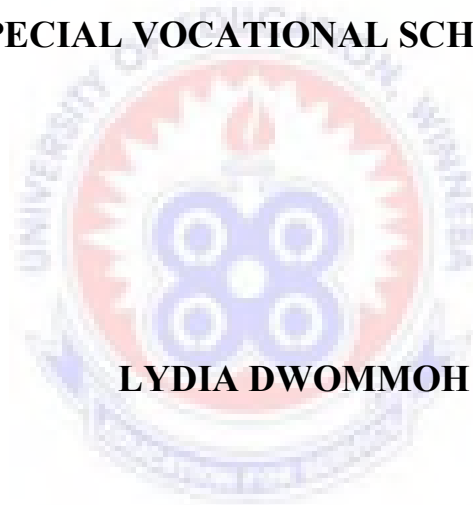


UNIVERSITY OF EDUCATION, WINNEBA

**BEHAVIOUR MANAGEMENT AND TEACHING STRATEGIES
ASSOCIATED WITH LEARNERS WITH INTELLECTUAL DISABILITIES
IN COMMUNITY SPECIAL VOCATIONAL SCHOOL, DEDUAKO-KUMASI**



LYDIA DWOMMOH

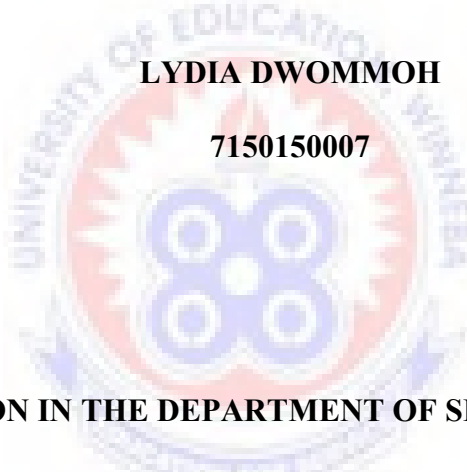
2017

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WITH LEARNERS WITH INTELLECTUAL DISABILITIES IN COMMUNITY
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LYDIA DWOMMOH

7150150007



**A DISSERTATION IN THE DEPARTMENT OF SPECIAL EDUCATION,
FACULTY OF EDUCATIONAL STUDIES, SUBMITTED TO THE SCHOOL
OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF
MASTER OF EDUCATION (SPECIAL EDUCATION) DEGREE**

DECEMBER, 2017

DECLARATION

Candidate's Declaration

I, DWOMMOH LYDIA, hereby declare that apart from the references to other people's work which have been duly acknowledged, this project work is the result of my own original investigation and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:

Supervisor's Declaration

I, DR. ANTHONY MENSAH, hereby declare that the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of project work laid down by the University of Education, Winneba.

SIGNATURE:

DATE:.....

DEDICATION

Dedicated to my beloved daughters; Nana Akua Konadu Kuffour Asiama, Ohemaa Afra Adepa Asiama, Ohenenana Akua Pokuaa Agudiee Asiama, and to the Mete Nyame Te Dwommoh family of Ejisu



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ABSTRACT

The purpose of the study was to investigate behaviour management and teaching strategies associated with learners with intellectual disabilities in Community Special Vocational School in Deduako, Kumasi. The study used the case study design. A sample of five teachers were purposively selected for the study. Semi-structured interview guide was used to collect data. The data was analysed using thematic analysis. The study revealed that learners with intellectual disabilities exhibited self-injurious behaviours such as hitting or banging their heads against objects and inappropriate social behaviours such as impatience, depression and rebellious behaviours. Toffees and biscuits were used to manage behaviour difficulties among learners with intellectual disabilities. Teaching strategies employed by teachers included play - way strategy, demonstration and collaboration. Based on these findings, the researcher recommended that teachers should continue to use positive reinforcement to help manage the behaviour difficulties associated with learners with intellectual disabilities.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success of a specialised educational curriculum is dependent on the quality of teaching and learning. In the course of teaching and learning, some inappropriate behaviours emerge that have to be managed. Gagné (2005) placed more emphasis on teachers and the difficulties they encountered as well as the teaching strategies they employed during teaching and learning interactions in the classroom.

To ensure that learners with intellectual disabilities are well managed and taught adequately, many factors were suggested. For instance, Hergenbahn (2006) suggests that the necessary facilities such as teaching and learning materials, equipment and environmental settings that are important for learners with intellectual disabilities should be considered in that context. On professional competence of such teachers, Kauffman (2007) suggests that teachers teaching learners with intellectual disabilities need to be adequately trained with competencies in behaviour management and teaching strategies.

Kauffman (2007) further viewed behaviour management difficulty as potentially, socially inappropriate or harmful to self or to others. Kozol (2002) views behaviour difficulty as a deviation from the conduct that is appropriate for a specific age and interferes with an individual's growth, development and the lives of others. Keogh (2008) reports that such learners exhibit behaviour difficulties due to social changes in their communities and lack of specialised rehabilitation services. The criteria used in quantifying behaviour difficulties are to some degree, dependent on the context in which they occur.

Thus, any given behaviour may be considered a difficulty in one community, whereas it might not be so in another. In addition, other behaviour characteristics such as their shape, frequency and contextual appropriateness should be considered when determining if they meet the criteria for being labelled as a behaviour difficulty (Keogh, 2008). The frequency and behaviour difficulties of learners with intellectual disabilities thus prevent their psychological and social adaptation as well as poses a hindrance with respect to the supposed benefits provided by educational and rehabilitation services.

The earlier identification of behaviour signals is important within any school setting; especially so, for learners with intellectual disabilities. Notwithstanding the subjective distress, such learners are restricted; with respect to few opportunities at their disposal to engage in many normal activities, Fuchs and Fuchs (2008) found that learners with intellectual disabilities who exhibit behaviour difficulties have reduced freedom of movement, social and self-help skills, less training and fewer leisure activities domestically as well as fewer friends than other learners with disabilities.

The management of behaviour difficulty among learners with intellectual disabilities is a cardinal feature of the educational process. It encompasses all aspects of interaction between teachers and learners. Behaviour management is thus a process of ensuring that lessons run smoothly despite the disruptive behaviour of some learners with intellectual disabilities. Behaviour management also refers to the prevention of their disruptive behaviour (Emerson, 2001). Hence, behaviour management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly mood of these learners.

Crockett and Kauffman (2008) stated that the way teachers manage behaviour difficulties among learners with intellectual disabilities has influence upon their teaching strategies, because the classroom is a place where closest interaction between

learners and teachers take place. Effective behaviour management decide the effectiveness of quality teaching and learning. Effective teachers thus, create a sound, supportive and friendly environment in classrooms where learners feel respected, cared for and secured. That in fact underscores the need to manage inappropriate behaviours in the course of teaching learners with intellectual disabilities.

This rational in conjunction with a previously held passion has been the sole motivation in the exploration of teaching strategies and management of behaviour difficulties among learners with intellectual disabilities. It is with the comprehension and sound reasoning that the study would not only form the basis for future studies but also serve as a conceptual tool for implementing a tailor-measured school curriculum for learners with intellectual disabilities. It is with the utmost hope that this study would reveal teaching and learning practices in managing behaviours of the Community Special Vocational School at Deduako-Kumasi.

1.2 Statement of the Problem

Many teachers appear to express concerns with the behaviour difficulties among learners with intellectual disabilities, with some perceiving behaviour difficulties as either inappropriate or self-injurious (Crockett, 2009; Keogh, 2008). This perception among teachers appear to be creating a learning environment that is not congenial to these category of special needs children. Many teachers are however, oblivion of the fact that spending one's early years in an unstimulating, emotionally and physically unsupportive environment will set off a vicious cycle of lifetime events which have enduring impart on health status, competence and well-being of students with intellectual disabilities (Fuchs & Fuchs, 2008). However, it is not clear whether similar perceptions would be held by teachers on the behaviour difficulties of learners with intellectual disabilities at Community Special Vocational School in Deduako-Kumasi.

Again, managing the behaviour of learners with intellectual disabilities can be a very daunting task for teachers. Crockett (2009) reports that teachers encounter difficulties managing behaviour of children with intellectual disabilities, yet the strategies teacher employ in managing the behaviour difficulties among learners with intellectual disabilities at Community Special Vocational School in Deduako-Kumasi is relatively unknown. In addition, it seems teachers in special schools do not have the adequate resources and support in managing children with difficult behaviours in the classroom, probably due to the segregated nature of the school.

Finally, learners with intellectual disabilities are substantially limited in intellectual functions, which include short attention span, difficulty with memory retention, low motivation, among others. These characteristics make them quite difficult to teach. In order to have a good practice, teachers are required to provide positive learning environment for learners with intellectual disabilities using appropriate teaching strategies. However, many strategies recommended were meant for teachers in the mainstream education (Agbenyega & Deku, 2011; Gullifor, 2001; Lerner, 2000). Since learners in schools for students with intellectual disabilities such as Community Special Vocational School in Deduako, Kumasi are substantially deficient in intellectual functioning, it is important to investigate the teaching strategies that teachers are using to facilitate instructions in the school. Since these strategies are not readily available in the literature, it is imperative to find empirically supported claims to teaching strategies used in providing positive learning environment for learners with intellectual disabilities in Community Special Vocational School in Deduako, Kumasi.

1.3 Purpose of the Study

The purpose of the study was to investigate behaviour management and teaching strategies among learners with intellectual disabilities in Community Special Vocational School in Deduako, Kumasi.

1.4 Objectives of the Study

The objectives of this study were:

- To determine teachers' perception of behaviour difficulties among learners with intellectual disabilities at Community Special Vocational School in Deduako, Kumasi.
- To find out strategies employed by teachers in managing behaviour difficulties among learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi.
- To establish available support for teachers in managing behaviour difficulties of learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi.
- To ascertain the strategies required to teach learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi.

1.5 Research Questions

This study specifically answered the following questions;

1. What are the teachers' perceptions about behaviour difficulties among learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi?
2. What strategies do teachers employ in managing behaviour difficulties among learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi?

3. What are the available support for teachers with respect to behaviour difficulties among learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi?
4. What strategies are required to teach learners with intellectual disabilities Community Special Vocational School in Deduako, Kumasi?

1.6 Significance of the Study

This study will reveal the teachers and other stakeholders to the need for positive reinforcement and strategies to manage behaviour difficulties. The findings of this study would be relevant to stakeholders and curriculum developers to improve the educational curriculum and also serve as an insight to the difficulties teachers (resource persons) of learners with intellectual disabilities encounter. The findings and recommendations would serve as source of information for special education teachers to improve their teaching practice, deepen their pedagogical knowledge, and assist them in behaviour management of learners with disability to create a disability friendly environment in other words a conducive disability learning conditions to enhance teaching and learning in the Community Special Vocational School in Deduako, Kumasi

More so, the findings of this study would be beneficial special education teachers, resources teachers and the Ghana education service to implements policies that have been formulated towards inclusive education. This study would serve as an important and integral research providing an insight into understanding teachers' experiences with respect to teaching learners with intellectual disabilities. In addition, this study would hopefully pave way for further studies in this field otherwise less understood.

Finally, it would widen the researcher's scope, and understanding concerning some of the perceptions of teachers' behaviour management and teaching strategies among learners with intellectual disabilities.

1.7 Delimitation of the Study

The study was delimited to strategies used by teachers to manage inappropriate behaviours among learners with intellectual disabilities at Deduako Community Special Vocational School. The study was focused on finding out teachers' strategies and behaviour management among learners with intellectual disabilities. The study was restricted to determine teachers' perception of behaviour difficulties among learners with intellectual disabilities, to find out strategies teachers employed in managing behaviour difficulties, establish the available support for teachers in managing behaviour difficulties and to ascertain the strategies required to teach learners with intellectual disabilities.

1.8 Definition of Terms

The following terms were used in the study;

Behaviour difficulties: Inappropriate behaviours that place learners with intellectual disabilities in serious danger to themselves and others. These behaviours include hitting others, head-butting, biting, scratching, shouting, vandalism, outburst of laughter, repetitive hand washing, repeating words silently, among others.

Behaviour management: Conscious actions by teachers in inducing desirable behaviours among learners with intellectual disabilities (e.g. praises, respectful communication, among others).

Perception: Teachers' way of interpreting the behaviour difficulties of learners with intellectual disabilities.

Teaching strategies: These are specific approaches special education teachers use in facilitating learning of learners with intellectual disabilities (e.g. role playing, adaptive instruction, among others).

1.9 Organisation of Study

This study is organised into five chapters. The first chapter holds the introductory part of the study which consists of background of the study, statement of the problem, purpose of the study, study objectives, research questions and significance of the study, delimitation definition of terms and organisation of the study. The second chapter deals with review literature pertinent to the research. The third chapter also deals with methodology that consist of research design, population, sample and sampling techniques, instrumentations, validity and reliability, data collection and analysis procedures and ethical issues. The collected data from the subject of the study are carefully analysed and interpreted in the fourth chapter. The fifth chapter encapsulates the summary of findings, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter comprises of the literature review relevant to the study. The researcher looks at the relevant literature under the following sub-headings:

- Theoretical framework
- Teachers' perceptions of behaviour difficulties of learners with intellectual disabilities.
- Managing behaviour difficulties of learners with intellectual disabilities.
- Available support for teachers in managing learners with intellectual disabilities
- Strategies employed by teachers in teaching learners with intellectual disabilities
- Summary of literature review

2.1 Theoretical Framework

This study was guided by Maslow (1970) hierarchy of needs motivation theory. The theory is useful in helping people understand human motivation or the desire to perform or learn. One aspect of this theory, states that within people are forces that seek growth and those that resist growth. The forces that seek growth propel learners towards full functioning of all their capacities and wholeness. The forces within learners that hinder growth make them afraid to take chances and move towards freedom and independence.

For a learner to move forward as driven by internal motivation to become the best possible, he or she must satisfy certain needs such as physiological needs such as water,

air and general well-being as well as needs for safety. A learner who is hungry may have trouble in concentrating in classroom activities and in prioritising his or her education. It would therefore be difficult for learners who are not fed by their parents to be motivated to concentrate on studies when hungry or thirsty. The second level is safety needs which include shelter, orderliness and sameness, protection and security. Learners without shelter or feeling less secure have difficulty in concentrating on their studies.

The third area of Maslow's theory of hierarchy needs is love and belonging needs. We all desire to belong to a family or institution. This means that a learner desires identification, acceptance and love. The fourth level is esteem needs. When learners have been accepted, and belong to groups or have specific friends, they develop a sense of self-worth or having status. Learners start developing the feeling of being important where they evaluate themselves highly compared to when they were seeking belonging needs. This makes them have purpose, strive to achieve and succeed in life as well as achieving in school depending on their ability. The feedback that is given to learners may help them build up their confidence or lower their self-esteem.

Negative remarks destroy their self-esteem especially when internalised. Learners with intellectual disabilities should have positive portrayal and provided with learning conditions and facilities that may help build their self-esteem to be retained in learning institutions. For many of the learners with intellectual disabilities, as a result of successive failure to accomplish tasks by teachers they tend to have low self-esteem. They therefore have the tendency to think that no matter how hard they try they will not succeed. The last level is Self-actualisation; which is the goal or purpose of human behaviour. Learners want to realise their full potential and continuous self-development. Learners with intellectual disabilities should be guided towards reaching

their full potential. The school should provide a learning environment conducive to growth towards the best they are capable of being. This study therefore, used Maslow's Hierarchy of needs theory because it is the one that supports their education. A learner may not develop the motivation to learn and move towards personal growth unless survival needs are met. They have medical needs; need for good diet, rest and recreation.

Disability imposes several limitations so they may need a safe and stable environment that spells out physical, social and mental security. There is need to help these learners' value themselves and help them acquire social and personal skills that enhance social interaction and value, hence self-esteem. The learning environment should stimulate their cognitive development and expose them to a variety of experiences. These experiences can be incorporated. With the provision, all those needs learners with intellectual disability will access education and be retained in school but if their needs are not met, they may not realise the above.

2.2 Teachers' perception of behaviour difficulties of learners with intellectual disabilities

Teacher's explanations of behaviour difficulties reflect, in part, factual evidence about its magnitude and classification. They also reflect a range of distortions or incomplete perspectives (Bursuck & Olson, 2009). Common teacher explanations for misbehaviours often overheard lay the blame solely on learners or their home community, for example, "they are not that sort of person", "they are not very bright", "it is just a few", "it is normal for their age", "it is their home life" and "their brother was like this as well".

Amerongen and Mishna (2004) study showed that these are all deficit judgments on the part of teachers which tend to generate negative and deficit thinking that can have adverse impact on learner and teacher esteem, class environment, relationships and may change the school ethos regarding discipline. The author believed that it was a widespread practice for teachers to develop a negative focus on the unacceptable behaviour which leads to a 'punishment that fits the crime' approach, when dealing with challenging behaviours in special education classrooms. Greater co-operation among teachers exists with respect to behaviour that require prompt intervention. Teachers in special schools for learners with intellectual disability may find it easier to specify what will not be tolerated than appropriate behaviours to demand, probably partly due to societal cultural focus on punishment as the primary means of behaviour control as Hargreaves (2000) suggested.

The method promoted by Gordon (2001) regarding punishment consequently has made several special schools develop a negative attitude towards behaviour difficulties of learners with behaviour difficulties by using power and control. Power and control are heavily dependent on the importance of special teachers (and special schools) to determine how learners with intellectual disabilities behave and what should be done to encourage them to put up appropriate behaviours. This could be due to its inflexible but perceived "no nonsense" or "zero tolerance" approach in many special schools. This approach concerns those who prefer to utilise other approaches such as some teachers who envisage the importance of using learner voice supported by a behaviour recovery approach as suggested by Glasser (2000). Zero tolerance, it is feared may lead to zero care and responsibility on the part of some teachers for learners with intellectual disabilities.

However, Gordon (2001) also argued that learners with intellectual disabilities have rights and hence need to urge teachers in promoting appropriate and limiting inappropriate behaviour. For this to manifest fully, special education teachers first must learn to be assertive. This implies that they must clearly and firmly communicate their wants and needs to learners with intellectual disabilities and be prepared to enforce consequences for non-compliance of these actions. Glasser (2000) study concurs with this assertion by insisting that such teachers should be fair, consistent and firm in their enforcement of consequences. A common teacher explanation for an incident is that it is the learner's fault and therefore needs to deal with consequences.

On the other hand, confronting angry or distraught learners with intellectual disabilities in public may merely serve to further damage their self-esteem and self-efficacy (Gootman, 2001). Evertson and Randolph (2005) also arrived at a similar notion that teachers cause harm to learners with intellectual disabilities' self-esteem when they berate or intimidate them openly. Glasser (2000) thus implied that teachers are more likely to create injustices for learners with intellectual disabilities when they concentrate solely on behaviour rather than talking about the importance of building a good relationship with such learners.

The concentration on the exhibited physical behaviour alone is ineffective in providing a safe classroom environment for all learners with intellectual disabilities. It does not consider those individuals who present withdrawn, depressed, anxious and docile behaviours (Evertson & Emmer, 2002) often overlooked by teachers as they focus on dealing with behaviour difficulties of louder and more aggressive types in nature. On the other hand, it is possible that described behaviours alluded to by nature do not disrupt classroom activities.

Anderson and Chen (2002) argued that behaviour difficulties are based on the antecedent or current contextual conditions which have promoted or are maintaining the behaviour. It could also be argued that behaviour could be defined as a difficulty due to its adverse impact on others within the community. If this is so, then one may be compelled to ask a rhetorical question, “Do we know why the learner exhibits such a behaviour difficulty? For example, is this behaviour a response to another person’s behaviour, or due to changes in their circumstances, such as the arrival of a relief teacher? Hence, there is a need for the teachers to recognise learner’s interpretation of an incident by listening to their reasons and identify their own perceptions with respect to their behaviour concern and the context in which it occurred. Amerongen and Mishna (2004) discussed the diverse types of behaviour difficulties frequently observed in classrooms and schools to better understand the notion for whom is the behaviour challenging. The authors also categorised behaviours with respect to the context in which it was displayed; such as environment and time, audience, and person who was seen to be harmed.

Murray (2000) on the other hand offered four labels for types of behaviour difficulties, which may be displayed in any contextual setting. The first label, the class wit, is usually unsure of his/her status in the classroom with regards to how he/she should behave and so treats all interactions as a humorous episode. The second label, the promoter, usually dislikes the teacher or is not interested in learning and promotes disruption in lessons with peers. The dislike for the teacher or learning activities might be due to lack of motivation, possibly due to ineffective teaching strategies teachers use to manage behaviour disorders among learners with intellectual disabilities. The third label, the victim, is usually unpopular with other learners and becomes victim to their teasing, which usually results in him/her constantly complaining to the teacher and

sometimes refuses to complete a work or task due to his/her lack of motivation. The final label, the saboteur, usually encourages others to misbehave and enjoy the saga, but often steps back and let others suffer the consequences (Murray, 2000).

However, there are major difficulties apportioning labels on observed behaviour. The labels may have profoundly different meanings and understandings for the 'labeller' as understood from the learners' perspective. Amerongen and Mishna (2004) argued that teachers ought to be sure that their expectations of the learners' behaviour should not only depend on the attributed label. This could have been wrongly given to them by former teachers or past events. Similarly, teachers ought to look at the context within the classroom setting or environment and their own perception as to what is deemed as acceptable, unacceptable or the behaviour influence e.g. rules that may be unreasonable, unrealistic or arbitrary.

Furthermore, the Amerongen and Mishna (2004) emphasised that the label given to the behaviour may not always be justified by the events that led up to the incident or the context in which it occurred, particularly so when learners with intellectual disabilities come from different social and cultural backgrounds. Similarly, it is important to recognise that some learners with intellectual disabilities are often further pressured or inclined to misbehave when they are given a label to live up to (Bender, 2008); and thereby give a powerful means to influence the behaviours of others. Amerongen and Mishna (2004) identified some very common behaviour difficulties exhibited by intellectually challenged learners in specialised classrooms as follows;

Attention Seeking: Attacking or defending behaviour which has similarities to "the actor" as promoted by the author.

Asserting Power: Threatens teacher's authority and makes them 'powerful' in the eyes of other learners. Bender (2008) suggested that by sending the learner to "time out" or challenging their behaviours publicly only strengthens a learner's belief that power is important and that those who have power win.

Struggling to Belong: It is one of the basic expressions of human nature, and forms a basis for belonging to an ethnic or a social group. Learners from a very early age seek ways of behaving which will give them recognition and often begin by operating on a trial and error basis (Costello, 2007). Such learners may well respond to being shown "how to" belong to a group, how to wait for their turn or how to listen carefully before they speak or act. Bender (2008) concurred further that, it is the sense of inadequacy, internal discouragement and fear of rejection which are major factors behind learning failures and behaviour difficulties in schools.

Escaping: These learners withdraw into themselves in order not to be flagged for their inadequacies, and make a deliberate attempt to remove them from an environment that they feel uncomfortable in and cannot cope with. Sometimes there is no attacking behaviour and they are discouraged enough to no longer hope for any success at school. The learner often becomes the victim as suggested by Corker, (2008) and hence do not reach their potential academically.

In summary, this part of the literature review shows that it is important, that teachers have a personal definition of behaviour difficulties and reflect on their own personal perceptions and the beliefs of others with regards to understanding the concept of behaviour difficulties among learners with intellectual disabilities. Generally, learners with intellectual disabilities have the inclination to display behaviour difficulties due to deficit in adaptive behaviours and functional academic skills. Some of these learners

may not even be conscious of such behaviours. Teachers with positive perceptions on behaviour difficulties of learners with intellectual difficulties may devise appropriate management strategies while teachers with negative perceptions are more likely to develop inappropriate behaviour management strategies, which could further affect the wellbeing of learners with intellectual disabilities in special schools. Already, it appears placing an intellectually disabled child in a special school is a demonstration of segregation which is having covert effects on the development of the child.

2.3 Managing behaviour difficulties of learners with intellectual disabilities

Canter and Canter (2006) study reported that teachers can utilise some strategies managing behaviour difficulties among learners with intellectual disabilities. Burden (2006) also had a similar conclusion; in that these strategies help develops and maintain positive and successful relationships with their learners with intellectual disabilities.

2.3.1 Showing of empathy

Burden (2006) emphasised that it is very important for teachers to be empathetic toward valuing culture and should have the capability to include relevant experiences into daily activities of learners with intellectual disabilities. Albert (2003) also attested to this notion that when teachers place a special emphasis on learner's culture or some personal experience, the learner really appreciate that and feel happy.

2.3.2 Caring for learners

Burden (2006) stated that there are many ways in which caring can be demonstrated. Some teachers love their learners, specially, learners with intellectual disabilities as they love their family members. Foucault (2005) suggested that successful teachers genuinely appreciate the importance that families place on a learners' wellbeing and their value in society. Brophy and Good (2004) found that teachers who engage in extra-curricular activities with their learners and effectively connect learners with their

communities can form better personal relationships and concluded that teachers who have cultural and family experiences that are same as or like their learners will be at an advantage and thus, can facilitate establishing appropriate professional relationships of such learners.

2.3.3 Establishing mutual respect

Burden (2006) suggested that the art of respect for one another helps in the formation of an effective relationship between teacher and learner. However, the author placed special emphasis that respect is not necessarily the same as liking. The respect that learners give their teachers reflects the way teachers treat their and speak to their learners and vice versa. Demonstration of respect can also be seen in the way that a teacher model appropriate attitudes and behaviour, in the energy and effort they put into their work, in their enthusiasm for learning, in their loyalty to school and in their genuine love and caring for each learner as a person and as a learner.

Felber (2007) reported that disruptive learners' behaviour is determined by whether they like and respect the teacher and not by what consequences can be brought to bear on their actions. The author concluded that it is extremely unusual for serious confrontations to arise between learners and teachers who respect each other and have healthy friendly relationships. However, Mann (2006) suggested that their behaviour can be seen to provide learning opportunities (not disruptions) for learners and teacher to repair and further build relationships. This author further indicated that mutual respect arising from strong teacher-learner relationships should be ongoing, not just something teachers do at the beginning of a year.

2.3.4 Respectful communication

Communication is a two-way process, and if teachers show and model respectful communication they are more likely to receive the same in return. Respectful communication provides strong opportunities for reciprocal dialogue between learner and teacher (Felber, 2007). Brand (2005) concept “community styles of discourse” requires teachers’ familiarity with learners’ language pattern to help their understanding and promote effective communication. The author suggested that, teachers establish authority through actions rather than an ascribed role. Buchman (2006) however argued that this was not to suggest that teachers abandon their own speech and adopt the interpretive dialect that learners often present in their conversations but should be aware that words, such as “sweet as”, “cool” and “choice” all mean that everything is okay. This author placed special emphasis that for effective learning to happen, learners must feel safe enough to learn without fear; and to take risks.

The sense of safety comes from genuine interpersonal relationships in the classroom and beyond because relationships are fundamental to learning and that teachers cannot be aloof, detached or apolitical, especially when they are teaching learners with intellectual disabilities. Hence, communication needs to be mutual and respectful. It is a two-way process, if teachers expect learners to respect and communicate in an appropriate manner then teachers need to respect and communicate with learners vice versa and without the need for ‘put downs.’

2.3.5 Mutual connectedness

Mann (2006) suggested that there should be the need for connectedness between teachers and learners with intellectual disabilities. This is equally shared and developed through mutual respect. Such connectedness allows learners to develop an understanding of their own responsibility for controlling their own actions. Mann

(2006) further pointed out that teachers should only remind learners of their responsibility to maintain effective discipline in the classroom. Many teachers develop signals that direct learner behaviour. These are effective due to their quietness, unfrontational and often directed at individual learners without others being aware. Private hand signals allow teachers to identify when certain behaviours require attention. This could be a good example of a non-discriminating and non-threatening approach to curb any action before escalation of behaviour (Murray, 2000). Also, in reciprocation, teachers ought to be aware that they can receive ‘signals’ from learners that they may be overstepping their boundaries (Martinez, 2006).

Mann (2006) emphasised that good teachers can weave a complex web of connections between themselves, subject matter and learners, so that they can learn to weave a world for themselves. An effective teacher establishes a learning environment that is “needs-based, positive and inclusive” (Martinez, 2006). Teachers with the expertise and passion for a subject area when demonstrated, causes learners to develop that passion too. This is often observed in schools, when teachers’ passion for literacy for example, results in learners having that passion too. This may bring culturally relevant ideas, preferences and experiences to the curriculum.

2.3.6 Using appropriate praises

There appears to be a growing concern amongst teachers praising learners for just about everything they do. This may have resulted due to ‘expert’ advice; that learners will respond more favourably to praise rather than punishment (Brand, 2005). The use of rewarding appropriate behaviour with positive outcomes should be regular in schools to motivate learners. However, its use needs to be more nuanced. Praise only makes complete sense in a social context where both giver and receiver understand its meaning

and are already in a relationship of mutual respect and trust. Furthermore, “being positive” is not just about praising learners, it is also about maintaining a positive outlook during their time with learners. Felber (2007) suggested that discriminating use of praise and ability to remain relentlessly positive, will help teachers a great deal with managing behaviour difficulties of learners with intellectual disabilities.

2.3.7 Teacher motivation

The responsibility for motivation lies entirely between learners and teachers alike. Teachers are not in control of all the influencing factors that can cause boredom or loss of motivation as Sturges (2006) emphatically stressed. The motivation of any learner at school is dependent on teacher’s skills and ability to develop relationships and maintain an interest that learners deserve in the first instance (Edwards, 2000). Pianta (2000) argued that all learners bring a degree of motivation into the classroom and will be transformed, for better or worse, by what happens in that classroom. Motivation is not something that can just be achieved or there exist some magical formula for motivating teachers in schools.

However, Doidge (2005) argued that the existence of strong positive relationships between teachers and learners is a crucial factor in raising motivation in classroom. Doidge further mentioned that motivation can arise from learners experiencing learning opportunities, from interactions with teachers and peers and school wide policies that convey to learners’ low expectations about their learning capacity.

Gill (2006) suggested that good teaching practices can do more to counter learner apathy by providing them with some measure of academic success than additional special efforts to attack motivation directly. Similarly, Pianta (2000) found that most

learners respond positively to a well-organised classroom led by an enthusiastic teacher who has genuine interest in learners and what they learn.

Similarly, learners with intellectual disabilities need some amount of teacher motivation to complete a learning task. Generally, learners with intellectual disabilities have short attention span, difficulty remembering things, low motivation to learn and complete task, difficulty in transferring skills to new learning environment. For optimal development in these deficit areas, teachers are mandated to provide the needed motivation for these learners to enhance their educational needs.

2.4 Available Support for Teachers in Managing Learners with Intellectual Disabilities

Udvari-Solnar (2005), stated that schools that manage behaviour of learners with intellectual disabilities well have deep seated values about the safety and well-being of all members of the school community. These values dominate the school environment and are clearly mentioned in a school mission. He further believed that a school which promotes good behaviour will ultimately pave the way for a positive school environment to take place providing a respectful and peaceful environment for learning. Udvari-Solnar (2005), however argued that a situation which requires teachers to teach in unmanageable classroom condition is detrimental to teachers, to learners, to disruptive learners and to the wider school climate.

Sergiovanni (2001) suggested that factors that contributed to poor outcomes for learners are “inferior quality schools”, schools that fail to provide conditions for learners to achieve their potential. Sergiovanni defined school failure as “poor academic achievement and poor behaviour. The existence of high-quality schools was a protective factor in mediating against the risk of poor outcomes for learners. Thus, high

quality schools promote good behaviour, and in turn promote good outcomes for learners. While risk and protective factors operating in complex relationships, understanding those factors that contribute towards “quality” in schools may enhance the school’s capacity to contribute towards reducing poor outcomes for learners with intellectual disabilities. Improving school quality may enable behaviour difficulties to be better managed.

Sutherland (2001) argued that the central professional challenge for teachers was to manage simultaneously, the complexity of learning needs of learners. Sutherland also identified basic characteristics of quality teaching as follows; focusing on learner outcomes including social outcomes and enabling classes and other groupings to work as caring, inclusive and cohesive learning communities. These suggest a positive, proactive behaviour focus. Sergiovanni (2001) on the other hand identified a series of more specific success factors that, he maintains improved educational outcomes for learners with intellectual disabilities, progressively improving learner engagement and building trust, collegiality and common interest between schools develop a school climate which fosters improved learners’ behaviour.

Tilton (2006) stated that building positive staff relationships, strong collegiality and open learning culture are some prominent features of quality special schools that manage learners’ problem behaviour well. The author was of the view that the school climate is a holistic concept. It is easier and more sustainable to promote a positive classroom culture within a school that espouses shared values. Special schools, therefore, need to link behaviour management to school policies. Quality schools acknowledge that managing learner behaviour is an on-going phenomenon. When classroom relationships break down, teachers need adequate and appropriate support to enable teaching and/or learning curriculum to occur (Sergiovanni, 2001; Tilton, 2006).

Learners learn from classroom encounters regardless of how they are resolved. Nobody benefits from poorly resolved behaviour difficulties; the teacher's sense of self-efficacy is damaged; disruptive learners have their behaviour affirmed and learners observing the encounter feel unsafe (Tilton, 2006). Special schools that realise the importance of staff and pupil safety recognise the toll classroom disruption exacts on both teachers and pupils. Teacher self-efficacy is recognised as an important moderating factor in managing stress and improving stamina.

Kitchen (2007) stated that self-efficacy beliefs influence thought patterns, emotions and actions in which people expend substantial effort in pursuit of goals, persist in the face of adversity, and exercise some control over events that affect their lives. Procedures that enhance rather than damage teacher self-efficacy may enable better management of learner behaviour. In addition, special needs schools should consider and constantly evaluate the quality of support they provide to teachers (Tilton, 2006). Some of these support systems are reviewed below:

2.4.1 Manageable class size

Sergiovanni (2001) stated that small class size is one factor that could increase learner's engagement and promote good behaviour in the classroom. Ryan (2006) on the other hand indicated that teachers in small classes should pay greater attention to each pupil. In such classes, learners experience continuing pressure to participate in learning activities, become better and more involved. Hence, their attentiveness during learning is increased whilst the disruptive and off task behaviour becomes limited.

Mitchell (2005) also noted that reduced class size is likely to reduce teacher stress as behaviour management issues become reduced and as relationships with learners and their academic results improve. This is likely to alter teacher perceptions of workload

manageability and their level of job satisfaction. This will in turn improve teacher recruitment and retention in special schools. Other benefits of smaller class size include lower levels of noise, fewer opportunities for distraction and less time spent on classroom management and discipline (Ryan, 2006).

2.4.2 Continuous professional development plan

Sergiovanni (2001) stated that a positive school learning culture is the most essential element in making a change or adapting to something new or a demanding situation. To achieve this, leadership support is essential as it assists in creating an environment that is conducive to learning. The special schools need to have a behaviour plan and view and review it periodically.

In my current employment as a teaching professional, the special need school has a behaviour management plan. However, newly employed member of staff as well as long term relievers are not even aware of this plan. Hence, it just proves that schools really need to make the necessary effort that every staff member whether new or old is aware of the school expectations. Professional development is an excellent way in equipping and informing teachers about what the policy/mission statement around behaviour management and learning among learners with intellectual disabilities is. Moreover, planned, effective professional development has the potential to increase teacher capacity to manage behaviour difficulties of learners with intellectual disabilities (Sergiovanni, 2001).

Kane and Mallon (2006) stated that leaders of the school need to constantly ask themselves questions as to the current state and progress of their school and what teachers require to teach effectively. If schools fail in this regard, then there is a need for fault-finding in the areas requiring much focussed professional development. Kane

and Mallon further stated that successful schools typically have no greater amounts of time or resources than those where this scenario is a pipe dream, but the difference lies in how time, focus and structure are employed; how staff development, school improvement, personal evaluation, and classroom assistance are used and how instructional leadership is defined and employed.

2.5 Strategies Employed by Teachers in Teaching Learners with Intellectual Disabilities

A teaching strategy comprises the principles and methods used for instruction (Duke, 2007). The choice of strategies to be employed depends largely on the information or skill that is being taught. It may also be influenced by learning style, aptitude, skills, and enthusiasm of learners. Teaching strategy is the method employed to deliver information in the classroom. Duke further noted that effective teaching strategies help engage learners in learning, develop critical thinking skills and keep them on task. Garret and Shortall (2002) identified three main teaching strategies required for these learners' classrooms as follows; cooperative learning, role playing and adaptive instruction.

2.5.1 Cooperative or collaborative learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of learners to work together for the achievement of a common goal. The term, collaborative learning is often used as a synonym for cooperative learning when it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating learner/teacher discussions, and encouraging electronic exchanges (Centra, 2003). Both approaches stresses on the importance of teacher and learner involvement in the learning process. When integrating cooperative or collaborative learning strategies into a specialised classroom,

Careful planning and preparation are essential. Understanding of how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria and manage active learning environments are critical to a successful cooperative learning experiences of learners with intellectual disabilities.

Cooperative learning is one of the most remarkable educational practices (in theory and research) where learners with intellectual disabilities can work together to accomplish shared learning goals (Johnson & Johnson, 1998). The perception of these learners is that they can reach their learning goals only if other group members also reach theirs. Learners are assigned to groups of two to five members by the teacher to achieve academic and social tasks. Cooperative learning is distinguished from other small group learning strategies by five elements required for effectiveness: positive interdependence, individual accountability, promote interaction, group processing, and team or social skills.

In cooperative learning, the role of the learner is to complete the assigned group role and to work collaboratively with other learners to accomplish a shared goal through interaction and problem solving (Cranton, 2009). Learners focus on assigned task to increase their own learning as well as that of the group members. Thus, interaction and effective communication between learners is critical during cooperative work assignments. Group members equally share assigned task, tutor other learners in the group to learn and complete assigned task, and work as group members to learn and complete assigned task.

Cranton (2009) stated that in a typical cooperative learning classroom, the teacher assigns learners to small groups, gives them a task to perform and facilitates (and

moderates) as learner exchange ideas, explain and elaborate their views, question and respond to each other, and jointly derive an answer to the assigned task. Knowledge is assumed to be dynamic and socially constructed. The teacher monitors the groups to facilitate discussion and obtain the learners' views by listening to their explanations. Cranton developed three ways to integrate cooperative learning in the classroom as follows; formal cooperative learning, informal cooperative learning and cooperative base groups.

2.5.1.1 Formal cooperative learning

In formal cooperative learning, learners work together for one period to several weeks, to achieve shared learning goals aimed at joint completion of specific tasks and assignments. Any subject or course assignment may be structured for formal cooperative learning. Groups formed on this basis provide the foundation for all other cooperative-learning procedures. Instructors guide learning in several ways:

- The instructor makes several pre-instructional decisions and must decide on academic and social-skill objectives, size of groups, method of assigning learner to groups, roles learners will be assigned, materials needed to conduct the lesson, and the way the room will be arranged.
- The instructor explains to learners the task and concept of positive interdependence, defines the assignment, teaches the required concepts and strategies, explains positive interdependence and individual accountability, gives the criteria for success and specifies the expected social skills.
- The instructor monitors learners' learning and intervenes to assist learners with tasks or with interpersonal and group skills. The instructor systematically observes and collects data on each group as it works. When needed, the

instructor intervenes by assisting learners in completing their task accurately and working together effectively.

- The instructor assesses and evaluates learners learning and help learners process how well their group functioned.

2.5.1.2 Informal cooperative learning

In informal cooperative learning, groups are used primarily to enhance direct instruction (presentation, demonstrations, films and videos) (Cranton, 2009). They are typically temporary and ad-hoc, formed for a brief period (such as intermittent two-to four-minute discussions during a class session). Teachers may use informal cooperative-learning groups during lessons by having learners turn to a classmate near them to discuss briefly a set question or to summarise what their teachers has just presented. Doing so focuses learners' attention on the material and ensures that they process it cognitively to improve upon the attention span of learners with intellectual disabilities.

2.5.1.3 Cooperative base groups

Cooperative base groups are longer-term groups (lasting for at least a semester) with stable membership whose primary responsibility is to provide each learner the support and encouragement he or she needs to make academic progress and to complete the course(s) successfully. There are three types of cooperative learning methods which complement each other. They might all be used in a single class session (Cranton, 2009). Instructors may vary the type and frequency of the different cooperative learning depending on the learning needs of learners with intellectual disabilities.

In summary, cooperative learning is successful only when each member of the group and the instructor understand and perform their critical roles. As one of the most well-

defined group-learning strategies, cooperative learning promotes five elements that differentiate it from other group-learning methods. Cooperative learning can be used with any subject, can be used alone or with other instructional strategies, and can be used with small or very large classes. A variety of cooperative learning strategies have been developed specifically for the classroom for a range of learner age groups. Cooperative learning is very effective in adult education settings, providing mature learners an opportunity to share their experiences and be more involved in their education, as discussed further in the next section.

2.5.2 Role play

Role play involves instruction in which learners take the part of someone else so that they can understand from a distinct perspective than they normally would (Benati, 2009). However, it is not a perfect form of instruction, as it has both advantages and disadvantages with regards to its usage. Thus, it is a way of working through a scenario or difficulty by assuming roles and practicing what to say and do in a safe setting. This learning experience has several benefits and advantages when well implemented by a good teacher. Instructors can supplement their teaching methods with role playing in any context where relevant. Even personal rehearsals with a trusted friend can provide beneficial learning opportunities. Brown (2001) indicated that learners may act out situations, difficulties and issues in a safe setting and develop skills that promote the situation under study. Brown concluded that role play is a very effective instructional method which increases self-efficacy and impact learners' behaviour.

Benati (2009) suggested that role playing is a learning structure that allows learners to immediately apply content as they are put in the role of a decision maker who must decide regarding a policy, resource allocation or some other outcome. This technique is an excellent tool for engaging learners and allows them to interact with their peers as

they try to complete the assigned task in their specific role. This work can be done in cooperative groups and/or learners can maintain the persona of their role throughout the class period. Learners are more engaged as they try to respond to the material from the perspective of their character.

2.5.2.1 Strengths of role playing in teaching learners with intellectual disabilities

When teachers employ role playing teaching, learners with intellectual disabilities may have the capability of developing deeper involvement and knowledge about the issues at hand. Teachers can observe realistic behaviour during role playing and hence can be used to assess and diagnose learners' skill level and knowledge development of these learners. Role playing can help teach learners about certain situations in a relatable and dramatic fashion. Learners remember specific situations, thus making role playing a good teaching method for new hypothetical theories. It allows learners play roles of certain characters and thus gives them a broader perspective. Learners get the opportunity to practice skills they might otherwise not employ on a regular basis (Benati, 2009).

Benati, further suggested that learners are also able to adapt to situations they might not normally find themselves in, forcing creativity of learners to be exerted. Learners immediately apply content in a relevant, real world context. Learners take on a decision-making persona that might let them diverge from the confines of their normal self-imposed limitations or boundaries. Learners can transcend and think beyond the confines of the classroom setting. Learners see the relevance of the content for handling real world situations. Teachers and learners receive immediate feedback with regards to learner understanding of the content.

2.5.2.2 Challenges of role-playing techniques in teaching learners with intellectual disabilities

One of the biggest challenges of role-playing technique is to get all learners to participate and be truly engaged (Hedge, 2000). Instructors might want to consider ways of increasing the likelihood of strong learner participation. The instructor might offer a participation grade somehow tied to a short product; learners produce from their perspective in their given role.

It is an innovative idea to find ways to increase learner awareness of the likelihood their group might be called upon to share their answer with the entire class if they are playing their roles in a group context. The instructor might also consider using some of the role-playing tasks in questions on exams and make it clear to learners that that is the case. The instructor could even tell them that they might have to answer a question from the perspective of any of the roles, not just the one they were assigned (Hedge, 2000).

2.5.3 Adaptive instruction

Adaptive or differentiated instruction is a way and form of responding to different learning needs of learners during instruction. It occurs whenever teachers reach out to individuals or small group to vary his or her teaching to create the best learning experience possible. Lerner (2000) reported that differentiation consists of teachers' efforts in response to variance amongst learners in the classroom.

Recent thinking suggests that some learners, especially intellectually challenged learners, do not benefit from teaching methodologies and materials used in the regular classroom (Agbenyega & Deku, 2011). Planning for the diverse learner needs with intellectual disabilities involves making informed decisions about content, materials

and resources, instructional strategies and evaluation procedures. The fundamental conception with regards to intellectually challenged learners is that many a time teachers do not effectively address their needs in the classroom (Lerner, 2000; Gulliford, 2001). Facer, (2011) reported that the factors that enhance adaptive instructions are based on questions that teachers ask themselves to make appropriate decisions about teaching.

The factors involve the following;

1. Learning environment

- What steps will I take to create a supportive learning environment?
- What classroom management procedures do I need to introduce?

2. Grouping

- What learning activities can best be achieved individually, in pairs, in small groups or in the whole class?
- How will the pairings and groupings be determined?
- What transitions will ensure a smooth flow from one activity to the next?

3. Learning activities

- Which graphic organisers will be employed?
- What strategies activate, clarify and extend prior knowledge?
- Which strategies will introduce and reinforce these words and concepts?
- How will learners apply their learning?
- What extension activities will reinforce and extend learning?
- Do these learning activities offer a variety of ways to demonstrate learning?
- How will instructions be reinforced; e.g., key words on board, printed instructions, labelled diagrams on board?

- What alternative activities can be employed if learners need a change in pace or a refocusing of attention?

Some general considerations for planning adaptive instructions for learners with intellectual disabilities are as follows;

1. Accommodate a variety of learners' learning needs by modifying:
 - The degree of structure or open-endedness of the task
 - The pace of learning
 - The degree of independence
 - The presentation formats
 - The reading level of materials
 - The products and assignments to demonstrate learning
2. Use learners' Individualised Program Planning (IPPs) to guide decisions about:
 - Instructional strategies that will be most effective
 - Strategies that need to be taught explicitly to increase learners

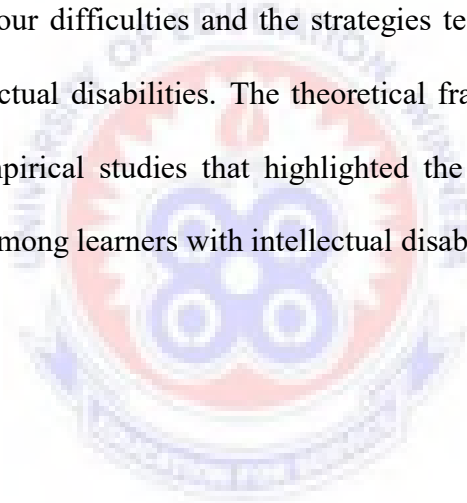
Learners with intellectual disabilities would benefit from a combination of direct instruction and strategy instruction. Agbenyega (2007) stated that direct instruction is explicit instruction with clearly specified objectives taught in specific small steps with detailed explanations, demonstrations of steps and connections among concepts. Strategy instruction involves teaching learners how to approach tasks and use knowledge to solve a difficulty. Both direct instruction and strategy instruction involve modelling and demonstration, feedback, guided and independent practice and transfer.

Often, some teachers exclusively blame certain learners and sometimes subject them to severe punishment for failing to comprehend what is taught in school. Teachers do this with the intention of motivating learners to work harder. Learners with intellectual

disabilities encounter many challenges in school. However, many of these difficulties can be solved by providing accommodation. An accommodation is a change or alteration to the regular way a learner is expected to learn, to complete assignments or to participate in the classroom (Lipsky & Gartner, 2007).

3.6 Summary of Literature Review

This chapter reviewed related literature on the research topic. The chapter was discussed under the following strands: teachers' perceptions in relation to behaviour difficulties of learners with intellectual disabilities, strategies in managing behaviour difficulties among learners with intellectual disabilities, available support for teachers in managing behaviour difficulties and the strategies teachers employed in teaching learners with intellectual disabilities. The theoretical framework was also discussed. There were few empirical studies that highlighted the behaviour management and teaching strategies among learners with intellectual disabilities.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter consists of research methods and procedures used in gathering the data. It covers the research approach, population, sample and sampling technique, research instrument, administration of research instrument, trustworthiness, data collection procedure, analysis and lastly and ethical consideration.

3.1 Research Approach

The study employed a qualitative research method to obtain individuals' insight and description of parental involvement in their learners' education. This approach is based on a naturalistic phenomenological philosophy that views reality as multi layered, interactive and a social experience (Creswell, 2014). This entail multi-method strategies of data collection such as semi structured interviews and open-ended questionnaires to study the problem from the participants' perspective.

The qualitative research methodology was chosen because it usage of an emic perspective, in other words, it derives meaning from the research participants' perspective (Creswell, 2014). This study focused on teachers' teaching strategies and managing inappropriate behaviours among learners with intellectual disability in Community Special School Deduako. Within qualitative research methodology, there are several perspectives or paradigms. The interpretive paradigm chosen for this study is briefly described and deemed a suitable choice for the study.

3.1.2 Interpretive Paradigm

A paradigm, in the timeless words of Denzin and Lincoln (2000) is a world view, a general perspective and a way of breaking down the complexity of the real world. In

other words, it is a way of looking at the world, taking account of the assumptions people have about what is important and what makes the world work. It is a theoretical orientation. The interpretive paradigm is inspired by the belief that significant social dynamics are poorly served by logic and rationality of the scientific method. The scientific method is to discover laws and principles of general validity (Corden & Sainsbury, 2005). It often confines itself to “where” and “how” but neglects “why” (Denzin & Lincoln, 2000). As an example, the scientific method often does not address why certain behaviours are present in a setting. It is thus open to argument that methods appropriate to natural sciences cannot elucidate the meanings of human actions.

Unlike the positivist method, interpretive paradigm includes research participants’ meanings and interpretations in the data that are collected. It does not impose outsiders’ meanings and interpretations on data (which scientific enquiry does) thereby compromising discovery (Corden & Sainsbury, 2005). In other words, qualitative researchers enjoy serendipity and discovery and resonate endless possibilities to learn more about people. Unlike quantitative researchers, qualitative researchers do not want to distance themselves from their participants, but want the opportunity to connect with them at a human level (Becker & Bryman, 2004).

Since this study investigated teacher behaviour management and teaching strategies of learners with intellectual difficulties, the interpretative method was deemed to be preferable because it fully considers the significance of the context in relation to meaning. It assumes all human action is meaningful and should be interpreted and understood within the context of social practices. In keeping with the interpretive tradition, teachers’ individual interpretations of the world around them in relation to their teaching strategies and how they manage difficulties among learners with intellectual disabilities was sought to ascertain a better understanding and clarity. To

have same characteristics of being interpreters or sense-makers, all participants were well informed. As an interpretive researcher, a shared understanding of all participants was sought. The interpretive paradigm was meant to be an aide in investigating teaching strategies and how teachers manage behaviour difficulties which emerge in the classroom.

3.1.3 Research Design

The study employed the case study approach. Greene (2001) defined case study as a unit of human activity embedded in the real world, which can only be studied or understood in the context, which exists in the here and now. In a case study, the researcher explores a single entity or phenomenon (the case) bound by time and activity (a programme, event, practice, socialisation process, institution) and collect detailed information by using a variety of data collection procedures during a sustained period as described by Creswell (2014). The case study was employed to allow for an in-depth exploration of teachers' teaching and behaviour management strategies.

The case study method was chosen since it entails the collection of very extensive data to produce an in-depth understanding of the entity being studied (Fencl & Scheel, 2005). It investigates contemporary phenomenon within a real-life context using multiple sources to produce a case description and case-based themes (Creswell, 2014). The context of this study was to help research participants identify teaching strategies and behaviour management among learners with intellectual disabilities. A thorough understanding was needed with regards to participants' perception of teaching strategies and behaviour management. This made the case study suitable due to its focus on contextual meaning-making rather than generalised rule.

Furthermore, the case study was to determine individual or small groups in naturalistic settings (Kothari, 2008). A naturalistic setting allows the researcher to discover the phenomenon being investigated. As the study involved real people and events in real situations, the participants' reaction to naturally occurring events could be observed. In a natural setting, human behaviours can be genuinely reflected on and their meanings interpreted in true perspective (Creswell, 2014). This study sought to understand the strategies teachers employed in teaching and managing difficulties among learners with intellectual disabilities.

Becker and Bryman, (2004) suggested that intense probing characteristic of any study usually lead to discovery of previously unsuspected relationships per study theme. In that study teachers were prejudiced with extreme suspicion in relation to their teaching strategies and behaviour management. It gave an insight of participants living experiences and thoughts for their situation. Thus, this study made it possible to attain detailed description of participants' way of life and perception.

3.2 Population for the Study

Population is perceived as the larger group upon which a researcher wishes to generalise: it includes members of a defined class of people, events or objects. Creswell (2014) indicated that population is the sum aggregate or totality of the phenomena of interest to the researcher. The target population of this study comprised teachers from the Community Special Vocational School at Deduako. This was made of one headmaster and six teachers.

3.3 Sample and Sampling Technique

A sample is defined by Neuman (2007) as representatives' respondents selected from a research population. The quality of a sample determines the quality of the research

findings in large measure. In qualitative research, a small distinct group of participants is commonly investigated to enable the researcher to understand the problem in depth (Neuman, 2007). The sample size for this study comprised all the teachers in the school. The five teachers in the school were chosen for the study because they were deemed to be knowledgeable and possessed the requisite information about the phenomenon under investigation.

A purposive sampling was employed; this is the process of selecting information-rich cases for study (Neuman, 2007). The selected information-rich participants were knowledgeable and informative about the phenomena investigated by the researcher (McMillan & Schumacher, 2010). These participants were expected to be willing to talk (Denzin, 2009). The five teachers were therefore chosen because they had been teaching in the school for at least 6 years and were knowledgeable and deemed to be well informed to provide the requisite information on the phenomena under investigation.

3.4 Research Instrument

A semi-structured interview schedule was employed to collect data from participants. Cohen and Manion (2007) stressed that interviews may be the primary data collection strategy to provide information on how individuals conceive their world and make sense of notable events in their lives. The researcher considered interviewing to best “fit the purpose” data collection for an in-depth comprehension of teachers’ teaching strategies and behaviour management among learners with intellectual disabilities in the Vocational Community School at Deduako-Kumasi.

Interviewing represents a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information. The interviewer focused

on specified content by the research objectives for a systematic description, prediction or explanation of the phenomenon under study (Esterberg, 2002). This author further stated that one major advantage of using interviews is that it reveals what is really ‘inside the person’s head’ and as such makes it possible to determine what a person knows, likes or dislikes and thinks.

In this study, the researcher used interview as a data collecting instrument because data required should be based on teaching and learning practices, experiences and feelings for the sake of an in-depth comprehension. The researcher valued contact with key players who provided much-privileged information. Another major advantage was its adaptability following up on ideas, probing responses and investigating motives and feelings further (Denzin & Lincoln, 2000). Also, information could be obtained not only in terms of participants’ words, but also from non-verbal communication, such as voice tones and facial expressions. This contributed to more complete and subtle meanings of the data collected.

A major disadvantage of interviewing as data collecting instrument is that it could be prone to subjectivity and bias on the part of the interviewer (Denzin & Lincoln, 2000). Another contextual disadvantage of interviewing is the interviewer effect of personal identity. Data may also be affected by gender and age of the interviewer. Response effects in terms of the eagerness of participants to please the interviewee with their information may also serve as hampering factor in collecting honest data (Esterberg, 2002). To address these hampering effects as far as possible, the researcher employed purposive sampling using semi-structured interview to collect data from study respondents. This enabled the researcher to follow up on responses of the interviewees.

3.5 Trustworthiness of Instrument

To ensure trustworthiness and increase the degree to which the results of this study could hold true as well as inform other studies, the following measures were undertaken; a description of the research setting such as participants' demographics was provided. Similarly, an attempt was made to describe the findings exhaustively. The intention was to provide information that would help determine whether the results were applicable to their situations. By describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which conclusions drawn are transferable to other times, settings, situations and people (Guba & Lincoln, 1994).

Secondly, the emerging data and its interpretation were discussed with a well-informed critical peer who consistently commented on this study since its formulation. Their feedback was valuable in shaping field activities as well as data interpretation. Furthermore, much data was personally recorded as accurately as possible and undertook number of checks with participants to ascertain that data recorded reasonably represented their accounts.

Some participants were amused after reading the transcripts but did not dispute its accuracy. An audit trail was kept by recording personal activities and nature of data collected to independently enable the authentication and accuracy of findings. Lastly, at all the stages in the research process, there was unison with regards to study criteria, progress and the numerous but vital assertions as well as directives of the assigned study supervisor.

3.6 Data Collection Procedure

An interview guide was employed to measure the opinions of five (5) teachers' behaviour management and teaching strategies among learners with intellectual

disabilities. It was a face-to-face interview at a location free from distractions; with each session lasting for about thirty-five (35) minutes. Prior to the day of the interview, the research was described, purpose and steps being taken to maintain confidentiality and anonymity were made known to participants. Consent of all interviewees was sought before the interview. Brief notes were taken in the course of the participants' narrations. The narrations were noted using a field note. This was useful for gathering an in-depth data on the subject under investigation.

3.7 Data Analysis Procedure

In qualitative research, data analysis is a rigorous process involving working with the data, organising data into manageable units, categorising, comparing, synthesising data, searching for patterns, discovering what is important and what is to be learned (Crotty, 2005). Qualitative research usually generates voluminous data as the researcher is found with numerous transcripts of verbatim accounts of what had transpired during interviews. These data must be analysed for the sake of interpretation. In this study, data analysis was achieved by examining closely the responses of individual interviews; taking into consideration the research theme. The researcher used the following outlined steps in analysing interview questions:

To attain a better perspective of this study all transcripts were thoroughly read through and any ideas that came to mind were written down in a note book. Interviews were conducted by asking questions such as “What is this about?” with the underlying meaning and concept undiluted. Thoughts about the meaning of each piece of information were written down in the margin. All the interviews were conducted as open-ended questions. A list of all the topics and cluster associated topics were made. Major topics, unique topics and leftovers were earmarked to be identified. Each list of topics was crossed-checked with available gathered data and abbreviated by means of

generated codes. These codes were written down next to each data segment corresponding with transcribed interview and questions. The researcher looked for new categories and codes. Several categories were formed by grouping topics together to determine the existence of relationships between categories if any.

A final decision was then taken with respect to abbreviation of categories and codes. The codes were presented in an alphabetical order. All acquired data from each category were independently assembled and then cross-checked a final time for the possibility of recoding of existing data if necessary. After categorisation and coding of data into themes, the researcher analysed and interpreted the themes to find answers to the research questions.

3.8 Ethical Consideration

Ethical issues arise from the kind of difficulties among social science investigations and the methods employed for reliable data validation. Ethical considerations were pertinent to this study due to the nature of the study outcome, data collection methods and scope of research participants. Cognisance was taken because this study investigated very sensitive issue and hence the ethical procedures suggested by Alderson and Morrow (2011) were followed. These authors advised that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures.

In line with international best practices in education, the intentions of the study were revealed to all interviewees and consent sought for their participation. The interviewees were assured of anonymity and confidentiality of their responses before commencement. Pseudonyms were assigned to all interviewees during the report writing as was promised. All the interviewees agreed before commencement of the

research. In addition, with regards to the confidentiality, all pieces of information from the study were safely stored. Hard copies were locked in a cabinet and soft copies stored with protected files with a password which was only accessible to the researcher.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is divided into two major sections. The first section provides demographic characteristics of respondents. The second section presents the answers and discussions to the research questions.

4.1 Section A –Demographic Characteristics of Participants

This section describes the demographic characteristics of teachers. The study revealed that age group of all teachers ranged between 36 to 47 years and held first degrees. Again, four out of the five participants were females; all participants had teaching experience ranging from 6 to 10 years. This study was built on pre-existing literature and new data to analyse the current demographic characteristics and perceptions of teaching learners with intellectual disabilities. Since the interviewees were smaller in number, pseudo names were used for the participants (Teacher A, B, C, D and E).

4.2 Section B – Analysis and Discussion of Research Questions

4.2.1 Research Question One

What are the teachers' perceptions about behaviour difficulties among learners with intellectual disabilities?

The primary objective of this study was to determine teachers' perception of the behaviour difficulties among learners with intellectual disabilities. During the interview, interviewees were asked to describe teachers' perceptions in relation to learners with intellectual disabilities. In order to analyse this research, question the following themes were identified:

- Self-Injury Behaviours
- Inappropriate Social Behaviours

Theme 1: Self-injury behaviours

The interviewees indicated that learner with intellectual disabilities frequently exhibited self-injury behaviours such as head banging, scratching of the body and excessive self-rubbing. One interviewee during the interview session said as follows;

“Oh!! Some of the learners often hit or bang their heads against objects and that is a worry to me, though head banging is one of the most devastating behaviour of learners with intellectual disabilities. Hmmm!!! I always get worried” (A response from Teacher “B”).

Another interviewee stated that:

“Mmm!! Finger biting behaviour is very common amongst some of the learners and it is quiet disturbing” (A response from Teacher “C”).

Another participant added her view:

“Self-injury behaviour such as excessive self-rubbing and scratching are always in mind that learners with intellectual disabilities exhibit them and it very worried to handle learners with injuries all over his /her body”.

(Teacher “A” explained).

This finding supports similar outcome as reported in studies conducted by Haydn (2007) and Hayes *et al.*, (2007), which indicated that roughly 17 % of learners with intellectual disabilities self-injure in one way or another and about 1 in 20 do so in a way that is considered severe. Kinsler (2013) on the other hand noted that in about 15 learners with intellectual disabilities exhibit signs of self-injury. Learners with

intellectual disabilities may self-injure themselves as a way of coping with feelings of numbness or intense pain, distress or unbearable negative feelings, thoughts or memories. Basically, these categories of special need learners may be trying to change how they feel by replacing their emotional pain or pressure with physical pain. Self-injury among learners with intellectual disabilities not only diffuses negative emotion, but it also creates a sense of calm and relief.

Secondly, self-injury behaviour emanates from the feeling of dissatisfaction possibly from how people perceive them. This dissatisfaction may manifest as harsh self-criticism against their competencies in the community. Indeed, anyone who self-injures is really hard on himself/herself and may sometimes carve this criticism into their skin: “stupid” or “failure”.

It goes without saying that self-injury is dangerous. Yet it appears learners with intellectual disabilities engage in such destructive behaviours as a coping mechanism against frustrations from the environment unknowing due to some degree of cognitive impairment (home and school).

Theme 2: Inappropriate Social Behaviour

This theme elicited data on teachers' perception in relation to learners with intellectual disabilities. The teachers mentioned various inappropriate social behaviours as some of the perceptions. Participants reported that learners with intellectual disabilities exhibited inappropriate social behaviour such as being rebellious, depressed and impatience towards other learners.

One respondent stated that:

“There is high rate of rebellious behaviour among learners with intellectual disabilities, they sometimes behave abnormally as the

layman will say which makes it difficult for us to teach them” (Response from Teacher “C”).

Another participant stated that:

“I believe that the elevated level of depression, anxiety disorders and antisocial behaviours among learners with intellectual disabilities made them exhibit impatient behaviours towards others”. (Teacher “A” responded).

Another interviewee stated that:

“Learners exhibit a lower level of social interaction that hinder their social development and these learners are always seen isolated with respect to behaviour disturbances. This is very serious because you can never tell what this learner can do in a minute time.” (Response from Teacher “E”)

The views of the respondents indicate that learners with intellectual disabilities sometimes behave abnormally making teaching and learning difficult. On the other hand, the responses shown that learners with intellectual disability are not able to socialise with other “normal” students. The result of this study is in line with Chaplain (2003) study analysis, which emphasised that learners with intellectual disabilities exhibit passive interaction such as in greetings, eye contact, shaking hands, or talking in the hallway that made them loose the social support. Baker (2005) also noted that the lack of this form of communication could increase social support and one’s feeling of insecurity in a group. Though it may be difficult to understand where learners with intellectual disabilities get inappropriate social behaviour from, one thing remain certain, behaviour is communication. These learners may simply use this behaviour to

send strong signals to the teacher and other peers of certain unfavourable behaviours towards them in the classroom.

Basically, many learners with intellectual disabilities may be ignored in the classroom and may find solace in perpetrating anti-social behaviours to get attention from the teacher and peers. This behaviour could also be an act of revenge. If for some reason the learner does not feel loved within the school setting, he/she may seek revenge for attention, possibly by hurting the feeling of others. Furthermore, inappropriate behaviour is used to display the feeling of inadequacy. These learners generally appear to have low confidence and self-esteem and may give up quick on tasks and think they can't do anything for themselves successfully.

Inappropriate social behaviours of learners with intellectual disabilities may equally manifest from the nature of parenting these learners are exposed. Due to cultural stigmatisation, many parents appear to maltreat these learners, creating the conditions of fear and feeling of sadness among them. These conditions are brought to school and manifest in the form of inappropriate conversation, stealing, and being over-affectionate. Having good perception of the behaviour difficulties of learners with intellectual disabilities would assist teachers devise goals and interventions to manage them for successful teaching and learning to occur.

4.2.2 Research Question Two

What strategies do teachers employ in managing behaviour difficulties among learners with intellectual disabilities?

This question was designed to determine strategies employed by teachers in managing behaviour difficulties among learners' intellectual disabilities. All the interviewees indicated that they provide positive reinforcement. The participants emphasised that by

offering learners positive reinforcement in the classroom, teachers may increase the likelihood that learners will repeat certain desirable behaviours. The teachers' perception was in line with Chaplain (2003) findings. Chaplain noted that positive reinforcement is any event that follows behaviour and increases the likelihood that the behaviour will be repeated. Positive reinforcement thus, motivates learners to do what they can.

One interviewee stated that:

"I give my learners some toffees, a handshake for any attempted task. This strategy was used to manage similar behaviour difficulties I encountered last month". (Teacher D's views)

Another participant indicated that:

"Positive reinforcement motivates learners not to repeat undesirable behaviour and helped them overcome social and maintain their difficulties. I hope if a teacher gives a reward to a learner for better performance of tasks, the reward will increase the frequency of the performance of the task." (Response from Teacher "A")

Another participant reiterated that:

"I normally give some toffees, biscuit and choco milo to any student who has comported himself or herself throughout the day...and it is working like a magic. I have not witnessed any disruptive behaviours in my class for about three weeks now." (Response from Teacher "C")

Another participant agreed with the earlier comments by stating that:

“Though some of these learners are old, they usually comport themselves for these goodies to be given to them.” (Response from Teacher “E”)

Another interviewee stated finally that:

“I appreciate any good effort made by my learners towards classroom interactions and activities by either praising the individual’s efforts or giving out colourful materials to them.” (Response from Teacher “B”)

The views of the teachers indicated that, the ensure positive reinforcement anytime their learners try to perform a task. Another respondent was of the view that he motivates his students in order for them not to repeat the undesirable behaviour. This finding was in line with Anderson and Freeman (2000) who noted that positive reinforcement is a way to reduce misbehaviour by rewarding positive behaviours and ignoring negative behaviours. Carr and Sidener (2002), further claimed that it is based on the premise that a behaviour that is rewarded will be repeated. The finding was also in line with Ray and Elliott (2006), who indicated that the most critical part of positive discipline involves helping learners learn behaviours that meet our (adult) expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem.

When a desired behaviour is followed by a consequence that the student finds rewarding, the likelihood that the desired behaviour will occur more often increases. It appears teachers in the school prefer using positive reinforcement to help students learn to use new and acceptable behaviours. This is because the consequences that are dependent upon the achievement of appropriate behaviours (also known as response

contingencies) would help learners improve their behaviours, particularly when the student is not intrinsically motivated to change.

4.2.3 Research Question Three

What are the available support for teachers with respect to behaviour difficulties among learners with intellectual disabilities?

This question sought to find out whether teachers in the Deduako Community Special Vocational School are supported in the management of behaviour difficulties among learners with intellectual disabilities. Majority of the participants indicated attending workshops and school-based capacity building programmes to broaden their pedagogical skills. One interviewee reported that:

“In-service training is organised for teachers on how to manage students’ behaviour in the school” (Response of Teacher “A”)

Another participant indicated that:

“When I first came here, I was given some orientation on the school, learners and facilities. In fact, I was given elaborate education on the learners due to their peculiarities as if I have not gone through any formal special education programme” (Response from Teacher “B” amidst laughter)

Another participant reiterated that:

“The headmaster is very supportive as well as my colleagues. Issues of behaviour difficulties are properly dealt with in such a supporting manner” (Response from Teacher “C”)

Another participant also stated that:

“As we are admitting more learners, infrastructure development is also taking shape. The classrooms are being decongested with fewer learners in class now. This makes behaviour management quite easier. Besides, I often attend workshops organised for special education teachers”
(Response from Teacher “E”)

Another interviewee stated finally that:

“We teachers here get the needed support from peripatetic teachers. They are so valuable asserts to behaviour management of our students. We mostly have in-house meetings weekly where issues on behaviour difficulties are addressed by all” (Response from Teacher “B”)

The responses of the respondents indicated that, reduction in class size through expansion of infrastructure in the school has supported the teachers’ efforts in managing difficult behaviours of learners with intellectual disabilities. The teachers’ views also revealed that teachers in the Deduako Community Special Vocational School get much support in dealing with students with intellectual disabilities. The findings confirmed Sergiovanni (2001) assertion that small class size is one factor that increases learner’s engagement and promote good behaviour in the classroom. Ryan (2006) also supported the findings by indicating that teachers in small classes pay greater attention to each pupil. In Deduako Community Special Vocational School, physical infrastructure expansion (e.g. building of classrooms) which appear to significantly reduce the number of teacher-learner ratio in the school. This has given the teachers ample space to closely monitor and attend to the behaviour a smaller group of learners. It is also reasoned that in small classes, learners experience continuing pressure to participate in learning activities, and are becoming better and more involved in the teaching and learning process. Learner participation reduces some overt behaviour difficulties. This

at the long run, creates a just and fair school environment for all and also promotes on-task behaviours.

It was also found that leadership support in the form of orientation and workshops are essential as it assists in creating an environment that is conducive for learning. According to Sergiovanni (2001), professional development is an excellent way in equipping and informing teachers about what the policy/mission statement around behaviour management and learning among learners with intellectual disabilities is. Kane and Mallon (2006) stated that leaders of the school need to constantly ask themselves questions as to the current state and progress of their school and what teachers require to teach effectively. If schools fail in this regard, then there is a need for fault-finding in the areas requiring much focussed professional development. Through professional and capacity developing programmes, teachers in the Deduako Community Special Vocational School appeared to be increasingly aware of their core mandates and responsibilities toward their learners with intellectual disabilities. This has reflected on their ways of teaching and managing difficult behaviour of their learners. This form of leadership support is so crucial to the work of teachers in the school because it exposes the teachers to the modern trends in screening, diagnosing and developing individualised Educational Plans (IEP) for their learners.

4.2.4 Research Question Four

What strategies are required to teach learners with intellectual disabilities?

This question was designed to look at strategies teachers employ in teaching learners with intellectual disabilities in Deduako Community Special Vocational School challenged learners. The following themes emerged:

- Play-Way Strategy

- Demonstration Strategy
- Collaborating strategy

THEME ONE: Play-Way Strategy

Here, we explore a few effective teaching strategies for learners with learners with intellectual disabilities. Play-way strategy is the process which help learners in using activities and other hands-on tasks learn skills. Learners with intellectual disabilities learn best through this strategy. With regards to the theme one - using play strategy, one participant stated that:

“A play-way method is a stimulant which gives pleasure and satisfaction to learners. Learners turn to enjoy and actively get involved in playing, which is natural to them. I use songs and rhymes to teach my learners the English alphabets” (Response from Teacher “C”)

Another participant stated that:

“Play-way method helps learners follow certain aspects of development such creative and social. In teaching social skills such as initiating conversation, making friends, among others I use role play where each learner plays reciprocal role. This had helped my learners to improve upon some social skills” (Response from Teacher “E”).

Another participant stated that:

“Play-way method is recommendable as it is structured on activity-based learning. It encourages creative skills and self-expression. Playing is the predominant factor in this method. It reinvigorates learners while also enhancing their learning abilities... I use games a lot in my teaching since it has proven that they are most important for

developing intelligence among the learners” (Response from Teacher “B”).

In the view of the respondents, the play way strategy serves as one of the vital strategies to teach learners with intellectual disabilities. They indicated that, stimulates the interest of learners since it is a structured method of teaching and learning. The use of play way strategy to teach learners with intellectual disabilities is in line with Davies and Harre (2000) study. The authors noted that play was natural to learners and involve their personal experience that makes them learn efficiently. Christie (2003) study, indicated that learners are happiest when engrossed in play; this can happen in different forms - imitation of family members, playing with toys or playing tag, hide seek or simply running about in groups. Christie (2003) concluded that play help learners improve their motor skills, enhance their power of imagination and creativity.

The finding also concurred with that of Corsaro (2007) study, with the author reporting that play-way strategy led to better achievements in social studies than group learning and conventional methods. Bruner et al., (2006) study also indicated that play-way involves incorporating various learning activities in a subject into play and concluded that learners learn best participating in this activity. Bruner (2003) study also reported that play-way method led to better achievements in social studies than in group learning and conventional methods.

Teachers in the Deduako Community Special Vocational School appeared to use this teaching strategy in facilitating practical lessons among learners with intellectual disabilities. This strategy arouses the interest among learners as they pay attention and concentrate on given tasks for considerably longer periods. The play-way strategy was also commonly used by the teachers to make learning easy and enjoyable; to give equal

opportunities for learners for full participation; to develop not only knowledge but also skills; to bring satisfaction at the cognitive level; to create apt learning environment; to better retention of knowledge; to pave way for self-discipline; to provide more opportunities for learning; and to help learners connect with their teachers easily. Indeed, the importance of this teaching strategy cannot be over-emphasised in developing the totality of learners with intellectual disabilities. By purposeful playing, learners are socialised and imitate appropriate social and economic activities under the guidance of a loving teacher. A Learner with intellectual disability may understand his/her needs. In play, a learner may experience the pleasure of performing a task for its own sake while playing.

THEME TWO: Demonstration Strategy

With regards to theme two – using demonstration one participant stated that:

“Demonstration strategy involves the teacher showing learners how to do something. This will improve the learners’ observational skills and to model the teacher actions. For instance, if I want my learners to know how to do something...for instance, how to dress, I normally demonstrate this behaviour using another student as a model”
(Response from Teacher “A”).

Another participant stated that:

“I am one particular teacher that uses demonstration a lot. In teaching table manners, a typical dinner setting is normal set up in the classroom where learners observe while I demonstrate...how to hold the cutlery sets” (Response from Teacher “D”).

The views of the teachers in the Deduako Community Special Vocational School shown that the demonstration strategy of teaching intellectual disability learners involves the teacher role playing for the students to emulate. They were of the view that he demonstrates to his students on basic dining skills such as handling of the cutlery sets. Teachers in the Deduako Community Special Vocational School also use the demonstration strategy to facilitate learning. This finding is in line with the much-emphasised findings of Vin-Mbah, (2012) that demonstration strategy is one of the most effective teaching tools. It also concurred with that of Basta, (2011) study that indicated that demonstration display or exhibition is usually done by teachers whilst students watch with keen interest. This involves showing how something works or steps involved in the process. Due to their cognitive impairments, teachers in the school could be using this strategy to teach verbal and practical skills. Ugwo and Oranu, (2006) study reported that demonstration method was the most widely used instructional method for acquisition of practical skills as it involves verbal and practical illustration of a given procedure among learners with intellectual disabilities. Demonstration method had significant effect on the achievements of learners with intellectual disabilities.

Theme Three: Collaborating Strategy

With regards to the theme three – using the collaborative learning, a participant stated that:

“Collaborative learning is essentially primarily student-centred and this will make the learners active in the learning atmosphere. Sometimes, I put my learners in a group of three to work on an assigned task” (Response from Teacher “D”).

Another participant shared that:

“Learners become very interested, happy and very active in collaborative classroom...I encourage my learners to consult their friends for explanation and demonstration of skills learnt in class”

(Response from Teacher “B”).

The respondents of the teachers on the last strategy, collaborating revealed that, in a way to socialise the children, learning becomes more effective than say the lecture or teacher centred method of teaching. To the respondents, learners become very interested in learning when they are paired with other classmates. This finding is in line with Robert, (2007) that collaborative learning can stimulate learning interest. This finding is also supported with Lieberman and Miller, (2004) study. The authors noted that collaborative learning improve learners learning efficiency. Chiu, (2000) also more emphasis that learners in small heterogeneous groups take roles and learn by sharing knowledge and tasks one another through a variety of structures. While different experts categorise these differently, a common feature of effective cooperative learning include team building, positive interdependence, group interaction, structured activity and individual accountability for effective learning. Bruffee, (2003) added that collaborative strategy highly involves learners in the learning process that motivate them. Collaboration strategy allows learners to actively participate in learning process by talking with each other and listening to other points of view. It also establishes a personal connection between learners and the study topic. It helps learners think in a less biased way. This importance are enough to influence teachers in Deduako Community Special Vocational School to use this strategy in teaching their learners with intellectual disabilities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the major findings of the study, which determine the teachers teaching strategies and managing problems of students with intellectual disability. This chapter includes the summary of the research findings, and conclusions from the results and finally the recommendations for further studies.

5.1 Summary of Findings

The following research questions guided the study:

1. What are the teachers' perceptions about behaviour difficulties among learners with intellectual disabilities?
2. What strategies do teachers employ in managing behaviour difficulties among intellectually disabled learners?
3. What are the available support for teachers with respect to behaviour difficulties among learners with intellectual disabilities?
4. What strategies are required to teach learners with intellectual disabilities?

The following findings were deduced from the study:

- Research question one which sought to determine teachers' perception on behaviour difficulties among learners with intellectual disabilities revealed teachers perceived behaviour difficulties to include self-injury behaviours such as head banging, scratching of the body and excessive self-rubbing and inappropriate social behaviour such as being rebellious, impatience and depression.

- Also, the second research question which sought to find out strategies employed by teachers in managing behaviour difficulties among learners with intellectual disabilities revealed that teachers' toffees, biscuits, praise, handshakes to manage learners' behaviour difficulties.
- Research question three which sought to establish support systems available for teachers in managing behaviour difficulties of learners with intellectual disabilities revealed that increasing in infrastructure (to reduce class size) and teacher capacity building programmes (through workshops and orientations) were mentioned.
- Finally, with respect to research question four which sought to ascertain the teaching strategies employed by the teachers in teaching intellectually challenged learners revealed that play-way strategy, demonstration and collaborating strategy were used.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

- Learners with intellectual disabilities are perceived to exhibit self-injurious behaviour and inappropriate social behaviour. It is concluded that of such perception could encourage labelling such learners as difficult to teach.
- The use of positive reinforcement meant that teachers were gradually moving away from using aversive behavioural techniques to manage behaviour difficulties of learners with intellectual disabilities.
- The exposure of teachers in capacity developing programmes, such as orientation and workshops suggest that school leadership was supportive in the drive to managing behaviour difficulties of learners with intellectual disabilities.

- Teaching strategies such play-way, demonstration and collaborative strategy were appropriate for learners with intellectual disabilities.

5.3 Recommendations

Considering the research findings, the following recommendations were made:

- It is recommended that teachers and the school management ensure that sharp objects that are likely to be used by the intellectually disabled children be exempted from their premises. Periodic checks should be made on every child to endure that harmful objects are not carried on them.
- It is recommended that teachers should continue to use positive reinforcement such as giving toffees, biscuits, candies, praise, among others to manage the behaviour difficulties among learners with intellectual disabilities.
- The authorities of Deduako Community Special Vocational School should continue with classroom expansion programmes and also in training of teachers in modern approaches to managing behaviour difficulties.
- Teachers should encourage play-way, demonstration and collaborating strategies among the major traditional approaches to teaching learners with intellectual disabilities.

5.3 Suggestions for Further Research

The areas suggested by this study for further research include:

1. The influence of positive reinforcement on the misbehaviour of intellectually challenged learners.
2. Classroom strategies that impact on disruptive behaviour of learners with intellectual disabilities.

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APPENDIX A

TEACHERS INTERVIEW GUIDE

SECTION A - BACKGROUND INFORMATION

1. **Age Group:** Less than 35 years [] 36 – 47 [] 47-50 [] 51 + []
2. **Gender:** Male [] Female []
3. **Educational Background:**
4. **Teaching Experience:** 1-5 years [] 6-10 years [] 11-15 years [] 16 + years []

SECTION B - INTERVIEW QUESTIONS

1. What do you think about learners with intellectual disabilities?
2. What specific strategies do you employ in managing difficulties among learners with intellectual disabilities?
3. What support or motivation does the school offer you teaching learners with intellectual disabilities?
4. How do you teach learners with intellectual disabilities in the school?