

Appendix P (Sample)

First Cycle Codes

Well if I may add ah ah I use the experience experience approach there is that when the child appears and applies to be admitted we do an interview with the parent and with the child to get as much previous knowledge and this previous knowledge is not only with the child's academic level, but also their socio economic and any other factors that may have impacted on the child's ah learning challenges and hence the reason why they apply to be a student ah at this learning center so that we have the **most times we ask for these students to bring the record cards and I must record that invariably they come to the school without the cumulative record cards so we depend solely at the beginning on what the parent or person seeking the child's admission at the school shares with us.** My experience has been that **many important factors are not mentioned for fear that the child may not be admitted so if the child has a learning disability that the parent may be aware of they try to minimize that and say you know is bullying in the school or the teacher not teaching they would not say that the child has a learning disability.** **Now no one here on the staff of this center is qualified to do a psycho-ed evaluation,** but what we do is a screening and ah we use our experience and we look and assess the child and we see at what level we can put the child in our center and because we are such a small institution we do not have a first year and a second year and a standard one, standard two, we put them in groups so if you are at the beginning level you are put in the infant section what we call the infant section of the school. If you are at the standard one or standard there level and of course you know they might be at standard three in maths but standard one in comprehension and that kind of thing and we adapt our individual teaching for the child and we do a lot of individual teaching with the children that is how we try to deal with it. I must indicate that **most times the principals of the sending school of the child again they do not tell you all the facts because they don't want to discourage you from accepting the child** because they are not aware that we accept the child regardless of the child's condition because this is the reason why we are here this is our mission and vision to help these children. That we accept the children and **we learn by through you know observation what exactly are the challenges these children have we assume that these children have addhd, dyslexic, autistic whatever.** Like I said **we are not qualified** but because of how many years' experience because fortunately we have teachers here who have been in the teaching service some thirty, forty years' and so we come with some experience in the field and this is what we use to make an assessment, an initial assessment of the child we then seek to have a formal assessment **done but I must say that we have not been getting the support from the parents because they are not in a financial position to do this** and we depend solely on the Student Support Services Division of the Ministry of Education to help in this regard and in a few cases we have been able to get the

Comment [S1]: Previous knowledge important

Comment [S2]: Lack of information

Comment [S3]: Unwilling to share information

Comment [S4]: Lack of specialist training

Comment [S5]: Lack of information

Comment [S6]: Observation important

Comment [S7]: Lack of specialist training

Comment [S8]: Lack of parental support

Comment [S9]: Financial challenges

psycho-ed. evaluation and then the IEP'S become a problem as we cannot continue to pay for continued service or an educational psychologist or the clinical psychologist or whichever psychologist the child is referred to and that then becomes a problem as we now have to use our own limited expertise to formulate the IEP's child at whatever level they are in the previous subject areas and that is a challenge for us. What I have to say is a great challenge for us is the present thrust of the Ministry of Education and what I think sufficient consideration is not taken into consideration that not only at private special schools schools in general that are children who would not attain the standard that he Ministry expects of these children because of these children disadvantages and we need to have more social workers we need to have more people qualified persons to help children with therapy like speech therapists, handwriting specialists because you would be surprised to see that once you develop that poor habit and once they develop that poor habit and that poor pencil grip it becomes difficult for them to master the art of handwriting and also the speed that is required to finish assignments

Comment [S10]: Financial challenges

Comment [S11]: Lack of specialist training

Comment [S12]: MOE unrealistic expectations

Comment [S13]: Urgent need for more specialists