarding the accommodation of the regular standard six class at the primary school, it was Clare Estate School that took the initiative to start contact between the schools. The assembly talk and the case conference encouraged teacher collaboration. It afforded the chance for teachers to get together and articulate on any issues of relevance to them. On-going teacher discussions would have had implications for reflection on physical impairment and classroom management. The "buddy system" might also have worked. The "buddy system" proved to be an invaluable way of offering support in the study done by Sheldon (1991).

The study done by Phillips *et al* (1995) describes how teachers at a Kentucky elementary school developed partnerships. In the study the teachers went through phases as they developed their partnerships. Certain factors contributed or supported collaboration. Firstly, although it was often disconcerting to begin without a model or with little direction from the administration, absence of a model allowed teachers to develop what worked for them. A second factor was flexibility. As partnerships evolved, ways to work together changed significantly over the course of the year. Finally, the teachers shared beliefs about learners and they enjoyed learning together.

4.8.1.2. Pre-Service Training:

Only two of the teachers interviewed at Dr. A. D. Lazarus Secondary recall issues of disability being a part of their teacher training course. Mr. G. recollected of his university teacher training course :

The textbooks we used mentioned it (a reference to special educational needs) but we did not do anything concrete on special schools... It was not in the syllabus. If we wanted to know we had to research ourselves.

On the issue of disability he remarked :

For every disabled child we have two normal kids... we must consider the space around them. They need bigger desks and no chairs.

Mr. B. did a university course in psychology :

I have always been interested in the students from next door (a reference to the students of Clare Estate School). They present a challenge to me. I enjoy teaching them.

The lack of knowledge was due to the fact that most teachers had no courses in the teacher education programmes they had been through. This presented a barrier when teaching students with impairments. The researcher found it difficult to elicit information about physical impairment from the Secondary school teachers under study. Even though they were exceptionally hard working practitioners in their respective fields of education they were unable to articulate and reflect upon the implications of having a student with an impairment in their class.

4.1.9. Teacher Perceptions of Integration

The study found the teachers at Dr. A. D. Lazarus to be uninformed on the meaning and philosophy of integration. Accordingly, none of the teachers could articulate their conceptions of integration.

One teacher at Dr. A. D. Lazarus, Mr. B. claimed:

Integration will only work with more consultation. There's not enough contact with the primary school.

The researcher then tried to elicit the viewpoints of the teachers from Clare Estate School.

Ambivalent views emerged from Clare Estate School. Mr. S. explained:

One must consider the importance of preparedness. The secondary school was unprepared and that has impacted on this project.

Mrs. R., the school psychologist, said she was not optimistic about the success of integration in general. She proceeded to explain the medical conditions she regarded as a hindrance:

Consider the ones who are incontinent and going to spend the rest of their lives in nappies or bags to empty out the bladders.... the ones with brittle bones who fear being pushed over in a crowd...those with muscular dystrophy whose condition is rapidly deteriorating. They are in need of constant medical attention.

She went on to mention individual characteristics of students:

S. A. never wants to take off her jersey. She's very self conscious about her appearance... They feel embarrassed about using the secondary school toilet and prefer coming across the fence to us (a reference to Clare Estate).

Commenting on their education Mrs. R. remarked:

Concessions are made according to individual capability. They are so used to the individual attention they feel neglected and therefore they miss classes.

Mrs. M., with reference to Dr. A. D. Lazarus Secondary claims:

In the present environment only the physical barriers have changed. The buildings are very accessible...integration is far more than that. Integration means meeting the

needs of all children...we are talking about total involvement in the life of the school. The environment must change to suit the needs of the child.

She went on to clarify what she meant by the physical barriers:

It's not just the architecture we are talking about. All the physical help that is needed is given by the pupils within the big class. For example, if a book falls down it is picked up by somebody. If the pupils with muscular dystrophy need help with writing it is done by other children or is photocopied.

Dr. A. D. Lazarus Secondary and Clare Estate School engaged in the integration initiative without giving thought to what integration meant. This lack of foresight presented yet another "administrative barrier" to the whole project. Only one teacher at the Secondary School was able to acknowledge the importance of consultation without explaining what sort of consultation was needed.

The perceptions of the teachers from Clare Estate school were based predominantly on the feedback they got from the Secondary School since 1992. The school psychologist looked at integration in terms of the "medical model of disability" (this model is explained in Chapter Two). For her the focus of the problem were individual students who were dependent on adults for individualised medical and educational care. Little thought was given to the social and academic benefits of regular education as well as the acceptance of impairment by their able-bodied peers.

Mrs. M. raised two significant issues. Firstly, she pointed out that the physical barriers at the Secondary School had changed. To her, integration meant consideration needed to be given to physical accessibility. The researcher's findings revealed the physical accessibility, although

architecturally adequately designed and built, still presented problems (as mentioned earlier). Secondly, Mrs. M. stated that integration implied the “total involvement” of the student “in the life of the school”. Unfortunately, this appeared not to be happening.

4.1.10. *School Governance*

During this study, a Student Representative Council at Dr. A. D. Lazarus Secondary was elected. The standard nine classes were invited to submit their curriculum vitae to the teacher coordinating the elections. Those who considered themselves worthy of being elected onto the student council submitted their curriculum vitae. All the applicants were screened by staff members. A short-listing was done. Thereafter, a list of all nominated candidates were published. These candidates tried to win as many votes as possible from within the school. They did this by making speeches about their own qualities of leadership and displayed posters around the school to gain popularity and support. Eventually, nineteen standard nine students formed the Students Representative Council .

The researcher inquired about what representation the integrated group had on the Student Council. The following questions were posed:

Were any of the candidates from Clare Estate school? Did the school encourage the students with impairments to participate since there were three students in standard nine?

The teacher was embarrassed when he responded to the question:

We did not even think about them.

To the researcher, this event provided an ideal opportunity for integration to be practiced. The integrated group would have been made to feel a part of the school community by being elected into a position of responsibility.

A second opportunity for the school to acknowledge and respond to student diversity arose when the prefect selection was done. The prefects are nominated by members of the teaching staff. The prefects selected were from standards other than standard ten. It was school policy not to include standard ten students as they needed to concentrate on the academic aspect of school.

The researcher asked whether the teachers discussed the benefits of appointing some of the students with impairments as prefects. Again, there was a very embarrassed response from the teacher this question was directed to:

It's a very good idea to have the students from Clare Estate school as prefects but again we did not even think about it.

It was clear the staff did not see the advantages of including the students with impairments as members of the Students' Representative Council and as prefects. It would have been advantageous for any student with an impairment to be a prefect or student council member. Their allocated duties meant increased social interaction. As a member of the Student Council the student with an impairment would have been required to participate and articulate ideas on behalf of the entire school population. Perhaps, the Student Council could have provided the forum for the difficulties the integrated group were facing. The social competency gained from this experience

would have helped change the peripherised status of the group (see section on social competency and adjustment).

Five months after the conclusion of the fieldwork the researcher discovered that V. A. was made a prefect. She is a standard nine student with a very good academic record.

4.1.11. Participation in Extra-Curricular Activities

Dr. A. D. Lazarus Secondary is a school which promotes and encourages extra-curricular activities. Each Friday, the secondary school officially closes at 12h15. The students are given the privilege of engaging in an activity of their choice. The choice of activities is wide and includes both indoor and outdoor sport. Games such as chess and draughts are also played. The researcher observed the students with impairments during this time. With the exception of V. I. and S.H. all the integrated group went over to Clare Estate School. They spent there time gathered together in little groups in the corridors of Clare Estate School.

The students of Dr. A. D. Lazarus were involved in two campaigns to raise money for the secondary school. The one project required the students to collect newspapers and bottles for recycling. The other was the annual "Debs Ball." The "Debs Ball" was a dance hosted by the school. Again, the researcher observed the lack of involvement of the integrated group.

School excursions are arranged as part of the extra-curricula programme at the secondary school.

An excursion is an educational trip undertaken by the students and accompanied by a group of teachers. The trip is to a place of interest. V. A. spoke about an excursion she missed.

V. A.'s class went on an educational trip. The bus used for the trip belonged to Clare Estate School. This bus was loaned to the secondary school for the excursion. It was the transport V. A. went on everyday. Yet, she did not go with her class:

I didn't have anybody to help me on and off the bus so I didn't go. I also thought the bus would get too overcrowded... I might have fractured myself if I was not careful.

The researcher noticed that V. A. did not assert herself enough. Mr. G. made a similar observation:

She never speaks in the classroom. But, she gets on with her work.

Junior Nacrod is an organisation established and run by the secondary school students. It is a part of their extra curricula programme at school. During the researcher's first interview with the principal of Clare Estate school, an organisation called Junior Nacrod was mentioned. The principal explained:

Kwa-Nacrod stands for Natal Association for the Care and Rehabilitation of the Physically Disabled. It is an organisation designed to provide a meaningful, community service to those that are physically disabled. In 1992, I thought it was fitting to launch a Junior version of Nacrod to coincide with the start of the integration project. Two of my own children were at Dr. A. D. Lazarus so I got them to start the organisation.

Kwa-Nacrod offers a range of professional support services to the community. The Kwa- Nacrod organisation operates from its headquarters in Woodhurst, Chatsworth. Chatsworth is an area to the south of Durban. The services offered include a counselling service, a stimulation class for

preschool children with impairments and a work placement service for persons with physical impairments.

There was an initial purpose to establishing Junior Nacrod at the secondary school. The organisation was meant to educate the entire school community on the concept of disability. Accordingly, a seminar on disability was conducted for Junior Nacrod members by senior members of the same organisation. A person with a disability addressed the newly formed Junior Nacrod at Dr. A. D. Lazarus Secondary. This guest speaker enlightened the group on the meaning of disability and the future role of Junior Nacrod. A member of Junior Nacrod recalled this meeting:

I was most impressed. The lady who spoke at the meeting had such courage. Junior Nacrod members attended a weekend camp organised by Kwa-Nacrod. We learnt how we could raise funds for the disabled.

The researcher tried to investigate the functioning of Junior Nacrod. The guidance counsellor was approached:

I do not know who the present members of Junior Nacrod are. This group has not done anything for a long time. They did try to raise some money once...but that was such a long time ago. I do not know which teacher is in charge of supervising the organisation.

Finally, a student elected to head Junior Nacrod was tracked down. The researcher inquired about what plans the organisation had for the 1996 year. The student responded:

I've only just been elected so I don't know.

The researcher was unable to get any other information on Junior Nacrod. It was evident, the role of the organisation was confined to fund- raising only. Raising money for people with impairments projects them as incapable and in need of charity. The money collected was handed over to Kwa-

Nacrod. None of the students with impairments were either members of Junior Nacrod or involved in the fund raising campaign at the school.

School excursions, fund-raising projects and sporting activities allow students to develop in ways other than academic. As mentioned in Chapter Two, the study done by Jacklin and Lacey (1991) revealed that the “special school” tried forging links with regular schools through a series of extra-curricular activities. A swimming pool and computer facilities were shared. Dr. A. D. Lazarus Secondary School inadvertently excluded the students with impairments from participating by providing no incentive and encouragement to them.

Junior Nacrod upheld the characteristics of the “medical model” by confining its activities to raising funds for Kwa-Nacrod. The organisation would have served a useful purpose had it ran an on-going awareness campaign at school. The students with impairments could have made an active contribution to Junior Nacrod by discussing disability and related issues from their own perspectives. Perhaps, within the Secondary School context the integrated group would have become a part of the rest of the school community.

4.1.12 Social Competence and Social Adjustment

The findings revealed the nature of the social competence and the social adjustment of the nine students under study in the integrated setting. What was the nature of the interaction among the students with impairments, their peers and their teachers like? It became evident that individual characteristics of all the people within the school setting play an important role in the development

of interpersonal relationships. The nine students with impairments appeared to form three very distinctive groups. Each will be discussed in turn.

The first group comprised just two students who interacted very well with their teachers and peers. Both these students had not had the experience of being educated at a "special school." Despite their past trauma, V.I. and S. H. appeared relaxed, confident and friendly. In 1993, V. I. was in standard seven at a regular secondary school in Tongaat. Tongaat, is a residential area to the North of Durban. During that year, he developed an abscess in the lower end of his spine. The abscess was left untreated and caused him to become paralysed from the waist downwards. V. I. spent approximately a year and a half away from school. During that time he spent prolonged periods of time at a Durban Provincial hospital.

The second student in this first group was S. H.. Before being transferred to Dr. A. D. Lazarus Secondary, S. H. attended a secondary school in Phoenix, an area to the north of Durban. In October 1993, S. H. was accidentally shot by a friend:

This friend of mine who lived in the same street as us used to always bring his father's gun over to show us...We never told anybody about it. On one day my brother, a couple of friends and myself were at another friend's house. My friend just got up and said he was going to bring his father's gun. He came back into the room, pointed the gun at my brother and said "Bang, Bang." Nothing happened. He then pointed the gun at me and said "Bang"... He fired a shot... The shot severed the nerves in me neck. I am paralysed from the nipple downwards.

Both these students are confined to wheelchairs. They were transferred to Dr. A. D. Lazarus Secondary because of the previous schools' physical inaccessibility for students with impairments. Their impairments appear not to have affected their social competency at all.

When V. I. was asked who his friends were he replied:

They are all my friends. I talk to anybody and everybody.

S. H. summed up his interpersonal relationships by commenting with a broad, mischievous, smile:

There is no difference between all of us...except I am in a wheelchair.

These bonds of friendship ensured that the two students had continuous peer support. The support offered was varied. The researcher noticed that S. H. and V. I. were capable of wheeling themselves around the school. But, physical help to move the wheelchair around was always readily available even if the students with impairments did not need it. The area behind the wheelchair was often full of activity as three or four non-disabled friends tussled-over the right to push the wheelchair around.

The researcher often found V. I. and S. H. in the secondary school ground, amidst large crowds of students of both sexes. There was always much laughter and teasing going on amongst members of the group. Within the classroom, academic support from non-disabled students was offered. S. H. and V. I. sometimes arrived late for a lesson. The reasons for frequently arriving late at school will be discussed at a later stage. The non-disabled students sitting around S. I. and V. I. rendered assistance. Their peers willingly informed them on parts of lessons they might have missed during their absence.

V. I. and S. H. frequently spent long periods of time away from school. Some of the reasons for this were illness, monthly visits to the hospital to have their physical condition checked and the unavailability of transport (which will be discussed at length later). Yet, they managed to maintain their friendships with the non-disabled students in their class. Whenever they returned to school they were offered help. Mr. B. explains:

V. I. is absent very frequently. And, he comes late to school every day. Yet he manages to concentrate and cope with his work. His friends help him along.

The researcher concluded that these two students were socially very competent. They considered themselves as not different from the larger school community. They participated fully in the school community. V. I. and S.H. were recognised as part of a class through the on-going support offered by their non-disabled peers. Perhaps their extrovert personalities contributed to their success at building and maintaining friendships.

The second group comprised a single student. By contrast to the first group who were very sociable and outgoing, the student in this group remained aloof. R. A., the sole student in this group, was at the secondary school since 1994. He had spent the previous seven years at Clare Estate School. R. A., a standard ten student, speaks in a high-pitched yet soft voice. The researcher found it difficult to understand R. A. initially. However, he apologised for this and went on to speak positively and determinedly about himself. R. A. inquired from the researcher :

Can you help me? I want to go to the University of Natal next year to do something in computers. I heard that I am not going to be able to get around the university. Is this true? Can you find out? ... I also want to apply for a bursary... where will I get the application forms from?

R. A. asserts his independence in the classroom by questioning the teachers on issues he needs clarified. Yet, he only has one non-disabled friend from the secondary school. The friendship relates to work alone. His friend S. U. explained:

The pace of the lessons are so quick... there is no time to socialise...it's difficult to help R. A. because we are all kept busy and R. A.'s pace is slow.

The researcher often found R. A. in his own classroom during the lunch breaks. Even though there were other non-disabled students occupying the room, R. A. was always alone. R. A. explains:

By the time I wheel myself out into the ground it is time to come in again. I am also a very slow eater... I prefer to sit here and catch up with the work I missed.

The researcher made the following observations. R. A. struggled to wheel himself around the school from one lesson to the next. His arms appeared thin and the muscles weak. Nobody helped him by pushing the wheelchair. Valuable time was wasted as he arrived late at lessons and was always the last to leave after a lesson.

Mr. G. explained:

We want R. A. to be as independent as possible. We only help him when it is really necessary.

R. A. was accustomed to being at the Secondary school. Yet, he rarely socialised. He struggled to get the attention of his peers, particularly if they were standing away from him. The struggle was hampered by his small stature, soft high-pitched voice as well as his inability to manoeuvre his wheelchair quickly. Unfortunately, his peers were sometimes engrossed in some activity and did not notice his willingness to interact with them.

The other six subjects made up the third group. By comparison to the first and second group who rarely went across the ramp into Clare Estate School, this group were at Clare Estate Primary school at every opportunity they got. Whenever they were at Clare Estate School, their self-assurance was evident as they gathered in either small or large groups to talk. This closely knit group each had a friend from within the same group.

S.A. said:

V. A. and I are together since class one. We share all our secrets. She even knows I have broken off with my boyfriend.

J. U. and M. O. are inseparable. One teacher from Clare Estate school commented on the friendship:

J. U. decides everything for the pair of them. M. O. will do whatever J. U. does.

M. O. mother said:

J. U. and M. O. do everything together. M. O. went to Dr. A. D. Lazarus because of J.U. I know M. O. cannot cope at Dr. A. D. Lazarus.

M. G. and P. R. spent all their free time together. M. R. explained:

We really miss each other. We were in the same class at Clare Estate School last year and now we are separated.

S. A., J. U. and M. G. appeared to be the spokespersons in their respective relationships. By comparison, V. A., M. O. and P. R. were very subdued. They spoke very little and during the interviews with the researcher they preferred to have their close friend from with them.

Once these students were within the confines of the secondary school their confidence waned.

Mrs. S. who is V. A.'s teacher stated:

V.A. does not socialise...it is difficult to get her to talk in class. I go right up to her to get her to respond. Even then she is quiet.

The third group's interactions with classmates were dependent on needs other than friendship. They sometimes shared notes or texts and skipped classes together. These six subjects communicated with the students that were nearest to them in the classroom. If a teacher was absent from school and the standard six class had a free period then the non-disabled students took turns at pushing J. U. and M. O. wheelchairs around the ground.

Two of the four female students approached the researcher with various requests. P. R. requested:

Please can you ask my class teacher to change my class. I'm not happy in the class. I have no friends. I want to be with the others. (the others is a reference to five students who have all been integrated into the same standard six class).

S. A. pleaded:

Can you speak to the speech and drama teacher for me? This teacher wants me to do a poem in front of the whole class. I can't remember the whole poem...my memory is poor. She is going to scold me for not learning it.

The researcher sensed a feeling of helplessness on the part of S. A. and P. R.

S. A. tried to explain her dilemma:

Nobody understands us. When we tell the teachers at our school (a reference to Clare Estate School) they go and tell everybody else that we are complaining. They make such a big fuss and they embarrass us.

S. A. and P. R. appeared powerless over the situations that directly affected them. They did not confide in the teachers at either the primary or the secondary school. The teachers at the secondary school appeared not to question why these two students constantly missed classes. Nobody appeared to be accountable. The non-attendance at certain times during the day limited social contact between these two students and the rest of their class group.

The social and personal development of all students are considered part of their education at school. A social relationship implies that the individual has an equal responsibility as the other person in human interaction. The first group is well-adjusted and confident when interacting with their teachers and peers. But, this group has not had the experience of being at a special school. The second and third groups limit their contact with their non-disabled peers in the secondary school. The contact is confined to the need for academic support only.

The results revealed that both the second and third groups were experiencing difficulties interacting with their non-disabled peers and teachers at the secondary school. Both groups had marginalised themselves from the rest of the student population. Equally important is that neither of the schools has recognised this marginalisation and has done something deliberate to initiate a change in the existing order of things.

The failure on the part of both schools to identify the marginalisation of the integrated group proved to be a disabling social barrier for these students. Within Clare Estate school the familiarity of the surroundings provided an environment in which the students felt very secure. The result was

confidence and competent relationships. They lacked this type of confidence when faced with a large, unfamiliar environment.

If the nature of the integrated group's interaction is examined in conjunction with the rest of the findings, a fuller picture emerges. There are several other factors that are responsible for the marginalisation of the integrated group.

4.1.13. Organisational Barriers

The study revealed two major contributory factors to the difficulties the students under study encountered. Firstly, the study found that the students were not admitted to Dr. A. D. Lazarus in the same way as students from other schools. Secondly, Clare Estate school was responsible for the transportation of the integrated group. Four sixteen-seater buses transported the students to and from school. The transport proved to be unsafe, irregular and unreliable. However, the school always tried to provide as best they could under very difficult circumstances. The two issues raised will be discussed in turn.

4.1.13.1. Admission Procedures:

The first day at Dr. A. D. Lazarus Secondary proved traumatic for the students with impairments. Perhaps part of the trauma was typical of any student entering a secondary school for the first time. Students can become very easily intimidated when they enter a secondary school at a standard six level. All the other students are far older than themselves. The trauma could also relate to the

relative isolation that is experienced by pupils at the special school. There are only ninety four students enrolled at Clare Estate school. Mrs. M. of Clare Estate School described what transpired at the start of the 1996 school year.

We took the standard six pupils over to A. D. Lazarus. That school was receiving new pupils from several different schools. We just entered the gate...two of them started to shiver and shake...knees knocking, holding onto their wheelchairs...wanting to turn back. Everybody starting looking (a reference to the secondary school pupils).

Mrs. M. felt the subjects under study were entitled to experience registration and the first day at the secondary school like everybody else. She felt the students with impairments needed to assert themselves from the very first day at the secondary school. She explained:

The people in charge said it was best not to bring our children in. They said we should only bring them in when the school was settled... they (a reference to the students with impairments) will be in the way...there was so much other work to do...the pupils were not going to do anything on that day.

Mrs. M. further stated:

They (a reference to the administrative staff) did not want them around and these pupils felt it. The pupils said "Let's go back." I insisted they stay like everybody else. They settled down well in half the school day. The next day they went across quite confidently and were being pushed around by the friends they had made the day before.

After the initial difficulties, it seemed students began to adjust well to the new setting. However, after four days, difficulties were experienced. Mrs. M. explained:

After a couple of days five standard six pupils came back to us. The pupils said the secondary school had no place for them. There were no available classrooms. Eventually, it was agreed that the standard six class be accommodated at our school (a reference to Clare Estate School). The secondary school teachers came over here to teach the standard six class.

This however, does not justify why the students from Clare Estate School were treated differently. One reason was a lack of preparedness on the part of the secondary school. They underestimated the number of new students to be admitted and accordingly did not have the staff available to cope with the large influx of people. Dr. A. D. Lazarus Secondary had been notified at the end of the previous year about the intention of Clare Estate School to admit six standard six students. There was another reason why secondary school personnel were unwilling to admit the students of Clare Estate school on the first day. Although the problem was school collaboration it is likely the students would have experienced a sense of rejection.

One standard six student recalls the first day at the secondary school :

We were very frightened when we went there ...everybody was busy. They did not need us there. The school was so full of other children.

This first day rejection might account for the integrated group not adjusting to the new context (as mentioned earlier). As much as Mrs. M. wanted the students with impairments to become involved in the total life of Dr. A. D. Lazarus Secondary, the school responded by placing administrative difficulties above welcoming a group of new students to the school. These first impressions might have impacted on the group.

4.1.13.2. Transport Arrangements:

A major obstacle to the success of this integration initiative remains the problem of transportation. The researcher interviewed two bus drivers from Clare Estate school. Mr. S. B. drove 80

kilometres, twice a day. He was responsible for transporting the students who lived to the north of the greater Durban area. He transported twenty seven students and two teacher aides from their homes each morning. The journey took Mr. S. B. approximately one hundred and sixty minutes if there were no traffic build-ups along the route. Mr.S. B. explains:

I start fetching the pupils at 6h00. I fetch five from Tongaat... I travel into Verulam and collect three pupils from there. The rest of the pupils are from the Phoenix area. I travel throughout Phoenix every day... I am not allowed to fetch all the pupils directly from their homes. I do it without the school knowing. It is not safe for them to be waiting alone on the roadside...and I don't know how long the bus will take to get to them.

V. I. travelled on the bus Mr. S. B. drove. V. I. needed to be awake as early as 5h00 each day. The journey to and from school is long and tiring. V. I. stated:

I get up at 5h00. The bus driver fetches me at 6h10 because I stay in Tongaat. We go through Tongaat, Verulam and Phoenix before reaching school at 8h55. I get home at 16h15.

Mr. R. B. was the second driver that the researcher interviewed. He covered seventy eight kilometres on the morning journey to school. He drove through the residential areas of Marianhill, Shallcross, Chatsworth and Karwastan before making his way to Clare Estate School. On this trip sixteen pupils were picked up from their homes. Once they had reached school, Mr. R.B. drove into Overport to pick up seven more pupils. These seven students reached school just before 9h00.

The researcher questioned Mr. R. B. about the student's irregular attendance at school due to unreliable transport. Mr. R. B. recalls:

Since about 1992 nine school buses have been stolen. I have had two of my buses stolen within nine days. I stopped in Shallcross... at the home of the last pupil on the bus. Two men with guns got into the bus. We were lucky that they did not harm us. A couple of days later I went to Adams and Griggs in the centre of town. Again I

was held at gunpoint. This time the hijackers kept me on the bus. They drove all the way to Shongweni before letting me go.

Clare Estate school has had to endure numerous problems with their transport over the years. Hijackings and mechanical failure of the buses has kept pupils at home for sometimes over a month at a time. Under these very difficult circumstances, the students with impairments still have to try and keep abreast with their schoolwork.

Each day the buses must leave Clare Estate school by 13h20. The journey back home is a long one particularly for the younger pupils. The traffic outside Dr. A. D. Lazarus Secondary becomes congested daily by 13h30 as parents come to fetch their children from school. If the bus were to leave at a time that coincided with the end of the secondary school day it would cause the pupils to return home even later. The integrated group therefore missed at least an hour of school everyday. They arrived in their classrooms at approximately 8h30 each day and left by 14h00.

Trying to keep an account of all the work missed could not be easy. There was no free time in between classes. Social contact time with peers was limited.

4.1.13.3. Irregular Attendance of Lessons:

With the exception of R. A., V. I., V.A. and S.H. all the others missed classes regularly. Mr. G. commented:

The standard sixes missed computer literacy... if it is the first period on the time table... there is nobody to wheel them across and I do not have time to leave the class to check on them.

The researcher found that if the bus arrived at school late then the pupils chose to wait around the corridors of the primary school until the start of the second period.. They also did not attend lessons if homework was not completed or if they did not like the teacher. Furthermore, on the days Clare Estate school had a social event, this group was allowed to spend the day there.

Nobody accounted for the participants daily attendance either at the primary or the high school. Missing classes become a common and easy practice. The primary school needed to keep the integrated group on their register. By doing this, they continued to get the transport subsidy from the education department. The secondary school appears to be unaccountable as the pupils are not formally registered there. It was for this reason that the researcher could not locate two pupils who had been integrated. They came to school, did not attend classes and managed to keep a low profile within the school premises throughout the school day. The other participants, when asked about the offenders chose to smile wryly and reply:

They are somewhere around. You (a reference to the researcher) will find them in the toilets.

4.1.13.4. School toilets:

Only V. I., S.H. and R.A. used the Secondary school toilets that have been made accessible. The others went to Clare Estate School each time they needed to use the toilet. Mrs. G. remarked:

The pupils are shy about using the school toilets because all the other students use it as well... the toilets are badly defaced...some of the students are mischievous and interfere with these pupils. We don't have any control over it.

S. A. stated:

We do not go in there because they interfere with us.

S.A. did not explain to the researcher what she had meant by “interfere.” The researcher found out that nobody could exercise any kind of control on who had access to the toilets.

4.1.14. *Individual Perceptions of Organisational Barriers*

Six of the participants found the large classes, persistent noise, and overcrowdedness intimidating.

V. A. remarked:

Sometimes I just want a quiet spot where I can be by myself and think.

P. R. stated:

It's confusing when we have to move from one class to the next. We did not do it before and I am not use to it. My class is a floating class... sometimes I just can't find my class because they are never in the same place. We have to keep walking around looking for empty rooms. I get very tired just walking around.

S. A. did not approach her teachers when she was experiencing difficulties.

I do not want the word to get around that there is something wrong with me. I do not want them to think that I am a 'mental case'.

A lack of adequate channels of communication resulted in a crisis for the researcher. Six standard six students with impairment were integrated in January 1996. Five of them were placed in one class. The sixth pupil, P. R. was unhappy about being separated from her peers. She approached the researcher for help. P. R. asked to be placed with her friends. The researcher began to address the difficulty by requesting that she accompany P.R. to some of her lessons. The intention of the researcher was to try and establish the source of the unhappiness. P.R. refused permission.

Through the researcher's observation it was found that P.R. regularly missed classes. Next the researcher approached the head of department at Clare Estate school. She was unaware of the problem:

We are trying to get them to exercise their independence. If they have a problem they must go to the person concerned. We have taught them to do that.

The head of department asked P. R. to speak to the guidance teacher of the secondary school.

The researcher discussed P.R.'s options with her. She advised her to speak to any teacher that she trusted and felt she could talk to.

Upon further inquiry from the student, it was discovered that her placement was accidental. The school intended to put all the integrated standard six students together. This student uses no orthopaedic aid and was mistaken as being a student from one of the many regular schools. Accordingly, she was not placed with the rest of the integrated group. P.R. experienced other difficulties. She found difficulty making friends. All her friends were together in another standard six class. She also claimed to have a poor memory that was hampering her academic progress. P.R. therefore chose not to attend the academic subjects she was struggling with:

None of the teachers know where I'm from and I don't want them to. I don't want them to know that I have something wrong with me. I can't remember things very well.

The researcher tried to discreetly discuss the student's dilemma with the guidance counsellor of Dr. A. D. Lazarus Secondary. The reaction was unexpected. P. R.'s form teacher confronted her publicly and shouted:

You have not told me that you are having problems. It is only now that I hear it from the other pupils in the class. Why have you not come to any of my classes. I have not seen you.

The form teacher later confided in the researcher:

I did not know that P. R. was from Clare Estate School. Nobody told me.

The guidance counsellor gave the researcher the reassurance that something will be done to resolve the issue:

Perhaps, because it is her first year here (a reference to the Secondary school) she is having problems adjusting. I will see what I can do. But, it would mean consulting all her subject teachers.

One subject teacher expressed her view on the difficulties of changing P. R.'s form class:

It is not so easy to move P. R. from her class. The one she wants to be in is already overcrowded. That class has forty two pupils. We do not have any extra furniture. I do not have enough typewriters for her class. It is going to be even more difficult if she moves.

The guidance counsellor set up a meeting with the head of department of Clare Estate School to discuss P. R.. The appointment was not kept as the latter was at an emergency staff meeting at the time.

The researcher made inquiries about P. R. five months after the completion of the fieldwork. The issue remained unresolved. P. R. had chosen to write only two of the estimated ten examination papers. She relates her views:

I was always late for classes because the bus used to come late... I had nobody to help me study at home... We all missed the revision at school because the bus broke down and we could not get to school. I was afraid of failing.

The barrier identified is the lack of communication between the students with impairments and their teachers. The reasons why these difficulties have presented themselves remain complex. Firstly, part of the reason why communication appears to be lacking stems from the fact that the students are not officially enrolled at the Secondary School. Secondly, when a student issue is raised it is done between the guidance teacher of Dr. A. D. Lazarus Secondary and the psychologist of Clare Estate School. The discussions involved the placement of students rather than the type of personal difficulties and perceptions individual students had and chose to discuss with the researcher. Thirdly, the students had not developed sufficient confidence in themselves to approach the teachers they were unfamiliar with. Finally, the response given to P. R. when she did try to communicate her difficulties deterred others from expressing themselves.

4.1.15. Collaboration Between the Schools

The contact between the schools are reflective of their organisation and functioning. Joint ownership of the integrated initiative appeared lacking. There was general consensus amongst staff members that limited time inhibited collaboration. Since the case conference of 1992 no other joint staff meetings were held.

Mrs. R. the psychologist of Clare Estate School contacts the guidance counsellor of Dr. A. D. Lazarus when a new student is going to be integrated. A discussion is held which sometimes includes parents. Neither the school principal of Dr. A. D. Lazarus nor the team of teachers who are likely to receive the student are called upon to participate in these discussions.

At the beginning of the 1996 school year, Mrs. M. of Clare Estate School addressed one standard six class at the secondary school. She considered it necessary as five pupils of Clare Estate School had just joined that class. Mrs. M stated:

The discussion proved to be worthwhile. I talked to them about their first year at high school. They discussed their fears and uncertainties. They (a reference to the non-disabled students in the class) were very surprised that our students (a reference to the integrated group) travelled such long distances. I encouraged them to start questioning each other.

Mrs. M. went on:

M. G. spoke about her disability but the two boys would not. But, they allowed me to tell the class about them. Their form teacher did not participate in this discussion. He went outside the room after twenty minutes to talk to another teacher while I was busy. He missed out on some valuable information.

This class discussion initiated by a teacher of Clare Estate school had an advantage. The entire class involved themselves in reflecting upon and discussing amongst other issues the subject of physical impairment.

At the time of the study a doctor visited Clare Estate School. He examined several pupils and advised two parents who made themselves available to see him. Thereafter, a workshop was held with the entire staff of Clare Estate School. It centred on muscular dystrophy. The researcher inquired about whether an invitation was extended to the Secondary school. The physiotherapist responded:

I didn't think about that. The only time I went to A. D. Lazarus was when our school was being rebuilt. I went in to check on the pupils.

On the issue of the integrated group's therapy he remarked:

There is no continuity in their therapy. We have nobody to bring them across...we do not have easy access to the school as we do not know where the pupils are... We do not have their time- tables as they work on a nine day programme and we on a five day one. The pupils do not come voluntarily even though I can accommodate them at any time that suits them... they are given priority.

The barrier identified here was the lack of joint ownership and accountability of the integration initiative. Accountability appeared to be lacking throughout the investigation. Both the schools functioned in isolation from each other, despite their close proximity and despite the integrated group being a joint responsibility. Part of the reason why contact was limited was the rebuilding of Clare Estate School in 1995. For most of 1995 Clare Estate School occupied premises approximately three kilometres away from Dr. A. D. Lazarus Secondary. Communication at that time must have been difficult to maintain. But, the 1996 school year could have renewed the contact between the schools particularly since six students were integrated at the start of the first school term.

4.1.16. Parent Participation

The parents had very little contact with Dr. A. D. Lazarus Secondary. For three of the parents a lack of transport was the reason why they did not attend school meetings. Two other parents claimed that they worked for six days in the week and were unable to take time off work to make a visit to school. The teachers at Dr. A. D. Lazarus Secondary had parent meetings at specified times during the academic year. At these times all the parents were invited to attend the school. The attendance of the parents varied according to their availability. Beyond that, the teachers did not see the need for parents to visit the school.

Mrs. S. was V. A's form teacher. She was asked about the contact she had with V. A.'s parents.

Mrs. S. explained:

I know V. A.'s mother works next door (at Clare Estate School) but I have not contacted her. It's not necessary because V. A. is doing so well.

Mr. G. met R. A.'s parents at school. Mr. G. commented:

They told me to treat him like everybody else and make no special concessions.

Mr. B. explained that no contact was made with any of the three students he had taught over the past two years. But, he talked regularly with an uncle of R.A. who relayed relevant details between the home and school.

S.A.'s mother had not yet contacted the Secondary school because she had no transport. She relied on her daughter to do her best at school. S. A.'s mother remarked:

I don't go to school because I have no transport. I'm afraid to send her to the school in Shallcross because it is too far from home... S. A. starts exams next week but has spent over a week at home. The bus has broken down. They (a reference to the bus driver of Clare Estate) will phone us when it is ready.

M.G.'s mother responded similarly. She also had no transport:

I didn't attend the parents' meeting. I went to Dr. A. D. Lazarus a long time ago. The HOD (a reference to the head of department of Clare Estate school) asked me to check M. G's progress in the high school...so I went and saw one teacher.

Both these parents expressed concern that their daughters felt isolated by not having a peer nearby that they could share notes with and study with.

M.O's mother sums up her son's experience of Dr. A. D. Lazarus:

**I left the choice to him (a reference to moving from the primary to the high school).
He wanted to be with his friends but he can't cope.**

The lack of a link between the home and the school presented a barrier to student progress. Attending one parent meeting annually is insufficient for parents to establish what their role is in their child's education. The teachers and the parents were not combining their resources in order to achieve shared goals. The shared goals should centre on the students' education.

Vitello's (1994) study reveals that parents can help identify barriers to full integration. In this study teachers met the parents individually. Every second month the parents made a visit to school. The parents in Vitello's study expressed strong support for integration programmes and did mention a number of areas which warranted improvement. These were increased participation in the development of educational plans, smaller class size and improved preparation of teachers.

4.1.17. Curricular Changes

Curricula changes were made for two standard six male students. Both these students tire very easily because of their deteriorating physical condition. They have Duchenne type Muscular Dystrophy. They took six subjects while the rest of the class took nine. Rather than make changes within subjects to cater for individual students, the administrative staff choose to reduce the number of subjects the students took.

During the students' free time, while the class was busy with the subjects they did not take, they had themselves wheeled into a vacant classroom. Sometimes they went into the ground where they were left to their own devices. Sometimes they went to the computer room to practice their computer skills. The physiotherapist often used this time to give them therapy. All the other students in the integrated group did a full complement of subjects.

4.1.18. *The PTSA (Parent Teacher Student Association)*

The teacher interviews revealed that to date, the PTSA had not become involved in addressing any issues regarding the integration project.

4.2. Implications and Recommendations

4.2.1. *Introduction*

Inclusion , in its fullest sense, means creating learning communities that appreciate and respond to the diverse needs of its members. These kinds of learning communities call for a restructuring of schools and the classrooms within schools (Zorfass, cited in Phillip et al, 1995, pp. 11).

The findings have revealed that the Dr. A. D. Lazarus Secondary School needs to move beyond integration and work towards inclusion. Inclusion is not an event but a process that needs to be continually monitored, evaluated and facilitated. This was not happening in the context of the Secondary School. Barriers need to be continually identified and removed. From the researcher's insight into the perspectives of the participants, the following recommendations are made:

1. By redefining the school structure and introducing a whole school policy the 'administrative disabling barrier' can be addressed (cf Bines, 1993 & Charlton & David, 1990). Changing the present ethos of the school requires the development of an 'integration philosophy' which provides the framework within which to begin restructuring.

In keeping with the development of a school philosophy and whole school policy, Bines (1993) advocates certain areas of school restructuring. To begin with, some overall general policy principles need to be formulated. These principles act as the guiding philosophy for the school. Firstly, a commitment to integration is deemed very important. This commitment includes equal opportunities and curriculum entitlement for all students. Teaching strategies must be reflected upon and changed to encourage effective schooling for all students.

The general policy principles encompass student and parental rights. Working with and being accountable to parents begins with an acknowledgment that parents have a role to play in the education of the students. The establishment of various systems and strategies of communication, consultation and involvement will ensure good, strong, workable links between the home and the school.

The entire staff has the responsibility for the overall school organisation. This means working with other colleagues, sharing expertise and developing partnerships. Working with the "special school" to support the integration initiative is considered a joint responsibility.

The school management requires whole school communication, an on-going staff development programme and most importantly the establishment of decision-making procedures. To begin the restructuring key principles must first be decided upon. This can only be done if the entire staff meets. At one such meeting Bines (1993) claims that small working groups should be established. These groups prepare drafts based on individual and group discussions. The groups would have reflected upon the existing policies and considered the priorities. Further evaluation and the final implementation is then again jointly worked out.

Charlton and David (1990) identified certain key factors as having important influences on student outcomes. The methods of leadership by senior management must involve consultation with colleagues and take account of the opinions of students and parents. A common school policy should provide a clear framework for academic and behavioural expectations. These expectations must be realistic and meaningful. Effective planning, supportive and respectful relationships and shared responsibility in the running of the school is advocated.

The well-defined role functions and the delegation of duties by senior management to level one educators must change. The implementation of a whole school policy challenges the hierarchical structure which at present is an "administrative barrier" to students with impairments.

2. All the physical, structural barriers, once identified, can easily be improved upon. The double-storey, administrative building can have a ramp added to it. The existing ramps need a slight change of gradient and the sporting field can be made accessible without costing too much money. But fundamentally, it is the responsibility of all the people within that secondary school setting to exercise an awareness of obstacles that hinder the safety, comfort and learning of the students with impairments.
3. There is need for staff development. This development should address the problem of the lack of knowledge and attitudes towards impairment. Maxwell (1991) suggests that staff development should operate to include three different levels namely the system, the school and the individual. At a system level the staff must make a collective response to curriculum innovation. The quality of the response depends to a large extent on preparedness on the part of the teachers to meet the demands of curriculum design, development and implementation.
4. Inclusion means trying to adapt teaching styles that would enable the system to respond to diversity. Shor (1986) claims that "transmission type" teaching styles can be changed. He advocates the introduction of what he terms "egalitarian teacher education." This type of teacher education would work well in the integrated school context. Shor (1986) claims that teachers must study the population they teach and adopt a "dialogic style" of teaching to suit this student population. The preparation for dialogic teaching begins with the study of the

group dynamics of the students. This will include their social relations, linguistic habits and a study of their physical impairments. This style reduces teacher talk and student withdrawal in the classroom.

Dialogic teaching centres on problem-posing and critical discussion. Students and teachers are invited to problematise. Through a process of critical reflection teaching and learning become forms of research and experimentation rather than an education whereby the teacher teaches and the student listens .

The structure of the physical environment and its accessibility reflect particular notions of schooling. Graham Jolly (cited in Criticos & Thurlow, 1987) claims these particular spacial arrangements have implications, for the nature of the social interaction that takes place within them. At present, the seating arrangement is not conducive to easy interaction among the students, their non-disabled peers and the teachers.

Graham Jolly (cited in Criticos & Thurlow, 1987) further claims that barriers to change can be identified within the physical environment of the classroom. He refers to spaces containing desks and chairs set in rows as 'closed teaching spaces.' When large numbers of students are brought together in small spaces, it is ideally suited to the transmission mode of teaching. In this particular school, the learning spaces remain permanent and 'closed.' There is a need to transform the existing buildings into what Graham Jolly (cited in Criticos & Thurlow, 1987) refers to as an "open plan school." With an open plan school we have

teaching areas rather than classrooms. The teaching areas could be either general purpose bases or specialist areas. This type of arrangement will encourage student choice of learning goals and activities. The teachers will have access to the students. Mediation will replace the transmission mode of education.

5. If the teachers of Dr. A. D. Lazarus Secondary and Clare Estate School jointly identified the difficulties the students were experiencing then these difficulties would be easy to rectify. To aid the problem Phillips *et al* (1995) and Whittier and Scott Hewit (1993) recommend developing partnerships between regular and special education teachers.

Whittier and Scott Hewit (1993) recommend inducting the school staff into the philosophy of organisation and education. They advocate the provision of opportunities for staff to gel together. In this way guidelines on the integration process, particularly with regards to teacher management can be discussed and changed.

The role of the regular classroom teachers and special education teachers become those of complementary team members who interweave their professional skills for the benefit of all students (Whittier & Scott Hewit, 1993). For teachers to collaborate successfully, five areas of skills are recommended by Whittier and Scott Hewit (1993). Firstly, a knowledge base of concepts central to inclusive education must be developed. Secondly, all teachers should acquire effective interpersonal skills. Thirdly, problem solving techniques are deemed

necessary. Fourthly, it is essential to plan collaboratively. Finally, complementary teaching roles should be implemented.

Being flexible, getting enjoyment out of teaching together and a shared belief about learners constitute the qualities of good partnership.

The entire success of the project is dependent upon preparedness. Two of the teachers interviewed acknowledged the unpreparedness of the Secondary school. The question of accountability now arises. Who is accountable for the integrated group? Joint ownership of the integration initiative is the only answer. The joint ownership of the project can start with the introduction of a staff development programme that incorporates the staff of both schools.

6. A sense of optimism is needed particularly with regards to key personnel within both schools. A move away from a "medical model of disability" towards a "social model" would imply systemic changes rather than "individual changes" (cf Dyson, 1990). Systemic changes stem from the conviction that needs arise between the child and the educational system as a whole when the system fails to adapt itself to the characteristics of the child. The system level change is initiated by no longer regarding it as a fixed, unchangeable entity. The present, standardised, prescriptive organisation of schools becomes outmoded. Recognition of a system level model of change necessitates a critical model of change as well. This is based on reform consistent with on-going reflection, reconstruction and resolution of practical problems.

7. Bryan (cited in Wang (ed), 1991) states that our effectiveness in social relationships depends in part on how we feel about ourselves. Perceptions of ourselves are complex and multidimensional involving an awareness of our own characteristics, the value we put on ourselves, how we judge our competency and how we explain our successes and failures.

Teachers will have to take cognisance of what comprises effective social relationships. This competency begins with the attitudes students have towards themselves. In turn, the teachers and peers also have a role to play.

Salisbury et al (1995) recommends providing the students with a whole range of support.

This support must start with an acknowledgment of their acceptance in the social milieu of the school. The students must achieve a sense of belonging within the school community which is fundamental to their psychological well being.

Active facilitation of social interaction might be of necessity This can be done in numerous ways.

Firstly, cooperative groupings within the classroom can commence by putting desks together and changing the physical environment around. Students can be encouraged to work as a group instead of competing with each other. Secondly, the introduction of collaborative problem- solving should see issues of mutual concern resolved amicably. Thirdly, as individual tuition is a rarely practice peer tutoring can help to promote learning

and personal development. Finally, teachers can structuring time and opportunities for students to connect to each other and as a group.

8. Above all the recommendations listed above, the issue of the artificiality of the setting needs to be examined as there are too large a number of students with impairments within a single school. Perhaps thought could be given to transferring these students to their neighbourhood schools. An education in a neighbourhood school is what constitutes inclusion.

4.3. Conclusion

Moving towards inclusion implies transformation for Dr. A. D. Lazarus Secondary and Clare Estate School. This transformation can only take place over time. Anxiety and uncertainty are a part of change and technical and psychological support is necessary. A variety of new skills are learnt through constant reflection, practice and feedback. Fullan (1985) claims that the most fundamental breakthrough occurs when people can cognitively understand the underlying conception and rationale with respect to why this new way looks better.

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