

Midlands State University

Faculty of Education

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS MANAGEMENT AND
CURRICULUM STUDIES.**

INTERVENTION STRATEGIES USED BY TEACHERS TO ACCOMMODATE
LEARNERS WHO EXHIBIT EMOTIONAL AND BEHAVIOURAL CHALLENGES IN
BAT CLUSTER IN REIGATE DISTRICT, BULAWAYO ZIMBABWE.

BY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS MANAGEMENT AND CURRICULUM
STUDIES IN PARTIAL FULFILMENT OF REQUIREMENTS OF BACHELOR OF
EDUCATION DEGREE IN EDUCATION DEGREE IN EARLY CHILDHOOD
EDUCATION.

GWERU, ZIMBABWE

MAY 2018

APPROVAL FORM

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Intervention strategies used by teachers to accommodate Early Childhood Development learners who exhibit emotional and behavioural challenges in mainstream schools at BAT cluster in Reigate District ,Bulawayo Province.

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YEAR DEGREE GRANTED: 2018.

DEDICATION

To my mom and dad for inspiring and motivating me to follow your footsteps. To my late grandfather Mr J.Bhebhe, that I am living your wishes. To my family and friends supporting me emotionally in hard times. The Chinese saying that “A journey of a thousand miles is begun by the first step” epitomizes the value of this work to you, my beloved family. We are on a journey to quench our academic thirst.

ACKNOWLEDGEMENTS

Firstly, I would like to thank God in Heaven who always has plans to prosper me. My gratitude goes to the Faculty of Education at the Midlands State University for imparting the priceless knowledge onto me. I am also grateful to my supervisor Mrs E Manyumwa for her patience, love and guidance during this learning phase of my studies. My academic growth has been realized through her sharp, honest and open critique of my work. Thank you, Doctor.

I am grateful to my mother, for her unwavering moral and material support which enabled me to successfully carry out this research. Special acknowledgement goes to the ministry of primary and secondary education at large for permitting me to carry out the research and in particular the school Heads, TICS. Teachers and learners in BAT cluster in Reigate District for their cooperation and willingness to be part of this research. Am very grateful to all individuals who contributed to my studies and research; your help is dearly valued and appreciated.

God Bless you!

ABSTRACT

Childhood Education (ECE) learners who exhibit behavioural and emotional challenges in Bulawayo African Townships, Reigate District. The objectives were to establish effectiveness of intervention strategies teachers used in identifying Early Childhood Education learners who exhibit emotional and behavioural challenges and to explore intervention strategies teachers' use in accommodating learners with selected emotional and behavioural challenges. The study used descriptive research design which was appropriate since it enabled the researchers to describe the situation as it existed. Data from the research instruments was analyzed and presented descriptively. Data was collected through the use of questionnaires for teachers, an interview schedule for School Heads, teachers in charge and senior teachers and observation schedule for learners. The population comprised of ECE teachers, school Heads and TICs. The purposive sample comprised of twenty five teachers, (five teachers from each school) as well as the school heads and ten senior teachers (two teachers from each school one class per school was observed. The study found that the assessment methods teachers used to identify learners with emotional and behavioural challenges were not effective and that teachers in selected schools did not use effective intervention strategies to accommodate ECE learners who exhibit emotional and behavioural challenges. The study recommends that in-service training for teachers be done with a view of equipping them with recent information and that Zimbabwe Institute of Curriculum Development to give guidelines on emotional and behaviour challenges management. The significance of the study findings is that it could help stakeholders to come up with effective intervention strategies in managing learners with emotional and behavioural challenges.

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CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 INTRODUCTION

Learners with emotional and behavioral challenges are an obvious cause for concern for many teachers as well as for themselves. Such behaviour at times causes irritation to teachers teaching a large class with varying disabilities. The behaviour and emotions of certain learners disrupts the normal operation in the classroom or school. Not much has been said about the learners' emotional and behavioural challenges as a contributing factor to high failure rate. The research is an investigation on the intervention strategies for early childhood education (ECE) learners who exhibit emotional and behavioral challenges in Primary Schools in the Bulawayo African Township (BAT) cluster at Reigate District in Bulawayo, Zimbabwe. This chapter provided an introduction to the study, the background to the study, statement of the problem, purpose and significance of the study, research questions, and assumptions of the study as well as delimitations, limitations of the study and definition of terms.

1.2. BACKGROUND OF THE STUDY

Zimbabwean educational psychology continues to evolve and the new knowledge we acquire is internalized. Infants and ECE learners will display emotional or behavioural challenges at different stages as they grow up and it is normal. Therefore, it is vital that classroom teachers become more equipped in their approach to teaching so that they maximize the potential of ECE learners with emotional and behavioral challenges. The need for teachers to accommodate ECE learners with emotional and behavioral challenges should be apparent to every stakeholder within the Zimbabwean educational system. The

aim to place as many learners with disabilities as possible into mainstream education is registered in the Salamanca Statement (UNESCO 1994) which declares that all children, including children with disabilities, must have the opportunity to be educated in regular schools. This meant that even learners who exhibited emotional and behavioural challenges should be accommodated by teachers in schools. Lindsay (2007) further explains that the statement is based on children's rights and the concern that these rights are contravened by segregating children with disabilities from the mainstream educational curriculum and practices.

According to Alberto and Troutman (2010), learners with emotional and behavioural challenges tend to experience academic difficulties at multiple levels, which are linked possibly causally to their behaviour excess and deficits. A research made in Uganda stated in UNESCO (2000) further explains that emotional challenges as those disturbances that occur over an extended period and prevent children from succeeding educationally or socially in a school setting. Ministry of Education of Jamaica (2008) reveal that behavioural challenges are identified in learners whose behaviour prevents them from functioning successfully in educational settings, putting either themselves or their peers in danger, and preventing them from participating fully in the general education program.

Between 9.5 and 14.2 percent of children between birth and five years old experience social emotional problems that negatively impact their functioning, development and readiness for school (Brauner and Stephens 2006). This study therefore, investigated the intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioral challenges in challenges in Primary Schools in the BAT cluster at Reigate District in Bulawayo. Gunter, Countinho, and Cade (2002) suggest that learners with emotional and behavioral challenges are often regarded as more difficult to teach than learners with other kinds of problems and are more likely to be

under identified, recommended for exclusion from general education settings and found to attain marginal or unsatisfactory educational outcomes. The researcher noticed that ECE learners with emotional and behavioral challenges perform badly in school than learners of any other disability. According Heward (2003) environmental factors believed to influence the likelihood of developing emotions and behaviour include an adverse early rearing environment, an aggressive pattern of behaviour displayed when entering school, and social rejection by peers. The school and the home are settings in which the undesirable events occur.

Intervention strategies used by teachers for ECE learners who exhibit behavioural and emotional challenges in Zimbabwe are under developed though they are a major factor in dealing with them in mainstream schools. According to Chitiyo and Wheeler (2004) limited involvement from the Ministry of Education and lack of National policy on special education, shortage of specially trained teachers and quality special services, government shortage of funds and isolation of lots of poor learners with special needs are unable to access to special services. In addition, the Ministry of Education's lack of involvement has caused the lack of coordination in special education and early intervention Services available in the country. Disabilities Education Act of 1997 includes five characteristic. From a teacher's perspective, emotional and behavioral challenges present a profound test for a number of reasons. Learners who struggle with these sorts of challenges are often noticed as early as possible. The challenges that the researcher noticed were mood swings, temper, disobedient, truancy, stealing to mention a few. Alvarez (2007) these challenges as an inability to learn that cannot be explained by intellectual, sensory or health factors, unable to maintain satisfactory interpersonal relationships with peers and teachers. Some exhibit inappropriate types of behavior or feelings under normal circumstances and often displays pervasive mood of unhappiness or depression.

According to UNESCO (2000) learners with emotional and behavioral challenges have a tendency to develop physical symptoms or fears associated with personal or school problems. Additionally, learners suffering from these conditions may be simply unable to meet academic and behavioral expectations. In such cases, learners need to receive early interventions strategies. As a researcher I realized that Zimbabwe has not done a lot of research in intervention strategies on learners with behavioral and emotional challenges. Most researches have been done on intervention on learners with other disabilities.

Some Research has been done at University of the West Indies Mona, Jamaica, though it was about Psycho Educational Processes as Strategies Students Presenting with Emotional and Behavioral Disorders by Susan R. Anderson, PhD (2012).Learners with emotional and behavioral challenges most often come from homes in which parents are harsh and inconsistent disciplinarians, manage behavior with excessive punishment, do not spend much pro-social time with their children, do not monitor children's whereabouts or activities, and do not show much affection (McEvoy and Welker, 2000). Because of the amount of time that learners spend in the classrooms or around school is also an influential factor to emotional and behavioral challenged learners. Researchers have also investigated how teachers influence learners' emotional development.

Learners with emotional and behavioral challenges are often neglected by teachers and other learners in class. Teachers should also seek to promote a positive self-image amongst pupils, and enhance their self-confidence by gaining the pupils' confidence, expressing personal interest, and showing supportive behaviour (Newman 2007). This research looked at the intervention strategies used by teachers to accommodate ECE learners with emotional and behavioral challenges. With the proper application of these strategies ECE learners with emotional and behavioral challenges have a greater possibility of successfully completing high school and participating in a successful life

beyond high school (Lane, Gresham, & O'Shaughnessy, 2002; Sutherland, 2001). A survey conducted by UNESCO (2001) indicated that only Kenya and Zimbabwe had programs for emotional and behavioural challenges in Eastern and Southern Africa. However in Zimbabwe there is not much done in accommodating these learners. It is the responsibility of teachers to make sure they are prepared to deal with ECE learners who exhibit behavioural and emotional challenges in processes of the classroom.

1.3. Statement of the problem

The study hypothesized that a number of learners in early childhood level are experiencing emotional and behavioral challenges. There is need intervention strategies by teachers, administrators and parents in helping pupils overcome emotional and behavioral challenges. Quality early childhood intervention strategies for learners can have beneficial effects on the functioning of learners. Intervention, strategies are likely to be more effective if it begun early in the life of a learner or soon after the onset of the factors that place their development at risk. The study therefore sought to investigate the intervention strategies used by teachers to accommodate Early Childhood Education learners who exhibit emotional and behavioral challenges in Primary Schools in the BAT cluster at Reigate District in Bulawayo, Zimbabwe.

1.4. The research questions

1.4.1. Major research question

What strategies do Early Childhood Educators teachers use in dealing with children who exhibit emotional and behavioral challenges?

1.4.2. Sub-research questions

1. What are the common emotional and behavioral challenges exhibited by Early

Childhood Education learners in mainstream classrooms?

2. What are the possible causes of emotional and behavioral challenges?

3. How do teachers deal with ECE children with emotional and behavioral challenges in BAT cluster mainstream schools at Reigate District in Bulawayo Province?

4. What other strategies can be used to deal with the learners who exhibit emotional and behavioral challenges?

1.5. Significance of the study

The study is aimed at providing insight on early intervention strategies used by teachers to accommodate Early Childhood Education (ECE) learners who exhibit emotional and behavioural challenges in Primary Schools in the BAT cluster at Reigate District in Bulawayo, Zimbabwe. The study would also attempt to help in the improvement of early intervention strategies which can be used in Zimbabwe which can be implemented to learners with emotional and behavioral challenges.

Teachers

The study would also help teachers who are already experiencing problems in implementing intervention strategies to learners with emotional and behavioral challenges. Since intervention strategies need to be implemented early in life it will equip all teachers with the necessary skills to implement the intervention strategies. Teachers can also be afforded with in-service training such as workshops so that they will be equipped with necessary skills on dealing with children with behavioral and emotional challenges.

Parents

Parents are the main providers of learners to the school and are involved in decision making in the day to day school running which is mainly done through the school development committees (SDC). The study would assist parents to see the need for early intervention strategies in learners exhibiting emotional and behavioral challenges. This will also enable parents to control such learners at home and also aid the school with necessary information needed to accommodate learners who exhibit behavioural and emotional challenges.

The School Administrators

The study would also assist the school authorities so that the learners with emotional and behavioral challenges are also accommodated without discrimination to achieve better results. The significance of inclusion in the education system would thereby be understood by the school administrators and so they would be able to source appropriate and adequate materials that are required by learners with emotional and behavioral challenges in the teaching and learning environment. The school administrators would also need to monitor whether or not the teachers impart the required knowledge and skills to the learners with emotional and behavioral challenges. Above all, the researcher found solutions to close the gaps in helping learners with emotional and behavioral challenges in the mainstream.

1.6. Assumptions of the study

The study assumed that:

- ❖ The learners at the selected schools are more or less the same as learners from any other school in the district.
- ❖ Teachers at the selected schools have the same qualifications as other teachers in the district.

- ❖ Time allocated for ECD is more or less the same in all schools in the district.
- ❖ Resources available at the selected schools are more or less the same as in other schools elsewhere in District and Zimbabwe at large.

1.7 Delimitations of the study.

Thomas and Nelson (2001) assert that delimitations are described as choices the researcher makes to define a workable research problem, hence to delimit the study is to put the reader into a view point as to the geographical setting concerned. The researcher did not study all the schools in Zimbabwe. There are boundaries that are set when researching, that is, in terms of numbers, geographical situations and target population. The research study was conducted in the Bulawayo Metropolitan Province, mainly BAT cluster in Reigate District. The study will be confined to a cluster of five schools. The cluster chosen was accessible to the researcher. The research study was conducted with five teachers in charge, heads of the five schools and also ten senior teachers and twenty five teachers in the infant classes (ECD A and ECD B, Grade One and Grade two teachers). The subject under study was on intervention strategies used by teachers to accommodate learners who exhibit emotional and behavioral strategies.

1.8. Limitations of the study

According to Creswell (2003) a limitation is a possible shortcoming or influence that either cannot be controlled or is the result of the delimitations imposed by or on the investigator. Brown Oke and Brown (2012) argue that limitations are influences that cannot be controlled by the researcher. In this study the researcher identified time, cost, cultural contexts, sample and respondent based biases. Below are the limitations that were experienced in the study.

1.8.1 Time

The study was to be conducted over two semesters only, thereby limiting the time devoted to the research study. The period was limited such that the depth of the research may have been negatively affected by this factor. The limited time might have therefore negatively affected the validity and reliability of the research. The researcher did her best to follow the advice and comments of her supervisor to avoid re-writing. Another factor related to time was that the researcher was full time employed and the time required to carry out the research was a bit limited for the researcher hence it was very hard to do a thorough research. The research was carried out during the school term when the targeted participants were busy doing their school work however it was difficult for the participants to take full part in the research.

1.8.2. Cost

The research study required a lot of money for stationery, transport to and from the University to consult the supervisor and research in the Bulawayo Metropolitan local libraries, as well as to and from schools in the BAT cluster. The production of the actual project required a lot of money also. The researcher therefore tried by all means to work following the supervisor's comments throughout the process to avoid much financial constraints and wastage of material resources.

1.8.3. Official Secrecy Act

The researcher is a civil servant and is bound by the Ministry of Primary and Secondary Education Regulations such as the Official Secrecy Act. The Act prohibits civil servants from divulging information acquired during the course of official duties. The act therefore, prevents members from sharing information that may be valuable to the

research study. This may have affected the validity and reliability of the research findings. The researcher therefore tried to be as professional as possible and to conduct the research within the confines of the regulations and research ethics to ensure that the research would benefit the teaching and learning of pupils at Primary School level.

1.8.4. Respondent Based Biases

The reliability of the research study was affected by respondents-based biases. Some respondents were not truthful in their responses due to reasons like impressing the researcher and concealing certain information from the researcher. Some respondents also gave responses which might have been influenced by the group's general responses.

1.9. Definition of Terms

Intervention strategy

Intervention strategy is about taking action as soon as possible to tackle problems for children and families before they become more difficult to reverse. (Allen 2011). The term early intervention refers to services given to very young children with special needs, generally from birth until the child turns three. For this reason, these programs are sometimes called "Birth to 3" or "Zero to 3." Alliston (2007) says that the term intervention can broadly cover the provision of services to infants, toddlers and young children who are considered vulnerable for reasons of disability, the risk of disability, social disadvantage, child abuse, and other factors (for example, in programmes such as Sure Start, Early Head Start and Family Start).

Early Childhood Education

Henniger (2010) defines early childhood education (ECE; also nursery education) as a branch educational theories which relates to the teaching of young learners formally and

informally up until the age of about eight. Chaube and Chaube (2003) define Early Childhood Education as an attempt to educate the infant from zero to eight years. Therefore, from the two definitions above Early Childhood Education teacher is someone who passes on knowledge to learners between the age of zero to eight years using strategies and methodologies which are aimed at improving the learner holistically.

Early childhood Education Teacher

Early Childhood Education teacher is someone who passes on knowledge to learners between the age of zero to eight years using strategies and methodologies which are aimed at improving the learner holistically. Therefore, teacher is a qualified person who impacts knowledge to the learners.

Behavioral challenges

Emeson and Einfield (2011) define the term behavioral challenges as referring to behaviors that form a sub-class of unusual behaviors that risk physical wellbeing or access to community settings, it implies that there is a social context to the behaviors in question and it cannot be misconstrued easily. Sigafos et al (2003) defines behavioral challenges as destructive, harmful or otherwise unacceptable behaviors that occur with sufficient frequency and/or severity to be of major concern.

Emotional challenges

According to Merrell and Walker (2014), Emotional Disorder refers to a condition in which behavioral or emotional responses of an individual in school are so different from his/her generally accepted, age appropriate, ethnic or cultural norms that they adversely affect performance in such areas as self-care, social relationships, personal adjustment, academic progress, classroom behavior, or work adjustment.

Mainstream classrooms

William (1988) defines mainstream as integrating of learners with special needs into ordinary education system. Mainstreaming gives children with emotional and behavioural challenges the opportunity to interact with other learners who act appropriately in the classroom (Farmer and Cadwallader, 2000).

1.10. Summary of the chapter

This chapter aimed at giving a comprehensive background to the research problem. After the statement of the problem, research questions were formulated to give direction and focus to the study. It further went on to state the significance to the study to teachers, parents and administrators. Delimitations and limitations to its implementation were discussed. Definition of terms from the research topic followed. It was from this chapter that the actual research programme was to be conducted. On the next chapter the researcher will review related literature and theoretical views from previous researchers shall be looked into.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter the researcher reviewed theoretical and empirical literature linked to the relevance of early intervention strategies used by teachers to early childhood education learners who exhibit emotional and behavioral challenges in mainstream classrooms, causes of emotional and behavioral challenges, strategies that Early Childhood Educators use in dealing with children who exhibit emotional and behavioral challenges, the benefits of early childhood intervention and other different forms of Early Intervention strategies that can be used.

This review attempted to bring together the key findings and points from the literature. As the focus is on recent literature, the aim is not to encompass all the available evidence on a particular aspect of early intervention provision, but rather to provide an update on some issues and introduce other recent ideas in early intervention. The review highlights a number of recent research projects from Zimbabwe and other countries. It is not intended that including these projects in the review be considered evidence of their efficacy unless that evidence is explicitly stated, but rather they provide examples of current research and issues that are being addressed. The focus of the review is on the child as a learner and for this reason; the review aims to identify generic, effective early intervention practices that are applicable across pupils with emotional and behavioral challenges.

2.1. Common emotional and behavioral challenges exhibited by Early Childhood Education learners in mainstream classrooms

Researchers in the field of psychology have used terms such as emotionally disturbed, psychotic, socially maladjusted and emotionally handicapped. However, in the context of this paper, the term “emotional and behavioural challenges” means a disability that is characterized by behavioural or emotional responses in school programmers so different from the appropriate age, cultural or ethnic norms that the responses adversely affect educational performance, including academic, social, vocational or personal skills Smith (2006).

When learners behave quite differently from what is expected for their age group, it becomes a cause for concern. For example, the behaviour of a seven year old who still suffers from separation anxiety, cried the whole day and does not socialize well with other peers. . Research done by Anderson in Jamaica in 2012 reveals that says that learners with emotional and behavioral challenges may display certain characteristics in the classroom which include attitudes which demonstrate violent behaviours to others, attitudes showing the tendency to want to lord it over others and make them fear you, always cursing and wanting to take advantage of others, indifferent to other people’s feelings or showing any apathy, unable to have friends, social or authority relationships, for more than a short period of time, a tendency to appear generally unhappy or out of sorts to mention just a few. A research done in Uganda on Behaviour Modification further support the above explanations as it purports that stealing truancy, rudeness, lying, fighting, lateness and disobedience are displayed by learners with behavioural and emotional challenges.

Researchers in the Clover Park School District, Child Study and Treatment Center and Seattle University School of Education (2005) have also concluded that there is no single,

standard way of measuring social, emotional or behavioural functioning. According to the survey carried out in Uganda by UNESCO (2000) it discovered that in order to identify abnormality, there needs to be some amount of subjectivity as deviance is relative to the particular culture. Culture might identify a behaviour as abnormal while the similar behavior is perfectly endorsed by another culture. Perhaps due to the challenges with measuring the disorder, some researchers have included schizophrenia and autism as two other disorders which can be classified as emotional and behavioral. An autistic child, classified as being in a world of his own, has to learn the necessary skills to communicate in order to manage his behaviour. He therefore should not be seen as emotionally disturbed. According to Friend and Bursuck (2004) autism is a condition which causes the individual to be socially unresponsiveness from an early age, requires structure and his activities must be routine. The individual is significantly impaired as well with the overall characteristics affecting his learning process.

Learners with behavioral and emotional challenges are those whose performance outcomes over a significant time span are grossly affected especially when such effects are substantial (Lui 2004). According to Heward (2009) there are many types of behaviour challenges. However, in your school young boys and girls may face, among others, the following, inability to learn which cannot be explained by intellectual, sensory, or health factors A girl or boy is known to have the capacity to learn and do well in class but does not live up to expectations, inability to build or maintain satisfactory interpersonal relationships with peers and teachers, inappropriate types of behaviour or feelings under normal conditions for example anxiety, rationalization and displacement and a general pervasive mood of unhappiness or depression.

2.2. Possible causes of behavioral and emotional challenges.

Smith (2006) says that the specific causes of emotional or behavioral disorders remain

subtle as is true with most disabilities. However, Alberto and Troutman (2010) says that relationships between some contributing factors are becoming clearer. For example, learners who experience physical abuse have a higher probability of being identified with emotional or behavioral disorders.

According to Tolan and Gorman-Smith (2001) there are three major causes of behaviour problems cultural factors, school factors and religious factors. . Research done by Anderson in Jamaica in 2012 reveals that different cultural forces pull the child's behaviour in different directions, and create conflicting expectations and increase the probability that he/she will violate cultural norms and be labelled a deviant. Alberto and Troutman (2010) propounds that most religions tend to maintain a belief in the inferior status of women and this has implications for girls' self-confidence and striving for excellence on equal terms with boys. It affects their aspirations to enter careers where they have to compete with men. Beside the family, the school has probably the most important socializing influence on children and young people. One need to examine carefully the role of the school in the development of behaviour, because the school environment is where the teacher, educators and school administrators have direct control.

Forness and Kavale (2001) say that more and more biological and genetic causes for emotional or behavioural disorders are being identified. A link between the factors of poverty and this disability is apparent as well (Hosp and Reschly, 2002). And it is likely that for some learners, a biological explanation will emerge (Forness and Kavale, 2001). For example, research now tells us that a definite relationship exists between prenatal drug exposure and childhood emotional or behavioral disorders fifty three percent of drug-exposed participants in Head start preschool programs are identified as having these disabilities as early as kindergarten (Sinclair 1998). Mood disorders, depression, and schizophrenia may have a genetic foundation (APA, 2000).

Environment and culture are the context in which behavior unfolds (Maag, 2000). No one lives in social blankness. Everyone is a member of an immediate family, an extended family, or a community network neighborhood, church, and clubs. All of these environments shape and influence each individual's growth and development, whether positively or negatively. Rarely does a single negative experience lead to or heighten emotional problems, but combinations of poverty, abuse, neglect, parental stress, inconsistent expectations and rules, confusion, and turmoil over long periods of time can do so (Hallahan and Kauffman 2006). Hosp and Reschly (2002) also say that being poor is a contributing factor. Lack of supervision, erratic and punitive discipline, low rate of positive interactions, high rate of negative interactions, lack of interest and concern, and poor adult role models (Neisyn 2009). For example, learners whose parents are violent and have arrest records also tend to become violent and to find themselves in trouble with the school authorities. Some Research has been done at University of the West Indies Mona, Jamaica, though it was about Psycho Educational Processes as Strategies Students Presenting with Emotional and Behavioral Disorders by Susan R. Anderson, PhD.

According to Bronfenbrenner's ecological model (1986) the environments in which a child's development takes place are mutual dependent resulting in the transfer of learned behaviours from one context to another, for example from home to school. A manner by which such a transfer might occur is through coercive interactions (Patterson, 2002). With regard to learners with emotional and behavioural challenges receiving special educational support, research results indicate that they are significantly more likely to live in poorer functioning families with several risk factors associated with the development of problem behavior than children with other disabilities or typically developing children (Wagner et al., 2005).

Teachers and schools can have a tremendous influence on students (Tolan, Gorman-Smith

and Henry 2001). Teachers' expectations affect the questions they ask learners, the feedback they give and character of their interactions with students. Problems can get better because of teachers' actions and they can get worse for the same reason. In other words, what educators do makes a difference. For example, a teacher who is unskilled in managing the classroom or insensitive to learners' individual differences may create an uncondusive environment

2.3. Dealing with Early Childhood Education learners with emotional and behaviora l challenges in BAT cluster by Early Childhood.

The most effective forms of intervention for learners' behavioral and relationship problems involve developing learners skills, teaching parents to manage their children's behaviour, and addressing parents' own wellbeing and relationship issues (Reid, Littlefield and Hammond 2008). Teachers should establish classroom regulations at the onset of the school year. . Research done by Anderson in Jamaica in 2012 reveals that says that rules should be specific, clear, fair, attainable and practical and they should help pupils manage their behavior and any subsequent lack of adherence should be treated with the appropriate and equal consequence. Rules should also be posted and reviewed periodically and clearly taught. Teachers can ensure that rules are stated positively regarding observable behaviors. According Experience in Education Law (2009) the fact that the behaviour is inappropriate for an individual's age draws attention and can result in the individual's being identified as having an emotional or behavioral challenge. Alberto and Troutman (2010).Learners with internalizing behaviours are often missed when only teacher referrals are used. Experts recommend that standardized tests or procedures be used in the identification process (Newman 2007).

Another strategy that can be used in controlling emotional and behavioral challenges is the functional behavioral assessments to determine the cause of the behavior and to help

identify actions that will effectively remediate extreme patterns of behavior. Some educators add a mentorship element, where successful secondary students with emotional or behavioral disorders help elementary students understand classroom expectations and how to act appropriately (Burrell et al 2001). The goal of positive behaviour support is to meet all learners' needs by providing progressively more intensive levels of support to ensure that all students know and are recognized for meeting the given expectations (Lewis and Sugai 1999). Positive behaviour support programs have been associated with decreases in office referrals, improved social interactions, and improved academic outcomes (Hunter and Chopra, 2001). One important premise of such programs is prevention and ECE learners are also taught what they should expect from each other (Smith 2006). Bourne (2007) says that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies is ineffective.

According to Boeree (2006) modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding which is advocated by Skinner. Different models for early intervention have also been used in countries like Jamaica, Kauffman (2009) says that positive outcomes have resulted from a number of models developed for children with emotional and behavioral disorders. Intervention which has its core in behavioral principles is arguably the most effective way of treating emotional and behavioral disorders (Kauffman, 2009). The models that have been developed are the Behavior Modification Model, the Development Sequence Model, the Biosocial Interaction Model of Childhood Externalizing Behavior and Hayden's Storied Model have all been widely accepted as tools to be used with children who exhibit emotional and behavioral challenges. While these models have been popular in developed nations, in Jamaica for example more traditional ways of addressing learners' behaviour have been

used. While each one has single handedly shown limitations, they have proved to bring about positive adjustments in the lives of learners with emotional and behavioral disorders. In the context of this research, three models will be discussed briefly Liu (2004).

The behavior modification model has as its primary focus maladaptive behaviors. . Research done by Anderson in Jamaica in 2012 reveals that says that the model focuses on the ‘what’ rather than the ‘how’ or the ‘why’ aspects of behavior management. The child who exhibits interrupting behaviors is seen as a failure of socialization as his behavior is considered learnt. Thus, the teacher’s role is that of a learning specialist. According to Anderson, the teacher first selects the appropriate ‘something’ to offer the learner as a starting task. Secondly, the teacher sees to the expansion of this task in order that the child reaches a standard of functioning that is desired in the classroom. Finally, he or she offers positive meaningful consequences for the acceptable behavior. The underlying principle of this model is to identify the maladaptive behavior that interferes with learning and to aid in the development of more adaptive behaviors by way of positive schedules which require no additional reinforcements. Boree (2006) concludes that the model “is based on B. F. Skinner’s theory of operant conditioning. It is very straight-forward: the class teacher extinguishes an undesirable behavior by removing the ‘reinforcer’ and replacing it with a desirable behavior through reinforcement.

Another model that can be used is the Developmental Sequence Model. . Research done by Anderson in Jamaica in 2012 reveals that says that there are two hypotheses which are critical to this model and these are that in order for successful learning to take place; the child must pay attention, respond, follow directions, explore the environment freely and accurately and conduct themselves appropriately in relation to others. The learning of these behaviors occurs during the normal course of development from infancy to school

age, a failure to acquire any or all of these will warrant the preclusion of the child's entry to school. The model was influenced by Piaget, Sigmund Freud, Anna Freud, Erikson and Maslow. Smith (2006) says that Piaget views child development as adapting the existing schema to changes experienced by the child as it develops through different stages (Sensorimotor, preoperational, concrete operational and formal operational). The major emphasis of Piaget is how students reach equilibration through assimilation and adaptation of schema thereby suggesting that there are sequences in how a child develops through active interaction with materials presented. Sigmund Freud, whose theory was further developed by Anna Freud and Erikson, sees individuals going through different stages of development called "psychosexual stages". For Freud, individuals experience different circumstances at the different stages that determine their future development. It is this theory that assesses the impact of the conscious, subconscious and unconscious on behavior and future psychological disorders. For Freud, the psychosexual stages of development (oral, anal, phallic, latency and genital) contribute to how teaching and learning should take place and additionally, how unresolved conflicts and crises can manifest themselves in behavioral disorders.

Smith (2006) adds on to say that Freud's theory viewed the individual in a psychosocial environment where he/she develops based on the social interaction and the influence of significant others in one's life. Pupils develop a greater sense of themselves as they resolve the inner and outer conflicts faced in the course of their development. Abraham Maslow on the other hand, sees the importance of human beings reaching their full potential through the fulfillment of certain needs (Lavin, Korte and Davies 2011). Providing pupils with an environment that facilitate growth and development, where they feel empowered to excel, contribute to significant improvements in academic and behavioral outcomes (Kauffman 2009). Anderson adds on to say that this theory also suggest that teachers, principals and parents should identify the problems and deficiencies

that impact pupils' learning and provided the needed support and intervention to help students improve performance outcomes.

The model which was successfully used in the Jamaica for early intervention is the Biosocial Interaction Model of Childhood Externalizing Behavior (Anderson, 2012). Liu (2004) says that during the prenatal or perinatal stages of pregnancy, certain genetic and maternal factors such as malnutrition, illnesses, smoking and using drugs during pregnancy could retard the growth of the fetus. A child may inherit genes responsible for externalizing behaviors from both mother and father. Certain prenatal maternal activities, for example, drinking of alcohol can damage the brain of the unborn child (Niesyn 2009). According to Polloway, Patton and Serna (2008) teachers can minimize disruptive behaviour during transition times by giving learners specific directions on how to move from one activity to another and by rewarding students for making orderly and smooth transition. Also classroom arrangement which is physical layout of the classroom can minimize disruptive behavior (Salend 2000). It is important for teachers to create a conducive environment that stimulates interest to learn.

While Albert Bandura also inculcates that learning is a result of copying or imitating what others do. The social modelling theory emphasizes the importance of external reinforces and allows learning to occur independently of reinforcement (Bandura 1997). The benefit of mainstreaming learners with emotional and behavioural challenges may be found in peer interactions. Farmer and Cadwallader (2000) postulates that learners with emotional and behavioural challenges can learn new behaviours by modeling the behavior of other learners peer interaction in and of itself will not change a student's disruptive behavior, the interaction will provide the learners with behavioural and emotional challenges the opportunity to view more effective ways of interacting within the school setting. In addition, if a learner with emotional and behavioural challenges remains in a self-

contained classroom the learner continues to be exposed to interaction styles of peers that are often disruptive.

According to Scheurmann and Hall (2008) positive behavioral support include providing effective academic content and instructions to learners with behavioural and emotional challenges. It requires curriculum adaptations to incorporate learners' interest into the curriculum. Teachers should endeavor to design a curriculum that is relevant and motivating to ECE learners with behavioural and emotional challenges. For example, teacher has to give clear instructions to ECE learners who exhibit behavioral and emotional challenges. This view is supported in research studied done in Kenya on instruction programs and policies for children with behavioural and emotional challenges (EBC). The effectiveness of intervention strategies applied in managing emotional or behavioral problems depend upon proper identification process (Alberto and Troutman, 2010).It is important to note that learners with EBC are managed by designing an individual curriculum program to suit their educational needs.

Observation is another strategy that use to accommodate learners with behavioural and emotional challenges .According to Alberto and Troutman (2010) observation in natural settings is one of the most commonly used assessment method but its accuracy is dependent more on how accurate direct observation and recording is done. Learners with emotional and behavioural challenges can be observed in a natural settings such as in classroom. A research done in Kenya revealed that direct and continuous measurement has become more popular as a method of assessing children with behaviour disorders. With this method, the actual behaviours that cause a learner to be considered disturbed in the first place are clearly specified and observed in the setting where they normally occur such as in classroom every day. .

2.4. Other forms of intervention strategies that can be used to accommodate learners with behavioural and emotional challenges.

According to the Council for Exceptional Children (2010) learners with disruptive behavioral challenges are often the most difficult to manage and accommodate in a classroom setting. A teacher may use home visits as strategies to control emotional and behavioral challenges. Sweet and Applebaum (2004) home visiting programs are linked by their method of service delivery, their goal in helping learners by helping the parents of those children and their focus on younger learners. A research done in Ghana reveals that by providing intervention strategies to pupils in their own homes offers advantages in that parents do not have to arrange transportation, child care or time off work. Bringing the intervention into the home also provides the opportunity for family involvement, individual attention and rapport building.

In Ireland early intervention program on children's emotional and behavioral challenges was done using multiple methods to test the robustness of the results. This included home visits from pregnancy onwards, or a control group was used to test the impact of the intervention on child behavior checklist scores at 24 months. The study revealed that the early intervention strategies if used properly can work well for young boys and girls (Doyle, McGlanaghy, O'Farrelly and Tremblay, 2016).

Lavin et al (2011) asserts that prevention and early intervention is intended not only to prevent the development of future problems such as child abuse, emotional and behavioral problems, substance abuse and criminal behavior, but also to promote the necessary conditions for a child's healthy development in all areas. Current thinking about early intervention increasingly accepts the premise that early childhood experience crucially determines health and wellbeing and the attainment of competences at later ages, and that investment in the early years will be reflected in improved education,

employment, and even national productivity (Keating and Hertzman, 2000).

In New Zealand according to Alliston (2007), early intervention services include an assessment of a child's skills and education needs, and individualized planning. General information and support may be provided to families, educators and other professionals as well as expertise and knowledge-sharing, such as designing ways to improve socialization, learning, communication and behavior management. Specialist services, such as speech-language therapy and specialist teaching may be provided and education support workers, who support specialists and early childhood educators, may work directly with children. Evidence that early intervention can counteract biological and environmental disadvantage and set children on a more positive developmental trajectory continues to build (Brooks-Gunn, Berlin and Fuligni 2000).

Smith and Heflin (2001) say that learners with emotional and behavioral challenges exhibit behaviour that serves a function for them and when the function or purpose of a behaviour is understood, then the behaviour can be changed more effectively. Long (2000) supports the above saying functional behavioural assessment (FBA) will help teachers and counselors understand the behaviour of ECE learners.

Teachers may use token economies to achieve behavioural change. Token economies can be as simple as positive reinforcement, or as complex as a complicated contingency program that combines many behavioral strategies (Brems 1993). ECE learners very much appreciate rewards and it can be easy for the teacher to control behaviour using tokens. According to UNESCO (2000) almost all classroom teachers are concerned with the problem of maintaining discipline in classrooms. Discipline means freedom to teach and interact with students, without interruption from learners who misbehave. Furthermore UNESCO (2000) is of the view that parents should work together with the school to formulate a plan of action to effect positive change. Learners spend their time at

home with parent therefore it is important that they take an interest in observing the behaviour and attitudes of their children. According to the research that was done in Uganda on behaviour modification it postulates that parents are child's first counsellors. Any abnormal behaviour that they notice should immediately be communicated to the school so that teachers have a starting point on how they will best accommodate learners with behavioural and emotional challenges in mainstream classrooms. Education Welfare Act (2000) requires schools to provide parents with a copy of the code of behaviour and states that schools may require parents to confirm that it is acceptable to them. Parental involvement plays a role in the development of learners who exhibit emotional and behavioural challenges.

UNESCO (2000) propounds that operant conditioning principles of behaviour intervention which were developed by F.B Skinner through systematic laboratory research. The process involves learning from one's actions as one operates the environment. The learners' behaviour is modified by the consequences of his/her responses. According to the researcher's questions Skinner principles can be used during guidance and counselling of learners who exhibit emotional and behavioural challenges. For instance, according UNESCO (2001) in extinction the counsellor may stop rewarding established behaviour in order to let the learner stop responding the way he/she does when counselling. The guidance and counselling has been conceptualized as a programme of activities which has provided African countries with the gateway out of the existing numerous problems in the present age of complex scientific and technological development (Okobiah and Okorududu 2004). Teacher counsellors are expected to develop effective Guidance and Counselling programs that would help learners who exhibit emotional and behavioural challenges.

2.5 Summary

Early intervention plays a critical role in the control of emotional and behavioral challenges faced by pupils during their early childhood education. In this chapter, the writer looked at different topics that are related to the study. The chapter focused on the review of related literature with reference to different scholars. The chapter looked at the emotional and behavioral challenges exhibited by Early Childhood Education learners in mainstream classrooms, the causes of emotional and behavioral challenges, the strategies that Early Childhood Educators teachers use in dealing with children who exhibit emotional and behavioral challenges, the benefits of early childhood intervention strategies and other forms of Early Intervention strategies that can be used to control emotional and behavioral challenges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology to be used in the study. The research design, population and sample and sampling methods, instruments, data collect procedures and data analysis to be used by the researcher will be articulated in this chapter. It will explain the guidelines that the research will follow in as far as collection of data is concerned. The reasons for selecting instruments amongst others will be identified and justifications as to how and why they were selected will be provided.

Research methodology refers to a specific plan or protocol for conducting a study, which allows the researcher to translate the conceptual hypothesis into an operational one (Maroni, 2013). This implies that research methodology is a way to find the results which will enable the researcher to solve the problem .It can also be defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. It is important for the researcher to know not only the research methods necessary for the research under taken but also the methodology.

3.1 Research Design

The research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring one will effectively address the research problem, it constitutes the blueprint for the collection, measurement, and analysis of data (De Vaus, 2010). According to Cooper and Schindler (2014) also purport that a research design gives the most valid and reliable

results, and all the components of the research should agree. Tichapondwa (2013) gives a simpler explanation that it is the constructed plans and strategies that are developed to seek and discover answers to research questions. Thus one can safely say that research design is a layout on how the research will be done and it describes procedures for conducting the study. Therefore, in this study the researcher used a descriptive survey design.

3.2 Descriptive survey design

Chiromo (2006) defines descriptive survey as a method of research which describes what we see. The researcher aimed to describe the views of teachers, teachers in charge and heads on how ECE learners who exhibit emotional and behavioural challenges are accommodated in schools. Descriptive survey research aims to describe behaviours and emotions to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education (Lodico, Spaulding, and Voegtler, 2010). A survey was ideal considering the large population which the researcher was dealing with and it helped the researcher to establish meaningful results from the participants view. This method allowed the researcher to use a combination of instruments and also allowed the researcher to collect data in a natural environment. According Takona (2002) descriptive surveys are techniques such as interview scales and questionnaires which are used for gathering information from a large number of people who are thought to have desired information. The researcher used questionnaires, observation, interviews and document analysis for the purposes of this study. The researcher chose descriptive survey because it allowed the collection of the actual data on how teachers accommodate learners with emotional and behavioural challenges in BAT cluster, Reigate District.

3.3 Population

According to Cooper and Schindler (2014) population refers to a group of individuals that have more characteristics in common that are of interest to the researcher. Ary, Jacobs and Sorensen (2010) say that a population is all members of any well-defined class of people, events, or objects. This implies that population is a group of individual who have one thing in common that's make them be recognized. Therefore population can be seen as the inhabitants of a particular place meaning that a population is number of people in a certain area who have some characteristics that the researcher wants to investigate. The population of the study comprised of the Head of schools, Teachers in Charge (T.I.C.s), Early Childhood teachers and learners in the Bulawayo African Township (B.A.T.) Cluster of Reigate District of Bulawayo. There are five primary schools in the Bulawayo African Township (B.A.T) cluster namely Mzilikazi, Lobengula, Lotshe, St Patricks and Mckeurtan and these constitute the population for the research study.

3.4 Sample

The way in which we select a sample of characters to be research participants is critical. Kruger (2011) says that a sample is a small portion or group selected for observation and analysis. Ary, Jacobs, Sorensen, Walker (2012) define a sample as a portion of the population. A sample is a sub-set of the population, which is usually selected to be representative of the population from which generalisations can be made on (Cohen and Manion, 2006). Thus from the above definitions a sample is a small part of a population selected for observation purposes. Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the large group from which they were selected, one can conclude that a sample is a part of the population that is selected to represent the population to be investigated. This representative portion of a population is called a sample (Yount, 2006). Therefore a sample is a group of people picked from a

population in order for them to participate in the research to collect data. The sampling technique that was used in this research is purposive sampling.

3.4.1 Purposive Sampling

In this research the selection of the participants used in the study was done using purposive sampling technique since only teachers in charge and early childhood teachers were needed. In purposive sampling the researcher selects particular elements from the population that will be representatives or informative about the topic (Alvi, 2016). For instance, the researcher has to interview senior teachers with experience in teaching. Based on the researcher's knowledge of the population, a judgment is made about which participants should be selected to provide the best information to address the purpose of the research. For example, in this research the researcher studied the impacts of early childhood intervention on pupils exhibiting emotional and behavioral challenges. Purposive sampling assured the researcher that teachers in charge and senior early childhood educators are included (Alvi, 2016). Above all purposive sampling has a wide range of sampling techniques that can be used in descriptive research designs. The best people to respond to that are the teachers of early childhood classes and teachers in charge who work with the infants. The research will be effective and most informative if those who deal with the pupils are involved.

3.5 Research Instruments

To investigate intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in Primary Schools in the Bulawayo African Township (B.A.T) cluster at Reigate District in Bulawayo, data would be generated through research instruments. Research instruments were used in research in order to get standardized information from all the subjects in the sample. Creswell (2014)

defines research instrument as any device that systematically collects data such as test, questionnaires and interviews with the aim of getting accurate results. According to Annum (2005) research instruments are the fact finding strategies, they are tools for data collection which include questionnaires, interviews and observations. This means that research instruments are the laid down strategies involved in collecting data in research. Therefore as the above assertion view research instruments as tools, devices or strategies that can be used to gather information. For this research the researcher used questionnaires, observation and interviews as data collection instruments.

3.5.1 Questionnaire

Questionnaires are data collection instruments mostly used in normative surveys. A questionnaire is a document containing questions and other types of items designed to solicit information appropriate to analysis (Acharya, 2010). These are systematically prepared documents or forms with a set of questions deliberately designed to elicit responses from respondent.or research informants for the purpose of collecting data or information (Annum, 2017). Thus a questionnaire is a form prepared to secure response to different questions. It consists of open ended and guided questions to be answered by respondents. The researcher used questionnaires in order to gather data and information directly from the respondents. The questionnaire will get extra deep in the minds of respondent. The structured type questions were used, where the respondents was given a list of questions to answer, which are open ended questions. All the twenty five selected teachers used in the research were given questionnaire to respond to the given questions. The responses were presented in tables, pie charts and graphs. Kaul (2006) states that questionnaires are less expensive than other methods, can reach out more people. Opinions can be expressed anonymously and easy to analyse and decode. No irrelevant answers since the researcher was there to explain the questions. The researcher used the

questionnaire method to administer the questions pertaining to the problem. Phillas, Bloch and Jeale (2011) say that in a questionnaire, response rate tend to be low and it is difficult to know the characteristics of those who have not filled in the survey and how their non-response will affect the findings. Therefore, to curb this problem the research used self-administered questionnaires. Where the researcher was having one on one discussion before giving the respondents the questionnaire had also to make a follow up to collect the questionnaire after completion. Respondents were not hundred percent truthful with their answers and the researcher got the wrong answers to the research project.

3.5.2 Interviews

Interviews will also be used by the researcher in order to collect data. An interview is a structured and systematic method whereby a researcher collects information directly from the informant (Coleman, 2007). An interview is a process whereby the researcher obtains data by talking with people. Chiromo (2006) further says that interviews are particularly useful for getting the story behind participant's experiences. The interview schedule contained five questions. Ten participants were interviewed. In this research the participants were given numbers from the first interviewee to the tenth.

Maynard and Nigel (2010) says that unlike questionnaires where some people may not submit the complete forms , with an interview the researcher will be assured of maximum return since all information from respondents will be instant. Interviews have an advantage in that respondents elaborated and explained themselves. They are useful to obtain detailed information about information personal feelings, perception and opinions. Interviews are particularly useful for getting the story behind different experiences. The interview guide will enable the researcher to get immediate feedback from respondents thereby reducing the possibility of non-response rate (Chiromo, 2006).

Pepper and Craig (2000) state that respondents may not be willing to give information since some information might have negative impacts leading to false information noted. To ensure validity of interviews, the researcher did not take the interviewee by surprise or inconvenience them but had to make an appointment so that they get prepared psychologically. According to Cohen and Manion (2011) appointments ensures that there is no embarrassment on the part of the interviewer and the interviewee. The interviews were carried out in the comfort of the interviewee's offices and classrooms. From interviews the researcher managed to gather concerns of senior teachers TICs and Head of schools as far as how teachers deal with behavioural and emotional challenges. Ten senior teachers were interviewed in the BAT cluster of which two senior teachers were selected in each of the five schools. School heads and TICS were also interviewed as to how they help teachers deal with emotional and behavioural challenges in their schools.

3.5.3 Observation schedule

The researcher used the method of complete participant observer at schools because that is where the researcher was stationed. The researcher took part in the group and the group observed was not aware of the observer. Research done by Anderson in Jamaica in 2012 reveals that this technique allowed the researcher to observe the participants and record what was going on verbally and in writing. The researcher using observations probed beyond and behind given statements and this enabled the researcher to obtain peoples' perception of reality in their actions and expressed as feelings, thoughts and beliefs. At school A, B, C, D and E the group was aware of the researcher and intentions. The prolonged engagement with the participants was allowed a great deal of information to be collected as the researcher went native and ceases to be a stranger to the participants who automatically open up and disclose their problems, allowing the researcher to collect valuable first hand and authentic information through observation (Creswell, 2007).

3.6 Data collection procedure

The researcher explained to the selected teachers about the expectations from the questions on the instruments that they were issued. A questionnaire consisting of ten structured questions was issued to the teachers, interviews with ten items and lastly the observation guide with ten items was used in study for collecting data. The researcher administered questionnaires to ten teachers to answer as per questionnaires' requirement.

3.7 Data Presentation, Interpretation and Analysis

Neumann (2000) asserts that data analysis is research for patterns of data recurrent behaviours objects or a body of knowledge. This means data collected will be used to assist the research to obtain better results. The researcher used qualitative data collected from the respondents to analyse the findings in words. The data was analyzed and care was given to item by item to give an insight on what is happening on the ground on the impact of early intervention on children with behavioural and emotional challenges. The researcher intends not to discard undesirable findings. The findings were discussed and interpreted in the line with the literature review. Tables, graphs and pie charts were used to present data.

3.8 Validity and Reliability

According Ary, Jacobs, Sorensen and Walker (2014) validity is the degree to which an instrument measures what it claims to measure. Martellar, Nelson, Morgan and Marchand-Martella (2013) propound that reliability deals with the consistency of the participants in giving their responses. The researcher used questionnaires, interviews and observations so as to enhance the validity and reliability of findings.

3.9 Summary

This chapter explained the research designs methodology population, sample and sampling techniques. The research instruments and data collection used for the study were also discussed. It analyzed by making reference to the respondent views and the researcher identified reasons to why they chose the data collection methods selected. In chapter 4 the researcher looked into data presentation, data interpretation, data analysis and discussion.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the results of the research on early intervention strategies used by teachers to accommodate Early Childhood Education (ECE) learners with behavioural and emotional challenges are presented, analyzed and discussed. The data presented were obtained from five schools in BAT cluster at Reigate District. The data relating to Head of schools, Teachers in charge and teachers' perceptions on intervention strategies used to accommodate Early Childhood learners with behavioural and emotional challenges. The issues that arise on how teachers should accommodate learners with behavioural and emotional challenges are presented, analyzed and discussed in line with the objectives of the study in Chapter one and in the context of the literature reviewed. Qualitative data were gathered and used in the study. The responses from the questionnaires, the interviews and observation schedule were categorized, presented and analysis was carried out in a way that that attempted to answer the research questions.

4.1 Data Presentation and Analysis

4.1.1 Demographic data of respondents

Table 4.1: Showing demographic data

Category	Number of questionnaires distributed	Number of questionnaires returned	Percentage response rate
Teachers	25	25	100%

Table 4.1: showed that questionnaires were administered to twenty-five teachers. All the questionnaires distributed were returned. The response rate to the study was a hundred percent thus aiding positively to the validity and reliability of the research.

Table 4.2: Response rate to interviews by School Heads and TICs

Category	Number Interviewed	Percentage response rate
School Heads	5	100%
TICs	5	100%

The table 4.2: above showed that of the five Heads of Schools and five TICs in BAT Cluster were available for the interviews. Therefore the response rate was again a hundred percent.

Table 4.3: The summary of participants by sex

Sex	Frequency	Percentage
Males	1	4%
Females	24	96%
Totals	25	100%

Table 4.3, showed that the study comprised of more females (96%) than males (4%). The explanation for such a distribution is that schools in BAT cluster comprise of more females than males in their staffing.

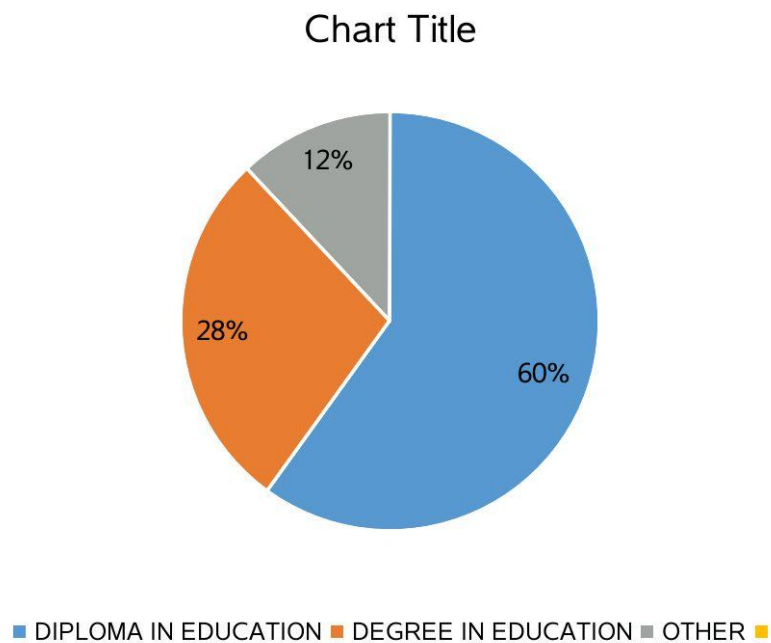


Figure 4.1 Representation of Professional Qualifications

The professional qualifications of teachers who participated in the study are shown in figure 4.3. Diploma holders constituted 60% of the sample. Those with general degrees of

various subjects were second on the list, constituting 28%. Teachers with other certificates were only a few and had 12%.

Table 4.4 Teaching Experience

Number of years	Frequency	Percentage
0-5	8	32%
6-10	4	16%
11-15	3	12%
16-20	7	28%
20 and above	3	12%
Total	25	100%

Table 4.4 above showed that the research comprised of a mixed distribution of the teaching experience of participants. The table shows that twenty-five teachers participated in questionnaires. The ranges 0-5 were represented the highest percentage which was 32%, It was followed by range of 16-20 which had 28% , range 6-10 had 16% and least percentage (12%) had a working experience ranging between 11-15years and 20+. The varied distribution of the teachers according to their working experience positively enhanced validity and reliability of the study since experience matters much about how one handles learners with behavioural and emotional challenges.

4.3 Presentation and analysis of research findings

4.3.1. SUB RESEARCH QUESTION 1: What are the common emotional and behavioural challenges exhibited by Early Childhood Education learners in

mainstream schools?

This question sought to establish the common emotional and behavioural challenges exhibited by ECE learners in BAT cluster mainstream schools, responses by teachers are shown in Table 4.5.

Table 4.5: Showing teachers' responses

Emotional and Behavioural challenges	Number of responses
Tantrums	12
Bulling	11
Mood swings	2
Playing truancy	3
Stealing	3
Temper	7
Crying	8
Easily irritated	1
Attention seekers	5
Fighting	2
Quarrel	1
Difficulties in interaction	1
Play alone/withdrawn	6
Sitting and playing alone	1
Low concentration span	1
Egocentrism	5
Separation anxiety	1

The most common challenge was truancy. Although bullying and mood swings also surfaced. The least was separation anxiety.

The researcher also carried out observation to ascertain the common emotional and behavioural challenges exhibited by Early Childhood Education learners in mainstream schools. The findings are shown in table 4.6 where the tick shows the presence of emotional and behavioural challenges.

Table 4.6 showing researcher’s findings

EMOTIONAL AND BEHAVIORAL CHALLENGES OBSERVED	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E
Low concentration span	✓	❖	❖	✓	✓
Bullying	✓	✓	✓	✓	✓
Temper tantrums	✓	✓	✓	✓	✓
Mood swings	✓	✓	✓	❖	✓
Fighting	✓	❖	✓	❖	✓
Crying	✓	❖	❖	❖	✓
Attention seekers	✓	✓	✓	✓	✓

The findings on five classes observed in BAT cluster, observation showed that temper tantrums, bullying and attention seekers are the most common behavioural and emotional challenges exhibited by learners in mainstream classrooms. Crying, low concentration span, fighting and mood swings are also other emotional and behavioural challenges though not so common.

4.3.2 SUB RESEARCH QUESTION 2: What are the common causes of the emotional and behavioural challenges?

The teachers were required to list the common causes of the emotional and behavioural challenges? The responses are shown in Table 4.7.

Table 4.7 showing teachers' findings

COMMON CAUSES OF EMOTIONAL AND BEHAVIOURAL CHALLENGES	NUMBER OF RESPONSES
Abuse at home	14
Poverty	18
Social	12
Background	14
Environment	13
Divorce	17
Domestic violence	13
Biological issues	12
Orphans	13
Neglect ion	2
Lack of love from guardians	6
Parenting style	2
Victims of bullying	4
Corporal punishment	4
Harsh conditions	5

Table 4.7 showed that the most common causes of emotional and behavioural challenges is the background in which learners come from, the environment in which they live in and abuse which can be emotionally, physically and sexually. The table above show different perceptions on what teachers think are the causes of behavioural and emotional challenges.

On being asked about the common causes of the emotional and behavioural challenges senior teachers gave the responses shown in Table 4.8

Table 4.8 showing senior teachers responses

COMMON CAUSES OF EMOTIONAL AND BAHAVIOURAL CHALLENGES	NUMBER OF TEACHERS MENTIONED
Domestic violence	4
Victims of bullying	6
Background	5
Abuse	4
Proper parenting style	2
Loss of parents	7
Child headed families	3
Environment	8

Table 4.8 shows the common causes of emotional and behavioural challenges that learners' exhibit in mainstream classrooms. It is very clear that from the findings environment plays a big role in the behavior and emotions of a learner. Seven senior teachers mentioned that orphaned learners also exhibit emotional and behavioral challenges. Six senior teachers highlighted on victims of bullying which is one of the most common even on questionnaires. Table 4.8 also reveals that background, domestic

violence, abuse and child headed families are also causes of behavioural and emotional challenges.

4.3.3 SUB RESEARCH QUESTION 3: How do teachers deal with learners with behavioural and emotional challenges in BAT cluster mainstream schools?

Teachers’ responses on what the school authorities are doing in order to enhance early intervention strategies for pupils with emotional and behavioural challenges.

The findings are shown in Figure 4.2

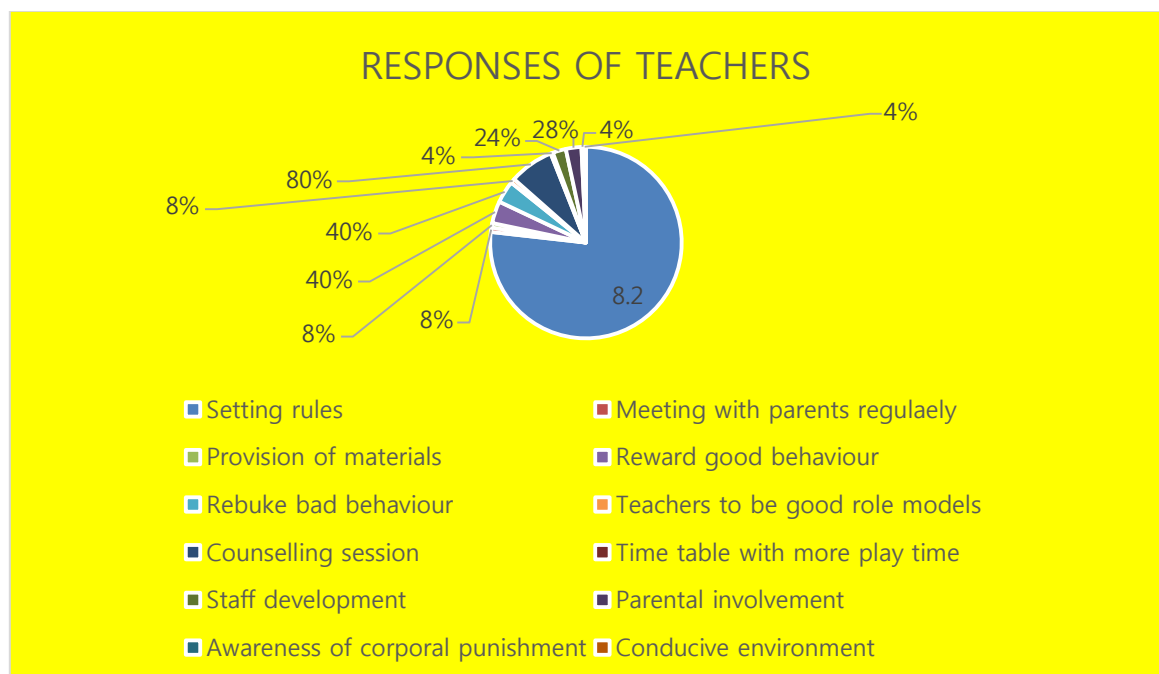


Figure 4.2: showing responses of teachers

Figure 4.2 reveals that the highest number of teachers which is twenty (80%) suggested that guidance and counseling sessions should be given to learners to cultivate positive behaviour. Ten teachers (40%) revealed that rewards and punishment for good and bad behaviour is offered by their school authorities. Seven teachers (28%) wrote parental involvement helps a lot in behaviour modification. Six (24%) school offer staff development for teachers, five teachers (20%) said that school set rules to be followed by learners. Some school provide materials and teachers are encouraged to be good role

models this was by two teachers (8%). Lastly three teachers (4%) Setting time table for plays, awareness of corporal punishment and conducive environment is what is offered by the school authorities to enhance early intervention strategies to pupils with behavioural and emotional challenges.

On being asked on what school authorities are doing in regards to emotional and behavioural challenges in schools, the senior teachers responded saying guidance and counseling is what teachers offer to learners with emotional and behavioral challenges in mainstream schools. One of the interviewee from school X3 mentioned this:

“... We allocate them duties and invite victim friendly from the Police department to talk to learners”.

Upon being asked the heads of schools and TICs reported that they offer guidance and resources: counseling rooms, teaching material, conducive environment, staff develop teachers, educate the learners on how behave. Two interviewees said they had no idea it was practical to accommodate such learners. School X2 interviewee said:

“In my school we concentrate on serious business not on ECD pupil who only come to play...”

The researcher also carried out observation to ascertain resources available in schools that help teachers to accommodate ECE learners with behavioural and emotional challenges. The researcher witnessed that the school authorities are ignorant on learners with behavioural and emotional challenges. Not enough material to accommodate them and the classrooms are not conducive enough. Teachers need to be staff developed on early intervention strategies to be used in mainstream classrooms to accommodate learners with behavioural and emotional challenges.

Teacher responses on how they deal with emotional and behavioural challenges. Findings

are shown in figure 4.3.

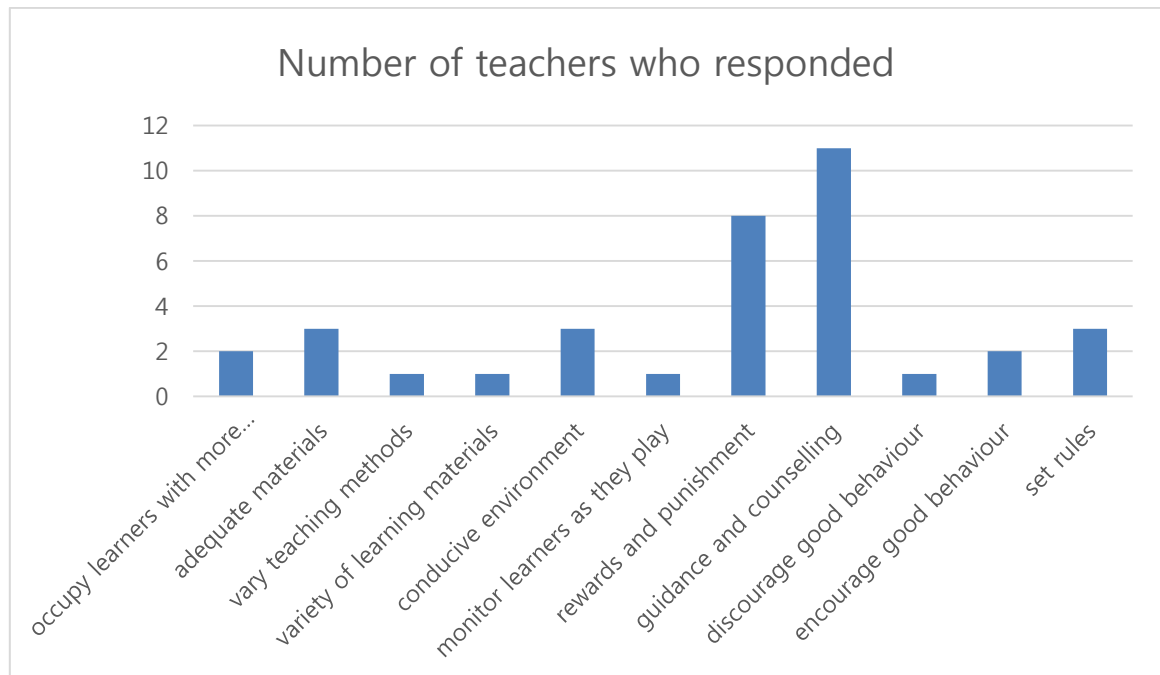


Figure 4.3 Showing responses for teachers

Figure 4.3 Shows that the most commonly strategies that teachers use in dealing with emotional and behavioural challenges is guidance and counseling. Rewards and punishment also has a number of respondents. Findings show that there is not much accommodation for learners with behavioural and emotional challenges.

On being asked on how teachers deal with ECE learners with behavioural and emotional challenges Head of schools and TICs highlighted the following. They were agreement that ECE teachers should have skills to accommodate learners with behavioural challenges in their school .From the interview section it was clear that as school authorities they have not paid attention to such learners. Though they strongly feel teachers responsible for guidance and counseling has a role to play.

On being asked on strategies that have negative effect on learners the senior teachers gave responses shown in Figure 4.4

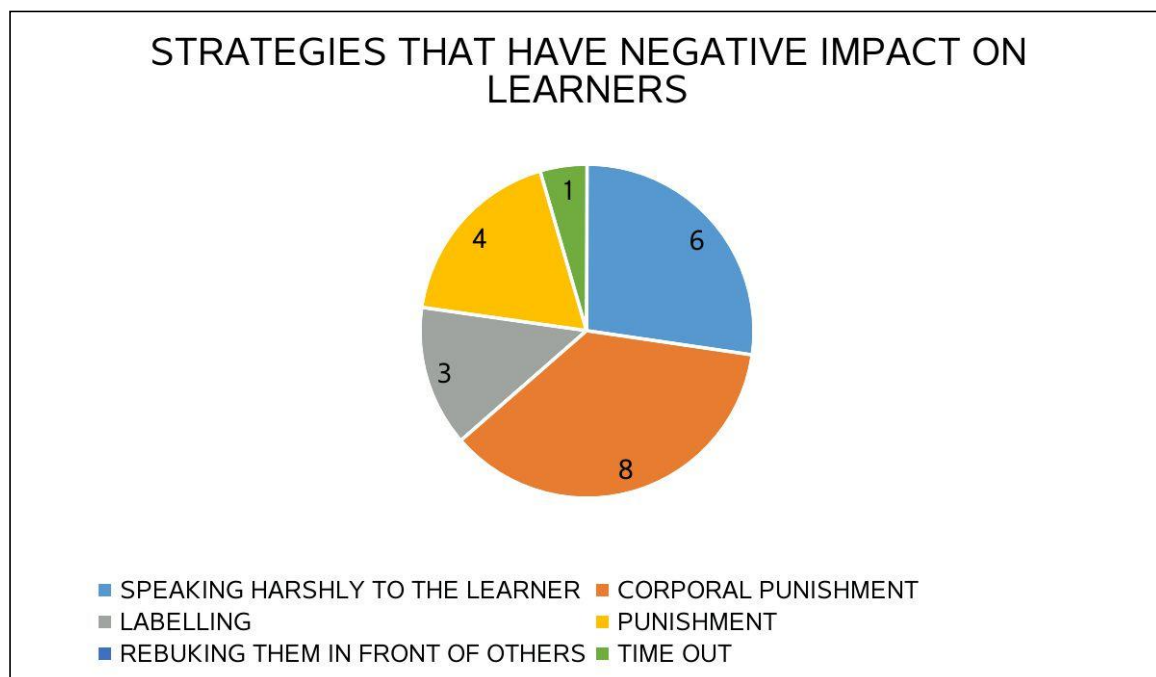


FIGURE 4.4 showing senior teacher responses

Figure 4.4 shows that some intervention strategies brought negative effect on learners with behavioural and emotional challenges. Finding reveal that teachers should not speak harshly with learners. If u punish them a lot they end up worse.

On being asked on strategies that have positive effect on learners the senior teachers gave responses listed below

- ❖ reward appropriate behaviour as soon as possible
- ❖ set routines and boundaries
- ❖ let them make most of the rules
- ❖ pay offs should be small and attainable
- ❖ the rewards should be cumulative
- ❖ encouraging the class to work together for a reward
- ❖ never take back a reward
- ❖ use the element of surprise for example by giving a double reward unexpectedly
- ❖ punish bad behaviour so that they will not be repeated

4.3.4 SUB RESEARCH QUESTION 4: What other strategies can be used by early childhood educators in order to deal with pupils who exhibit emotional and behavioural challenges?

This question sought to establish the strategies used by early childhood educators in order to deal with pupils who exhibit emotional and behavioural challenges. Responses by teachers are shown in Figure 4.5

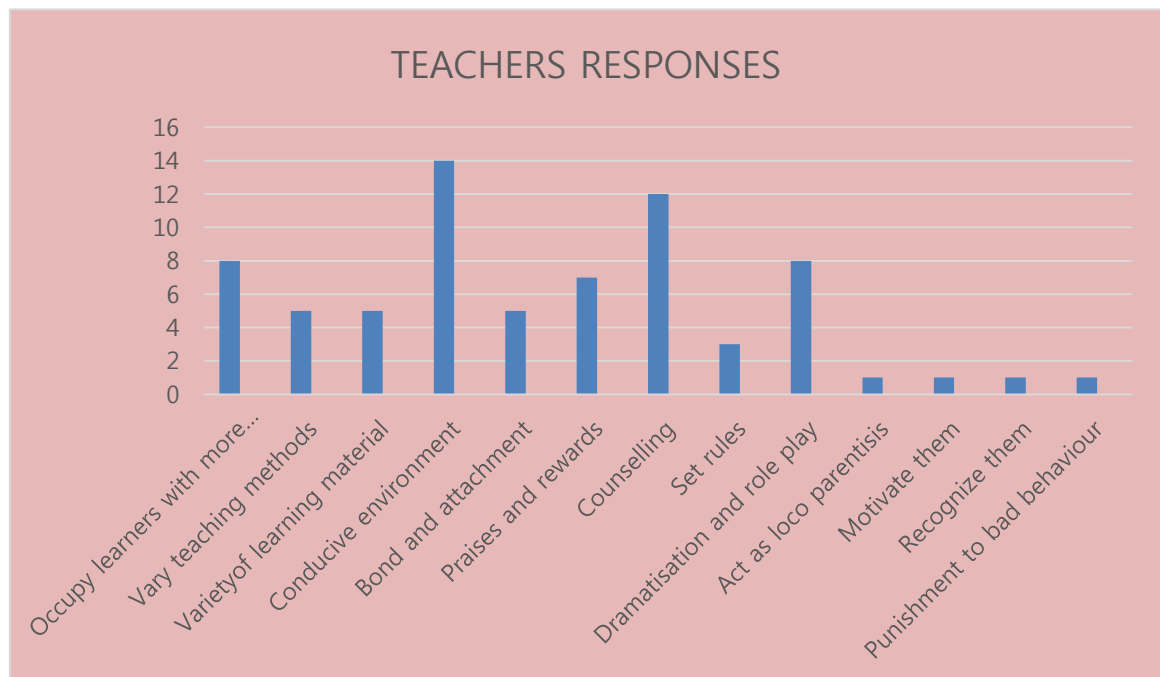


Figure 4.5 Showing teachers' responses

Figure 4.5 shows that majority of Teachers suggests that creating a conducive environment and creating adequate teaching and learning material is one of the effective early intervention strategies used in schools .Occupying them with lots of work is also one of the mostly used by teachers in school. With the above information shows there are many strategies which teachers use to accommodate learners with behavioral and emotional challenges in mainstream schools at BAT cluster in Reigate District.

Senior teachers were also interviewed on the strategies used to deal with learners who

exhibit emotional and behavioural challenges. Figure 4.6 shows the responses given by senior teachers.

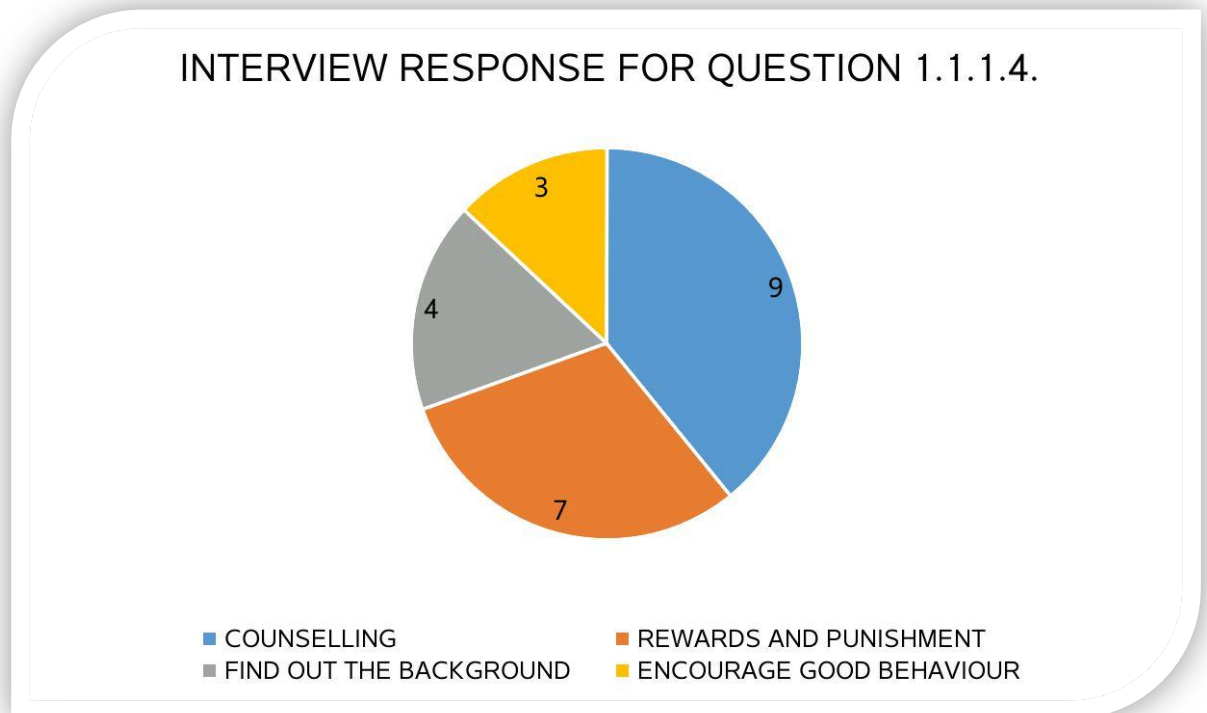


Figure 4.6 showing senior teachers responses

Figure 4.6 Show the responses of ten senior teachers that were interviewed in regard to the strategies that they use in their classes to deal with learners with emotional and behavioural challenges .From the figure above counseling seem to have the most number. Secondly rewards and punishment seem to work for teachers as well. Instilling and encouraging good behavior seem to be working as well .Four of the teachers said they do background check so the tackle the problem well.

In response to the same sub research question on strategies used in their school that are meant to accommodate pupils with behavioural and emotional challenges. Heads of BAT cluster and TICs gave the following strategies shown in figure 4.7



Figure 4.7 showing Head of schools and TICS responses

The researcher also carried out an observation to ascertain the strategies used by teachers to accommodate learners with emotional and behavioural challenges? The findings are shown in the list below:

- ✓ Rewards
- ✓ Punishment
- ✓ Adequate resources
- ✓ Enough and colorful media
- ✓ Encouraging good behaviour
- ✓ Praising learners
- ✓ Corporal punishment

4.4 DISCUSSION

4.4.1 What are the common emotional and behavioural challenges exhibited by Early Childhood Education learners in mainstream schools.

Teachers and teachers in charge cited bullying, temper tantrums, crying, attention seekers and withdrawn learners are the most common emotional and behavioural challenges exhibited by ECE learners in mainstream classrooms in BAT cluster Interviewee X7, when asked about these challenges had this to say.

“Most pupils who exhibit emotional and behavioural challenges have temper tantrums, they also bully other showing an unpleasant behaviour and they usually want so much attention from the teacher.”

Anderson (2001) says that pupils with emotional and behavioral challenges may display certain characteristics in the classroom which include attitudes which demonstrate violent behaviors to others, attitudes showing the tendency to want to lord it over others and make them fear you, always cursing and wanting to take advantage of others, indifferent to other people’s feelings or showing any apathy, unable to have friends, social or authority relationships, for more than a short period of time, a tendency to appear generally unhappy or out of sorts to mention just a few. From the responses bullying, temper tantrums, crying, attention seekers and withdrawn learners are the most common emotional and behavioural challenges exhibited by ECE learners in mainstream classrooms in BAT cluster. The questionnaires also revealed the same common challenges listed in table 4.2. Learners exhibit different emotions and behaviours that make the teacher aware that there is a problem that needs early intervention strategies.

Observation in natural settings is one of the most commonly used assessment method but

its accuracy is dependent more on how accurate direct observation and recording is done (Alberto and Troutman, 2010).The researcher had to observe lessons in her cluster. Findings suggest that there are quite a number of learners in school that exhibit emotional and behavioural challenges. According to the research carried out in Jamaica there are characteristics of Emotional and Behavioural challenges. It indicates learners with behavioural and emotional challenges might display some of the following characteristics, they demonstrate violent behaviours to others, physically abusive of others, always cursing and wanting to take advantage of others ,having no regard to other learners' property, unable to have friends and often appear generally unhappy. From the finding it is clear that emotional and behavioural challenges exhibited by learners are the same world-wide.

When children behave quite differently from what is expected for their age group, it becomes a cause for concern. For example, the behavior of an 8-year-old who suddenly begins to wet the bed clings to his mother stops talking and this creates great concern. Even though almost identical behavior would be totally acceptable for a toddler, an 8-year-old who acts in this way is perceived as having a problem. Teachers and interviewees are also of the same view that you find learners suffering from separation anxiety at the age of 6-7 years. They cry every day when brought to school; after they are left they cannot interact with others.

4.4.2 What are the common causes of the emotional and behavioural challenges?

Questionnaires distributed to twenty five teachers and interviews carried out with ten senior teachers in in BAT cluster suggest that, abuse at home, poverty, background ,environment and divorces and parenting styles. Teachers and interviewees cited home

environment as one of the factors that contribute behavioural and emotional challenges. Teachers stated that through their child study and checklist, they gathered information about pupils' home background, parental level of education and the family size. They indicated that because of high rate of poverty and divorce children become caught up in the emotional stresses of their family and they display it in class. As cited in the literature review, studies carried out in Kenya indicated that environment and culture are the context in which behaviour unfolds (Maag, 2000). No one lives in social blankness. Everyone is a member of an immediate family, an extended family, or a community network (neighborhood, church, and clubs). All of these environments shape and influence each individual's growth and development, whether positively or negatively. Interviewee X5 commented saying.

“...the background of a child shapes his /her behaviour, when a child comes from a family which is abusive where parents always beat each other they exhibit emotional and behavioural challenges in class. Also poverty contributes to kids being emotionally and behaviorally disturbed. The community they come from is very bad .They are exposed and surrounded to bad behaviour that they always think it is right. For example teenage boys and girls are smoking and drinking beer so they tend to bully the little ones and in turn they come to school and start bullying others”

Hosp and Reschly (2002) also say that being poor is a contributing factor. Lack of supervision, erratic and punitive discipline, low rate of positive interactions, high rate of negative interactions, lack of interest and concern, and poor adult role models (Newman 2007). For example, children whose parents are violent and have arrest records also tend to become violent and to find themselves in trouble with the school authorities (Hallahan and Kauffman, 2009). Finding agree with the above as learners tend to display what is done .ECE learners are good imitators they imitate what they experience every day and think it is normal.

4.4.3 How do teachers deal with ECE learners with emotional behavioural challenges in BAT cluster mainstream schools at Reigate District in Bulawayo Province?

Findings reveal intervention strategies teachers use to manage learners with behavioural and emotional challenges, the researcher designed a questionnaire which teachers completed on how they deal with learners with behavioural and emotional challenges. The program must have five components for its effectiveness namely physical/conducive environmental, building physical environment, relationship and guidance and counseling. Teachers and interviewees suggested that if learners are surrounded a conducive environment and adequate learning environment they may easily overcome their emotions. Also classroom arrangement which is physical layout of the classroom can minimize disruptive behavior (Salend, 2000). Physical environment includes school, its facilities such as classrooms and recreational areas, physical movement of learners within the school as they move from one activity to the other.

Lou (2013) asserts that Bandura proposed the concept of social cognitive theory whereby learners learn in social environment through observing and imitating the behaviour other. This has to do with the ability for a learner observing and then imitating behaviours around his /her environment. According to Polloway, Patton and Serna (2008) teachers can minimize disruptive behaviour during transition times by giving learners specific directions on how to move from one activity to another and by rewarding students for making orderly and smooth transition. In an interview with one of the head of some school in BAT cluster mentioned that:

“When the environment both indoors and outdoors is conducive for learning there shall be no reports about kids exhibiting behavioural and emotional challenges. In my school they are teachers for guidance and counseling who deal such learners.

There are also specially trained special education teacher who know how to handle challenged learners .HOPE IM ANSWERING YOUR NEEDS MADAM. If its materials teachers need we have more than enough because we get donations from all over the world in the ECE department, so teachers do not have an excuse, Regarding the curriculum each grade is supposed to make their own syllabus that suits their needs and the new curriculum that talks about inclusive education”

The behaviourists proposed that all learning was a result of direct experience with the environment the processes of association and reinforcement (Lou, 2013). Different models for early intervention have also been used in countries like Jamaica, Kauffman (2009) says that positive outcomes have resulted from a number of models developed for children with emotional and behavioural disorders. Intervention which has its core in behavioural principles is arguably the most effective way of treating emotional and behavioural disorders (Kauffman, 2009). According to Scheurmann and Hall (2008) positive behavioural support include providing effective academic content and instructions to learners with behavioural and emotional challenges. It requires curriculum adaptations to incorporate learners’ interest into the curriculum. Teachers should endeavor to design a curriculum that is relevant and motivating to learners with emotional and behavioural challenges. All this is supported the findings though in some schools Head of schools had no idea of what is emotional and behavioural challenges .For example this TIC from school 6 was saying:

“...all this is not practical .we focus on teaching and learning .YOU BUSY ASKING THINGS THAT WE DO NOT CARE ABOUT. There is no money to work extra miles. Teachers have no time to report about behavioural and emotional challenges .Teacher pupil ratio is too much to pay attention to such. The problem with you mam is that you do your researches but you do not come back to implement your findings.”

From the above it is clear that at some school learners with behavioral and emotional are not accommodated or can say they pretend they do not exist. Mugenda and Mugenda (1999) noted that interview is advantageous in that it provides in depth data which is not possible to get using a questionnaire. Guided interviews with teachers, Head of schools and TICs guides the assessment process and address concerns of all those involved with the learner. It provides a picture of learners presenting problems as perceived by the informant. It also provides information about the environmental context in which the problem behavior is occurring in depth. A full picture of what is taking place in schools.

In New Zealand according to Alliston (2007), early intervention services include an assessment of a child's skills and education needs, and individualized planning. General information and support may be provided to families, educators and other professionals as well as expertise and knowledge-sharing, such as designing ways to improve socialization, learning, communication and behaviour management. This support findings represented in the data analysis whereby through staff developing teacher and parental involvement and background check will help accommodate learners with behavioural and emotional challenges. Teachers should establish classroom regulations at the onset of the school year. Council for Exceptional Children (2010) propounds that rules should be specific, clear, fair, attainable and practical and they should help pupils manage their behavior and any subsequent lack of adherence should be treated with the appropriate and equal consequence. Rules should also be posted and reviewed periodically and clearly taught. Teachers can ensure that rules are stated positively regarding observable behaviors.

Boree (2006) concludes that the model is based on B. F. Skinner's theory of operant conditioning. It is very straight forward the class teacher extinguishes an undesirable

behavior by removing the ‘reinforcer’ and replacing it with a desirable behavior through reinforcement. This is supported by the findings at the school, when good behaviour is modeled by the teacher and reinforced to learners they change for the better. During observation noticed that teachers record behaviours of learners but they do not plan on strategies to eliminate those kind of behaviours. They do not revise the way the position the emotional and behavioural challenged learners. Findings noticed that while teachers are busy teaching those learners disturb the lessons some of them are withdrawn like they are not even in class.

Teachers and interviewees highlighted that lack of adequate materials and teaching media causes them not to accommodate these learners. They also mentioned that classroom shortages are a cause of ignorance in all this .Interviewee X2 highlighted that:

“...how can we even notice these learners when we are always up and down looking for shades to sit and play? They advocate for a conducive environment without proper classrooms. We can’t even display charts and corners, Madam lets be practical this is just research.”

The finding are clear that even if they are aware of the challenges and early intervention to be used but it is impossible for them. The United Nations Educational Scientific and Cultural Organization UNESCO (2000), explored two other theories of behaviour modification which can provide a framework for teachers who deal with children with emotional and behavioural challenges. The respondent learning theory was formulated by the Russian psychologist Ivan Pavlov. The theory is more commonly known as classical conditioning and is based on a stimuli response formula. Teachers can use this classical conditioning approach by creating for their learners an environment which will help them to overcome fear. This can come about when the teacher places the learner in contrasting circumstances before a group other learners such as one likely to engender fear and other

pleasant feelings/associations, which can help the learner to deal with fear by encouraging him/her to make new associations. This also researched in Jamaica and from the findings in school it is clearly supported.

On being asked on promoting positive behaviour in the classroom senior teachers had to reveal that ECE learners have an inherent need for a safe and secure environment. Some studies done in New York highlight that the classroom in many instances can be the only stable environment for the learner. Teachers model positive behaviour by treating ECE learners with respect and building up a positive relationship. In general ECE learners react well to routines and boundaries. Dwyer (2003) postulates that establishing and maintaining rules and routines in the classroom requires an effort from teachers but it has been shown to promote positive behaviour from the findings. The strategies have been found to be effective in promoting positive behaviour in classrooms, when implemented appropriately and they are listed in the analysis above. Develop clear and simple classroom rules in discussion with the learners.

The findings also revealed some negative strategies that may affect learners with behavioural and emotional challenges. From the observation that was carried out its clear that teachers label learners in a way that even classmates have names for them. Learners with behavioural and emotional challenges are often rebuked in front of other learners. This however disturbs the learners causing the challenge to become worse. The issue of corporal punishment was also observed though it is an act of misconduct to teachers.

4.4.4 What other strategies can be used to deal with learners who exhibit emotional and behavioural challenges?

On being asked senior teachers, Head of schools and TICS gave responses. Interviewee X4 stated that pupils from poverty families were on top of the list of being emotionally and behaviorally challenged. She had this to say

“...pupils from poverty they are really a stress, they bully others, take their food,

egocentric with other pupils' toys. I suggest that school authorities take action and do home visits for learners who exhibit emotional and behavioural challenges. Miss I have served 16 years as a teacher, I really feel there should be programs done to promote these challenges so that we know the roots of what we are dealing with. As it is, school administrators do not even put these in their budget ...”

A teacher may use home visits as strategies to control emotional and behavioural challenges. Sweet and Applebaum (2004) home visiting programs are linked by their method of service delivery; their goal in helping children by helping the parents of those children and their focus on younger children. The method of delivering the intervention to pupils in their own homes offers advantages in that parents do not have to arrange transportation, child care or time off work. Bringing the intervention into the home also provides the opportunity for more whole-family involvement, personalized service, individual attention and rapport building.

In addition, findings reveal that teachers use interview as an assessment method to obtain information from parents about their children in order to make an informed decision. Mugenda and Mugenda (1999) noted that interview is advantageous in that it provides in depth data which is not possible to get using a questionnaire. Guided interviews with senior teachers, parents and learners guides the assessment process and address concerns of all those dealing with learners with behavioral and emotional challenges. It provides a picture of learners presenting problems as perceived by the informant. It also provides information about the environmental context in which the problem behaviour is occurring.

Teachers indicated that prevention and early intervention is intended not only to prevent the development of future problems such as child abuse, emotional and behavioral

problems, substance abuse and criminal behavior, but also to promote the necessary conditions for a child's healthy development in all areas. Current thinking about early intervention increasingly accepts the premise that early childhood experience crucially determines health and wellbeing and the attainment of competences in future. (Keating and Hertzman, 2000). These days due to HIV/AIDS pandemic some of these emotional and behavioural challenges are due to the health of the learners. It is good to be so observant of your learners in class. One of the teachers indicated that they should be more time allocated to dramatization where they express their emotions which is kind of therapeutic to them,

In Ireland early intervention program on learners' with emotional and behavioral challenges was done using multiple methods to test the robustness of the results. This included home visits from pregnancy onwards, or a control group was used to test the impact of the intervention on child behavior checklist scores at 24 months. The study revealed that the early intervention strategies if used properly can work well for young learners. (Doyle, McGlanaghy, O'Farrelly and Tremblay, 2016). Researchers are now emphasizing the need for research that determines what types of intervention are most effective for learners with different types of challenges. In support with the above point Bullis, Walker and Sprague (2001) propounds that early intervention can change patterns of behaviour that often develop into long term problems for both the individual and society.

The researcher also carried out observation to ascertain resources available in schools that help teachers to accommodate ECE learners with behavioural and emotional challenges. Teachers need to be staff developed on early intervention strategies to be used in mainstream classrooms to accommodate learners with behavioural and emotional challenges. Bandura advocates for observational teaching which a social learning theory.

Observation in natural settings is one of the most commonly used assessment method but its accuracy is dependent more on how accurate direct observation and recording is done (Alberto and Troutman, 2010).Learners with emotional and behaviour challenges can be observed in a natural settings such as in classroom.

Therefore, actual behaviours that cause a learner to be considered challenged in the first place are clearly observed in the setting where they normally occur such as in classroom every day. This was supported by a research done in Kenya. It eluded that records are done to determine frequency, consistency and intensity. However, the researcher witnessed that the school authorities are ignorant to learners with behavioural and emotional challenges thus not enough material to accommodate them is availed and the classrooms are not conducive enough for them.

Upon being asked on strategies that have negative effect on learners senior teachers behaviours that are displayed during transition times .Some research done in Kenya supports the findings highlighting that many disturbing behaviours occur at transition times, for example when learners are moving from one activity to another. It essential to plan for routines and transitions. Transitions can be pushed by the teacher for instance in five minutes we will finish this activity and eat our breakfast. A verbal or visual clue about what will happen next can therefore help with management of classroom life however from the researcher's observation it's not happening in schools.

4.5 Summary

The chapter has presented data, analysed and discussed the findings on early intervention strategies used by teacher to accommodate leaners with behavioural and emotional challenges. Findings on the common emotional and behavioural challenges exhibited by learners, possible causes of emotional and behavioural challenges, how they dealing with such learners and on other strategies that can be used in dealing with learners who exhibit emotional and behavioural challenges were also presented, analyzed and discussed. The

next chapter presents conclusions and recommendations to be adopted so as to assist learners with behavioural and emotional challenges.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher highlights the main conclusions drawn from the findings established by the study on the early intervention strategies teachers use to accommodate ECE learners with behavioural and emotional challenges in mainstream schools. Recommendations and final remarks that are linked to the study are also stated in this chapter.

5.1 Summary

The study concentrated on the early intervention strategies used by teachers to accommodate ECE learners with emotional and behavioural challenges in mainstream schools. Basically five chapters made up the study. The introductory chapter had a background to the study. The background presented early intervention strategies used to accommodate ECE learners with emotional and behavioural challenges. The purpose of the study, research questions, its significance, assumptions, limitations, delimitations of the study and the definitions of key terms received due attention in the study. A review of what other authorities have said about early intervention strategies was also explored according to the research questions. A historical development on the subject regarding educational policies was examined leading to the current provisions.

The target population of this research comprised of five schools in BAT cluster in Reigate

District at Bulawayo Province, Zimbabwe. The researcher used population and purposive sampling to select pupils as she could not study all the pupils from ECE classes in five schools due to the limited time and financial resources. The research was confined to five schools in BAT cluster where a total of twenty five teachers were selected, five Head of schools and five TICs. Data were collected using mainly questionnaires, interviews and observation schedule. There were questionnaires for teachers. The questionnaires had closed questions which were backed up by open ended questions which altogether totaled seven questions including demographic data.

The process of gathering findings was highlighted, together with the justification of instruments used. The procedure for data analysis and ethical challenges, considering how they were addressed received attention. The presentation of the findings and analysis went concurrently with discussions coming after in this study. Data were mostly presented quantitatively in tables and qualitatively through narrations. The analysis and discussions followed the order of the research questions in the introductory chapter. Discussions confirmed the findings with what has already been established by authorities as well as some missing gaps to be attended to.

The researcher met challenges which might have influenced the validity of the research findings. Time was a major constraint to the research, thus the questionnaires were administered in a space of three days. The presentation of the findings and analysis went concurrently with discussions coming after in this study. Data were mostly presented quantitatively in tables, pie charts, graphs and narrations. The analysis and discussions followed the order of the research questions.

5.3 FINDINGS AND CONCLUSION

Basing on the findings of the study, the following are findings and conclusions on the early intervention strategies used by teachers to accommodate ECE learners with

behavioural and emotional challenges in mainstream schools in BAT cluster. The views suggested though not practiced at schools but they have knowledge on what is expected of them. The conclusive argument could be that early intervention strategies have not been used in schools.

5.2.1 What are the common emotional and behavioural challenges exhibited by Early Childhood Education learners in mainstream schools?

Findings revealed that most teachers identified learners who exhibit emotional and behavioural challenges in their classes. Through the questionnaires, interviews and observation there are some challenges that were mentioned that indicated they are mostly exhibited by ECE learners with emotional and behavioural challenges. These were bullying, temper tantrums, attention seekers, low concentration span and withdrawn learners. It can therefore be concluded that teachers have skills to identify learners with behavioural and emotional challenges in their schools.

5.2.2 What are the common causes of the emotional and behavioural challenges?

Findings suggest that abuse at home, poverty, background, environment and divorces and parenting styles. Questionnaires and interviewees indicated home environment as one of the factors that contribute behavioural and emotional challenges. Due to lack of resources in schools and inadequate learning and teaching materials and the environment not being conducive causes the situation to be worse as these learners are not accommodated in class. It can therefore be concluded that school authorities are not involving the parents on finding out the causes of emotional and behavioural challenges of learners in their schools. Thus they have not made it a priority to accommodate learners with behavioral and emotional challenges like any other concerns at school. The study findings indicate that teachers did not use appropriate intervention strategies to manage learners with emotional and behavioral challenges.

5.2.3 How do teachers deal with ECE learners with emotional behavioural challenges in BAT cluster mainstream schools at Reigate District in Bulawayo Province?

Findings reveals intervention strategies teachers use to manage learners with behavioural and emotional challenges should have five components for its effectiveness namely conducive environmental, building physical environment, relationship and guidance and counseling. Teachers and interviewees suggested that if learners are surrounded a conducive environment and adequate learning environment they may easily overcome their emotions. Guidance and counseling is what most teachers suggested being used though very few teachers do it. It is logical then to conclude that teachers in selected schools did not prepare individualized educational programs for learners with emotional and behavioural challenges. It can also be concluded that teachers do not use appropriate intervention strategies to manage learners with emotional and behavioral challenges and the guidance and counseling team is not active at all.

5.2.4 What other strategies can be used to deal with learners who exhibit emotional and behavioural challenges?

Findings indicated that they should be more time allocated to dramatization where they express their emotions which are kind of therapeutic to them. Teachers may use home visits as strategies to control emotional and behavioural challenges. Bringing the intervention into the home also provides the opportunity for more whole family involvement, personalized service, individual attention and rapport building. Classroom rules should be made by both teachers and learners so that they practice what they have formulated themselves. Findings also eluded that if the schools administrators assessed their teachers on how they managed their classes with learners who exhibit emotional and

behavioural challenges. It can therefore be concluded that school authorities have done much on accommodating learners with behavioural and emotional challenges in their schools.

The study found out that most of the teachers in the selected schools were familiar with environmental management strategies such as time and transition management, class and school routines and standards. Teachers were also aware of affective education as behavior management strategies. Moreover, teachers seemed to be knowledgeable on personalizing of relationship as strategy in disorder management. It can be concluded that according to the findings some strategies used by teachers have negative and positive effect on learners. However, teachers should avoid by all means using strategies that will in future affect the learners to perform well in class. Behavioural strategy, guidance and counseling strategy were rated as ineffective strategy in behavior management.

5.3. Recommendations

The findings from the study have revealed some implications. The following recommendations maybe of great help to teachers and administrators in identifying and accommodating learners with emotional and behavioral challenges.

- The ministry of education also needs to formulate a legal policy framework that encourages primary schools to take responsibility to accommodate learners with emotional and behavioural challenges, imparting skills across all disciplines in appropriate and effective ways.
- Educational policy makers should have access to the findings of this study through the
Facilitation of physical and electronic libraries.

- Create a conducive environment at schools that allows a learners' to be comfortable and occupy themselves and Research could be conducted to establish how home environment factors affect learners with emotional and behavioural challenges in mainstream schools.
- Parental involvement and home visits should be made a principle when dealing with ECE learners with behavioural and emotional challenges so that teachers should have adequate knowledge of the background of the learner and the teacher create a rapport with the learner that will make him or her to focus and have interest in his/ her school work.
- A series of workshops with teachers to equip them on the latest and updated early intervention strategies to be used in accommodating learners with behavioural and emotional challenges.
- Qualified counsellors and psychological services to be found in schools so as to assist learners with emotional and behavioural challenges immediately.
- Guidance and counseling rooms should be made open to any special care that needs attention.
- Rules should be set by both teachers and learners because when you involve them they can easily follow the rules.
- School authorities to provide enough teaching and learning materials
- School Heads and teachers in charge (TICs) to regularly assess teachers making sure learners with behavioural and emotional challenges are accommodated and if there is need for workshops and staff developments then be put in the diary of events.

A similar topic can be researched in other clusters, districts and provinces to find out if similar challenges affecting ECE learners who exhibit behavioural and emotional challenges in mainstream schools. This research was confined to five schools in BAT

cluster and had limitations in terms of generalization to other similar situations.

5.4 Directions for future research

The future research can be carried out in order to discover other intervention strategies that teachers can use to accommodate ECE learners who exhibit emotional and behavioural challenges. This study was also recommended by the researcher to be carried out with ample time available and a considerably large sample to verify the findings of this study.

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APPENDIX A

QUESTIONNAIRE FOR ECE TEACHERS

I am Dima Lubelihle, a student Midlands State University, carrying out a research project on intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in mainstream schools in BAT Cluster, Bulawayo Province. As one of my selected respondents you are kindly

requested to respond to each question honestly. There is no need to write your name for the sack of confidentiality for genuine research acquired. Thank you in advance for your co-operation.

HOW TO COMPLETE THE QUESTIONNAIRE

Tick in the provided boxes and complete using simply language in the spaces provided.

SECTION A: BACKGROUND INFORMATION

Participants' general information

1. Professional qualifications:

Diploma in education

Degree in education

Other

.....

2. Teaching experience:

Below 5 years

6 – 10 years

11 – 15 years

OPINIONS ON THE INTERVENTION STRATEGIES USED BY TEACHERS TO ACCOMMODATE EARLY CHILDHOOD LEARNERS WHO EXHIBIT EMOTIONAL AND BEHAVIORAL CHALLENGES IN MAINSTREAM CLASSROOMS.

3. What are the most common behavioral and emotional challenges exhibited by early childhood learners in mainstream classrooms?

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4. In your own words, what are the causes of emotional and behavioral challenges?

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5. What strategies can be used by early childhood educators in order to deal with pupils who exhibit emotional and behavioral challenges?

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6. What are the school authorities doing in order to enhance early childhood intervention strategies for pupils with behavioral and emotional challenges?

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7. How do teachers deal with ECE learners with emotional and behavioural challenges in BAT cluster mainstream schools in Reigate District?

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APPENDIX B

INTERVIEW SCHEDULE FOR SENIOR TEACHERS

I am Dima Lubelihle, a student Midlands State University, carrying out a research project on intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in mainstream schools in BAT Cluster, Bulawayo Province. As one of my selected interviewee you are kindly requested to respond to each question honestly. Thank you for your co-operation in this interview.

Participants' number.....

Questions

1.1.1.1.What are the possible common behavioural and emotional challenges that learners show at ECE level?

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1.1.1.2.What intervention strategies have a positive effect on ECE learners?

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1.1.1.3.What intervention strategies have a negative effect on ECE learners?

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1.1.1.4.What are the school authorities doing to have successful intervention strategies to pupils with behavioural and emotional challenges?

INTERVIEW SCHEDULE FOR SCHOO HEADS AND TICS

I am Dima Lubelihle, a student Midlands State University, carrying out a research project on intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in mainstream schools in BAT Cluster, Bulawayo Province. As one of my selected interviewee you are kindly requested to respond to each question honestly. Thank you for your co-operation in this interview.

Participants' number.....

Questions

1.1.1.1.What strategies are there in the school that are meant to accommodate pupils with emotional and behavioural challenges?

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1.1.1.2.Do teachers in your school deal with ECE learners with emotional and behavioural challenges?

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APPENDIX C

OBSERVATION SCHEDULE

I am Dima Lubelihle, a student Midlands State University, carrying out a research project on intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in mainstream schools in BAT Cluster, Bulawayo Province. ECE teachers and ECE learners are to be observed.

Participants Number

QUESTIONS

1. Does the class have any pupils who exhibit emotional and behavioral challenges
.....
2. If the answer is 'yes' on question 1 above, how many are they?
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3. Are there any strategies being used by the teacher in order to accommodate pupils with emotional and behavioral challenges?
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4. What other strategies can be used by the teacher in order to accommodate pupils with emotional and behavioral challenges?
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5. Does the school support any intervention strategies needed by pupils with emotional and behavioral challenges (Are there any resources available to accommodate pupils with emotional and behavioral challenges)?

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APPENDIX D

INTERVIEW SCHEDULE FOR SCHOOL HEADS AND TICS

I am Dima Lubelihle, a student Midlands State University, carrying out a research project on intervention strategies used by teachers to accommodate Early Childhood Education learners with emotional and behavioural challenges in mainstream schools in BAT Cluster, Bulawayo Province. As one of my selected interviewee you are kindly requested to respond to each question honestly. Thank you for your co-operation in this interview.

Participants' number.....

Questions

1.1.1.1.What strategies are there in the school that are meant to accommodate pupils with emotional and behavioural challenges?

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1.1.1.2.Do teachers in your school deal with ECE learners with emotional and behavioural challenges?

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1.1.1.3.What resources are available in the school to accommodate pupils with emotional and behavioural challenges?

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