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An investigation of two different modalities of language used in an educational setting and the behaviour of deaf learners.

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APPENDIX A

Appendix A: Previous Studies Conducted on the Prevalence of Behaviour Problems in Deaf Children and Adolescents (Compiled by: Brandon Swanepoel)

Brill, R. G., (1960)	A STUDY IN ADJUSTMENT OF THREE GROUPS OF DEAF CHILDREN
Williams, C. E., (1971)	SOME PSYCHIATRIC OBSERVATIONS ON A GROUP OF MALADJUSTED DEAF CHILDREN
Reivich, R. S. & Rothrock, I. A., (1970)	BEHAVIOUR PROBLEMS OF DEAF CHILDREN AND ADOLESCENTS: A FACTOR ANALYTIC STUDY
Meadow, K. P. (1980)	DEAFNESS AND CHILD DEVELOPMENT
Schnittjer, C. J. & Hirshoren, A., (1981)	THE PREVALENCE OF BEHAVIOUR PROBLEMS IN DEAF CHILDREN
Hirshoren, A., & Schnittjer, C. J. (1981)	THE USE OF THE BEHAVIOUR PROBLEM CHECKLIST WITH GREEK DEAF CHILDREN IN CROSS CULTURAL RESEARCH
Selover, D. M., (1985)	A COMPARISON OF SOCIO EMOTIONAL PATTERNS OF DAY VERSUS RESIDENTIAL STUDENTS ENROLLED IN AN ORAL EDUCATIONAL SETTING
van Eldik, T. T., (1994)	BEHAVIOUR PROBLEMS WITH DEAF DUTCH BOYS
Hindley, P. A., Hill, P. D., McGuigan, S., Kitson, N., (1994)	PSYCHIATRIC DISORDER IN DEAF AND HEARING IMPAIRED CHILDREN AND YOUNG PEOPLE: A PREVALENCE STUDY
Vostanis, P., Hayes, M., Du Feu, M., & Warren, J. (1997)	DETECTION OF BEHAVIOURAL AND EMOTIONAL PROBLEMS IN DEAF CHILDREN AND ADOLESCENTS: COMPARISON OF TWO RATING SCALES
Hindley, P., Kroll, L. (1998)	THEORETICAL AND EPIDEMIOLOGICAL ASPECTS OF ATTENTION DEFICIT AND OVERACTIVITY IN DEAF CHILDREN
Brubaker, R. G. & Szakowski, R. G. (2000)	PARENTING PRACTICES AND BEHAVIOUR PROBLEMS AMONG DEAF CHILDREN
Calderon, R. (2000)	PARENTAL INVOLVEMENT IN DEAF CHILDREN'S EDUCATIONAL PROGRAMS AS A PREDICTOR OF CHILD'S LANGUAGE, EARLY READING, AND SOCIAL EMOTIONAL DEVELOPMENT
Polat, F., (2003)	FACTORS AFFECTING PSYCHOSOCIAL ADJUSTMENT OF DEAF STUDENTS
van Eldik, T., Treffers, P.D.A., Veerman, J. W., Vehulst, F. C. (2004).	MENTAL HEALTH PROBLEMS OF DEAF DUTCH CHILDREN AS INDICATED BY PARENTS RESPONSES TO THE CHILD BEHAVIOUR CHECKLIST
Wallis, D., Musselman, C., & Mackay, S. (2004)	HEARING MOTHERS AND THEIR DEAF CHILDREN: THE RELATIONSHIP BETWEEN EARLY, ONGOING MODE MATCH AND SUBSEQUENT MENTAL HEALTH FUNCTIOING IN ADOLESCENTS
Hindley, P. A., (2005)	MENTAL HEALTH PROBLEMS IN DEAF CHILDREN
Terwogt, M. M., Rieffe, C., (2004)	BEHAVIOURAL PROBLEMS IN DEAF CHILDREN: THEORY OF MIND OR LANGUAGE DELAY
van Eldik, T., (2005)	MENTAL HEALTH PROBLEMS OF DUTCH YOUTH WITH HEARING LOSS AS SHOWN ON THE YOUTH SELF REPORT
Konuk, N., Erdogan, A., Atik, L., Ugar, M.B, & Simsekyilmaz, O., (2006)	EVALUATION OF BEHAVIOURAL AND EMOTIONAL PROBLEMS IN DEAF CHILDREN USING THE CHILD BEHAVIOUR CHECKLIST
Hintermair, M. (2007)	PREVALENCE OF SOCIO EMOTIONAL PROBLEMS IN DEAF AND HARD OF HEARING CHILDREN IN GERMANY
van Gent., Goedhart, W, A., Hindley, P. A., & Treffers, P. D. A. (2007)	PREVALENCE AND CORRELATES OF PSYCHOPATHOLOGY IN A SAMPLE OF DEAF ADOLESCENTS
Fellinger, J., Holzinger, D., Sattel, H. & Laucht, M. (2008)	MENTAL HEALTH AND QUALITY OF LIFE IN DEAF PUPILS
Leigh, I. W., Maxwell-McCaw, D., Bat-Chava, Y. & Christiansen, J. B. (2008)	CORRELATES OF PSYCHOSOCIAL ADJUSTMENT IN DEAF ADOLESCENTS WITH AND WITHOUT COCHLEAR IMPLANTS: A PRELIMINARY INVESTIGATION
Barker, D. H., Quittner, A. L., Fink, N. E., Eisenberg, L. S., Tobey, E. A., & Niparko, J. K. (2009)	PREDICTING BEHAVIOUR PROBLEMS IN DEAF AND HEARING CHILDREN: THE INFLUENCE OF LANGUAGE, ATTENTION, AND PARENT COMMUNICATION

APPENDIX B

DSM-IV-TR Diagnostic Criteria for ODD:[14]

A. A pattern of negativistic, hostile, and defiant behaviour lasting for 6 months, during which four (or more) of the following are present:

(1) often loses temper

(2) often argues with adults

(3) often actively defies or refuses to comply with adults' requests or rules

(4) often deliberately annoys people

(5) often blames others for his or her mistakes or misbehaviour

(6) is often touchy or easily annoyed by others

(7) is often angry and resentful

(8) is often spiteful or vindictive

Note: Consider criterion met only if the behaviour occurs more frequently than is typically observed in individuals of comparable age and developmental level.

B. The disturbance in behaviour causes clinically significant impairment in social, academic or occupational functioning.

C. The behaviours do not occur exclusively during the course of psychotic or mood disorder.

D. Criteria are not met for conduct disorder, and, if the individual is age 18 years or older, criteria are not met for anti social personality disorder.

[14] Taken from the American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders*. 4th ed. Text rev. Washington, DC: American Psychiatric Association.

APPENDIX C

DSM-IV-TR Diagnostic Criteria for Conduct Disorder[15]

A. A repetitive and persistent pattern of behaviour in which the basic rights of others or major age-appropriate societal norms or rules are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past 6 months:

Aggression to people and animals

(1) often bullies, threatens or intimidates others

(2) often initiates physical fights

(3) has used a weapon that can cause serious physical harm to others (e.g., a bat, brick, broken bottle, knife, gun)

(4) has been physically cruel to people

(5) has been physically cruel to animals

(6) has stolen while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)

(7) has forced someone into sexual activity

Destruction of property

(8) has deliberately engaged in fire setting with the intention of causing serious damage

(9) has deliberately destroyed others' property (other than fire setting)

Deceitfulness or theft

(10) has broken into someone else's house, building, or car

(11) often lies to obtain goods or favours or to avoid obligations (i.e. "cons" others)

(12) has stolen items of nontrivial value without

[15] Taken from the American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders*. 4th ed. Text rev. Washington, DC: American Psychiatric Association.

Serious violations of rules

(13) often stays out at night despite parental prohibitions, beginning before age 13 years

(14) has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning for a lengthy period)

(15) is often truant from school, beginning from age 13 years

B. The disturbance in behaviour causes clinically significant impairment in social, academic, or occupation functioning.

C. If the individual is age 18 years or older, criteria are not met for antisocial personality disorder

Code based on age of onset:

Conduct disorder, childhood-onset type: onset of at least one criterion characteristic of conduct disorder prior to age 10 years

Conduct disorder, adolescent-onset type: absence of any criteria characteristic of conduct disorder prior to age 10 years

Conduct disorder, unspecified onset: age of onset is not known

Specify severity:

Mild: few if any conduct problems in excess of those required to make the diagnosis and conduct problems cause only minor harm to others

Moderate: number of conduct problems and effect on others intermediate between "mild" and "severe"

Severe: many conduct problems in excess of those required to make the diagnosis or conduct problems cause considerable harm to others

APPENDIX D

DSM-IV-TR Diagnostic Criteria for Adjustment Disorders[16]

A. The development of emotional or behavioural symptoms in response to an identifiable stressor(s) occurring within 3 months of the onset of the stressor(s).

B. These symptoms or behaviours are clinically significant as evidenced by either of the following:

(1) marked distress that is in excess of what would be expected from exposure to the stressor

(2) significant impairment of social or occupational (academic) functioning

C. The stress related disorder does not meet the criteria for another Axis I disorder and is not merely an exacerbation of a pre-existing Axis I or Axis II disorder.

D. The symptoms do not represent bereavement

E. Once the stressor (or its consequences) has terminated, the symptoms do not persist for more than an additional 6 months.

Specify if:

Acute: if the disturbance lasts less than 6 months

Chronic: if the disturbance lasts for 6 months or longer

Adjustment disorders are coded based on the subtype, which is selected according to the predominant symptoms. The specific stressor(s) can be specified on Axis IV.

With depressed mood

With anxiety

With mixed anxiety and depressed mood

With disturbance of conduct

With mixed disturbance of emotions and conduct

Unspecified

[16] Taken from the American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders*. 4th ed. Text rev. Washington, DC: American Psychiatric Association.

APPENDIX E

Date: March 2010

LANGUAGE POLICY

Preamble

As cited in DeafSA (2006), 90% of Deaf learners have hearing parents who cannot communicate in South African Sign Language (SASL). This results in Deaf learners having a delay in language acquisition. It is only on entering a school for Deaf learners that they start to learn their natural language (SASL) and the world around them starts to have meaning.

School for Deaf learners aligns itself with the South African Schools Act and takes into consideration the NCESS, NCSNET, INDS and the Salamanca Statement (1994) with regards to the language of learning and teaching (LOLT) in schools for Deaf learners i.e. that SASL is the LOLT. "The South African Schools Act confirms the right of equal access to basic and quality education for all learners and recognises [SA] Sign Language as an official language for the purposes of learning at a public school. This is also emphasized in the NCSNET/NCESS Report" (DeafSA, 2006, p.17). However in our situation we must also take cognizance of the low functioning deaf children and postlingually deafened children whom are admitted at the school.

Objectives

1. To introduce Deaf children to their natural language namely SASL as early as possible.
2. To use SASL as the LOLT in all learning areas. "The importance of Sign language [SA] as the medium of communication among Deaf [learners], for example, should be recognised and provision made to ensure that all Deaf persons have access to education in their national sign language [SASL] (Salamanca, 1994, p.18).
3. To encourage proficiency in expressive and receptive SASL in learners.
4. To use English as the written medium of instruction in the classroom.
5. To improve expressive and receptive English written language abilities.
6. To encourage, develop and support proficiency in SASL for all educational professionals at the school. According to the Department of Education (1997), the White Paper on Intergrated National Disability Strategy that refers to the Education for Deaf Learners, discusses that in order for Deaf learners to receive education and training in a normal environment one of the requisites is that teachers need to be fluent in SASL.
7. To encourage parents of Deaf learners to communicate with their children in SASL.

8. To ensure that meetings at the school are interpreted in SASL for Deaf staff attending the meetings.

Procedure

- SASL must be used as the LOLT in the classroom.
- In the instruction of SASL and English as a written medium in all areas of learning, learning must take place in an environment which is conducive to learning i.e. non threatening, non discriminatory and supportive.
- Foundation phase teaching, especially that of the nursery classes and the Grade R classes, must focus on language stimulation using SASL as a means of promoting early intervention.
- Teaching methods must take into consideration different learning styles and barriers to learning.
- In order to develop and support proficiency in SASL for all educational professionals SASL classes will be conducted on a weekly basis by the Deaf Empowerment Committee at the school.
- The above classes are not the only means by which staff must learn SASL but they must also take the initiative in further developing their SASL skills.
- With regards to Deaf learners who are low functioning and postlingually deafened who have difficulty adapting to sign language within the classroom, teachers will use SASL as the LOLT for the class and only the above individuals will in addition be educated in the language which is most accessible to them.
- SASL classes for parents will be conducted by the Deaf Empowerment Committee at a prescribed fee for three Saturdays out of the month. Parents will be informed at admission as well as in writing on a regular basis regarding the above.

_____

Principal

APPENDIX F

[redacted] SCHOOL
SIGN LANGUAGE POLICY 2009/10

1. Sign Language Development:

In order to ensure quality Education and Support to our Deaf Learners:

- All teachers must be competent in the method of communication utilized by the learners of the school
- Sign Language is used at [redacted] School therefore teachers must be competent in academic Sign Language
- Teaching staff includes teachers, class assistants, professional support staff e.g. social workers, psychologists, audiologists, speech/occupational therapists etc.
- General support staff, e.g. general assistants, Admin clerks, drivers etc. must also be competent enough to provide support to the learner by means of communication, but not necessarily at an academic level.

2. Sign Language Development Framework

To bridge the gap between development and training:

- Classes will be held three times a week, on Tuesdays, Wednesdays & Thursdays at 7.30 a.m. sharp.
- Classes must be attended by the entire staff
- Individuals can bring along words or themes for which they require assistance in Sign Language.

3. Review of the Sign Language Policy

The policy will be reviewed annually in accordance with the resources available at the school and new legislation set by the Department of Education.

SCHOOL FOR THE DEAF

DEPARTMENT OF LANGUAGE, LITERACY & COMMUNICATION

SUBJECT POLICY

SIGN LANGUAGE

PREAMBLE

This is a proposed policy for Sign Language as a subject. The focus of the Sign Language curriculum is not English. SL as a subject should receive the same status as any of the other language taught at this school.

~~However,~~ In keeping with the learner's constitutional right to be educated in his/her mother tongue, together with the school's mission statement, our **GOAL** is to have **SOUTH AFRICAN SIGN LANGUAGE (SASL) as the MEDIUM OF INSTRUCTION for all subjects.**

This policy is accompanied by a suggested curriculum for SL as a subject. It must be emphasised that the new curriculum demands an integral approach. Therefore, particularly in the lower grades, the content should include content of other studies such as social studies etc.

Although we all experience limitations in our attempts to become proficient in SASL, we should not lose sight of our goal. As teachers of the Deaf we bear a heavy responsibility for the learning process of Deaf learners. It is hoped that we will all soon overcome the limitations facing us and educate our learners in a language they understand and thus provide them with a sound, meaningful and qualitative education.

OUR MOTTO

" MAKE LANGUAGE MEANINGFUL...

SWITCH TO SIGN!!! "

AIMS AND OBJECTIVES OF THE DEPARTMENT OF SIGN LANGUAGE

RANGE STATEMENT:

LEARNERS DEVELOP THEIR ABILITY TO COMMUNICATE CONFIDENTLY AND EFFECTIVELY IN THEIR MOTHER TONGUE.

LEARNERS USE SASL APPROPRIATELY AND CORRECTLY IN MANY DIFFERENT MEANINGFUL CONTEXTS, RECOGNISING THAT LANGUAGE USERS ADJUST THEIR LANGUAGE USE AND COMMUNICATION PRACTICES IN VARIOUS SITUATIONS.

LEARNERS DEVELOP AN AWARENESS THAT SASL HAS STRUCTURE, AND START TO ANALYSE SOME OF ITS STRUCTURAL PROPERTIES.

LEARNERS INCREASE THEIR ABILITY TO REASON INDEPENDENTLY OF CONCRETE MATERIALS AND EXPERIENCE. THEY ARE ABLE TO ENGAGE IN OPEN ARGUMENT AND ARE WILLING TO ACCEPT MULTIPLE SOLUTIONS TO SINGLE PROBLEMS. THE LEARNING CONTEXT WOULD BE LESS CONTEXTUALISED AND MORE ABSTRACT IN ADVANCING STAGES.

SPECIFIC OUTCOMES FOR SIGN LANGUAGE LEARNERS.

* LEARNERS MUST MAKE AND NEGOTIATE MEANING AND UNDERSTANDING.
* LEARNERS SHOW CRITICAL AWARENESS OF SASL USAGE.
* LEARNERS RESPOND TO VALUES IN TEXTS : AFFECTIVE, CULTURAL AND SOCIAL.
* LEARNERS ACCESS, PROCESS AND USE INFORMATION FROM A VARIETY OF SOURCES AND SITUATIONS.
* LEARNERS UNDERSTAND, KNOW AND APPLY SASL STRUCTURES AND CONVENTIONS IN CONTEXT.
* LEARNERS USE SASL FOR LEARNING.
* LEARNERS USE APPROPRIATE COMMUNICATION STRATEGIES FOR SPECIFIC PURPOSES AND SITUATIONS.

DEVELOPING SIGN LANGUAGE AS A SUBJECT

- STATUS OF SASL : SASL IS TAUGHT AS THE FIRST LANGUAGE OF THE DEAF LEARNER.
- SL EDUCATORS FOSTER THE INTEREST OF, AND PROMOTE, SASL AS THE MEDIUM OF LEARNING AND INSTRUCTION.
- LEARNERS ARE ABLE TO APPLY THEIR KNOWLEDGE AND SKILLS OBTAINED IN THIS LANGUAGE TO THEIR PRACTICAL EVERYDAY EXPERIENCES AND ARE THUS ENABLED TO BECOME CONFIDENT AND EFFECTIVE USERS OF SASL.
- EDUCATORS STRIVE TO ACCUMULATE AND INCREASE THE AMOUNT OF RESOURCES AVAILABLE FOR THE TEACHING AND LEARNING OF SASL AS A SUBJECT.

TEACHER DEVELOPMENT

REGULAR MEETINGS/WORKSHOPS TO BE HELD AT LEAST TWICE A TERM TO ASSIST EDUCATORS IN ACHIEVING THE PROJECTED AIMS/OUTCOMES AND TO PROVIDE THE NECESSARY GUIDANCE NEEDED BY EDUCATORS.

EDUCATORS ATTEND SASL CLASSES AND OBTAIN THE NECESSARY QUALIFICATIONS IN ORDER TO BE PROFICIENT IN SASL.

IN ORDER TO ACHIEVE THESE GOALS THE EDUCATOR, LEARNERS AND SUBJECT NEED TO INTERACT AND THESE INTERACTIONS NEED TO BE CONSTANTLY EVALUATED. TO ACHIEVE THE DESIRED INTERACTIONS, THE METHOD OF PROCEDURE (ie. MODUS OPERANDI) NEEDS TO BE OUTLINED.

CHALLENGES AND PROPOSALS FACING THE SL DEPARTMENT

* RESOURCES

In implementing SASL as a subject, educators require various resources which are not yet available or accessible given the fact that SASL has not been previously taught as a subject.

The Department of education needs to make the necessary resources available to schools implementing SASL.

* DEAF EDUCATORS

Currently, due to a lack of Deaf educators, Hearing teachers are teaching SASL. This obviously presents a problem since SASL is not their mother tongue and furthermore, educators do not have adequate training in SASL.

The ideal would therefore involve the employment of qualified Deaf educators to teach SASL.

* THE STATUS OF SASL

SASL would be taught as a first language subject. However, SASL is not given the status of an official language and is not recognised by the Department of Education as an Examination subject. Consequently, Deaf learners are placed at a serious disadvantage because they are forced to choose English as their first language subject and they do not qualify for matric with endorsement given the fact that the requirements are to pass matric with two official language subjects.

The Department must recognise the right of Deaf Learners to be examined in their first language and accept SASL as an Examination subject at matric level.

CONCLUSION

Despite the challenges and limitations that face us, we must strive towards ensuring that the implementation of SASL is a success and thus provide our learners with qualitative and meaningful education.

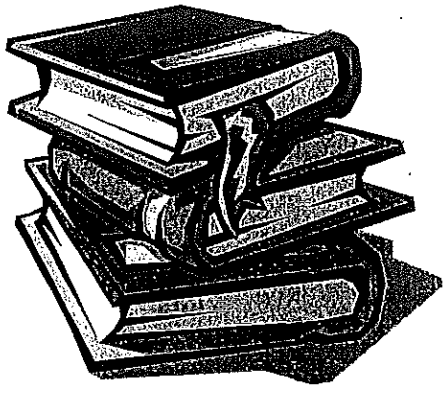


2004

LANGUAGE, LITERACY & COMMUNICATION ENGLISH SUBJECT POLICY

GRADES 4 – 9
FET – BUSINESS ENGLISH SKILLS TRAINING

EDUCATOR: _ _ _ _



_____ SCHOOL
LANGUAGE, LITERACY AND COMMUNICATION POLICY

This learning area policy has been formulated in line with all related language policy and guideline documents of the Department of Education.

1. Goals / Outcomes

1.1 Goals:

- To ensure that LSEN learners develop language, literacy and communication skills to their full potential which will enable them to interact and participate meaningfully, with dignity and confidence, in the life of their communities and the world around them.
- To ensure that learners who are experiencing barriers to learning or who have a backlog acquire sufficient literacy skills so that they become useful members of our multi-cultural society.

1.2 Specific Outcomes:

- Learners make and negotiate meaning and understanding.
- Learners show critical awareness of language usage.
- Learners respond to the aesthetic, affective, cultural and social values in texts.
- Learners access, process and use information from a variety of sources and situations.
- Learners understand, know and apply language structures and conventions in context.
- Learners use language for learning.
- Learners use appropriate communication strategies for specific purposes and situations.

Language across the curriculum:

The outcomes in this learning area emphasise that language is not an end in itself. Language is a means to acting in the world in order to establish relationships, to engage with others in reciprocal exchange, to integrate new knowledge into existing knowledge, to obtain and convey ideas and information.

Competence in the language of learning and teaching is crucial for academic mastery across the curriculum. Therefore all learning area educators should take responsibility in co-operation with language educators.

1.3 Goals and outcomes are achieved through the integrated use of listening, observing, speaking, signing, reading and writing skills.

2. Approaches / Principles

2.1 Methodology:

Teaching strategies and techniques are not prescriptive. Educators can use a variety of methods and aids (LSM) in order to achieve success. However, proper planning is as essential.

However, the Dept of Education provides the following guidelines:

- **Communicative approach (whole language Approach).**
- Language should be contextualized using authentic materials, which are relevant to their day-to-day experiences and their level of emotional development (age sensitive). Stimulating material that would encourage them to take part in a variety of activities should surround learners.eg. adventure stories, sport, sport heroes, music, fashion, etc. are favoured among teenagers.
- There should be less emphasis on teaching grammatical rules and more on communication activities.
- Greater flexibility is needed. Programmes should be able to accommodate topical issues that are fresh in the learners minds.
- There should be no intimidation either from the educator or peers. A language is learnt faster if learners feel safe and secure. Learners should feel making mistakes is both acceptable and integral to the learning process.
- No excessive monitoring maintain a balance between fluency (good not necessarily perfect command) and accuracy (pronunciation, grammar and correct sentences).

- **Integrated Approach:**
  Educators must make a conscious effort to accommodate more than one language skill, i.e. reading, writing, speaking and listening in a particular lesson, e.g. they can read an article, talk about it (discuss), listen, learn new vocabulary in context and lastly answer questions in writing or complete a worksheet.
- **Other preferred methods are:**
  Task based activities (for younger learners) & Text based activities (for older learners and those who have acquired sufficient language skills). Top – down (simultaneous processing methods for those who have sufficient schema (background knowledge) & Bottom – up (successive) processing for those who lack schema and can benefit from this style.

2.2 Key Areas (that need attention)

There should be growth, progression and continuity of Language Literacy and Communication skills across the grades of the different phases.

- In the GET phase emphasis should be on Speaking / Signing, Vocabulary building, Reading and Writing using a variety of interesting and fun activities.
- In the area of Skills Training, learners need to be graded according to their abilities. In some cases reading and writing skills may need to be taught at Foundation Phase level. However, through integration LLC programmes can be made more skills specific where possible.
- Learners who are following a vocation training programme and who have severe learning difficulties should be taught language for survival skills.
- LLC in the FET phase is made up of aspects from the Grade 10, 11 and 12 syllabi with the emphasis on business communication as prescribed by the Dept of National Education.
- Teaching and learning in the above – mentioned phases should adhere to OBE principles.

APPENDIX G

SKOOL VIR DOWES

TAALBELEID

AGTERGROND:

Die taalbeleid van Skool vir Dowes word bepaal aan die hand van voorskrifte uit die SA Skolewet (1996) artikel 6.4 p.9, die verslag van die *"Education for All"*, asook samesprekings wat gehou is met ouers, leerders en personeel.

Die volgende aspekte wat ter sprake is in se taalbeleid is:

- Ouderdom van die kind tydens toelating;
- Die gesins- of moedertaal van die ouers van die kind met Doofheid;
- Die graad van gehoorverlies;
- Die fase waarin die leerder hom/haar bevind;
- Die kurrikulum van die skool en;
- Die werksvooruitsigte van die leerder met Doofheid.

HISTORISITEIT:

Solank daar onderwysvoorsiening aan leerders met Doofheid was, word die debat gevoer wat die beste metode van onderrig sou wees:

- gebaretaal vs orale metode vs totale kommunikasie vs *"natural-oral"* metode.

HEDENDAAGSE BELEID:

Die nuwe wêreld neiging soos ondersteun deur die Wêreld Federasie vir Dowes asook die standpunt van Deafsa, is dat erkenning gegee moet word aan die **Eerste Taal** van die Persoon met Doofheid d.w.s. **Gebaretaal** en dat die **Tweetaligheidsbeleid** (Bilingualism) gevolg moet word, d.w.s die taalgrondslag word in die leerder met Doofheid se eerste taal vasgelê alvorens 'n tweede taal, hetsy die Geskrewe Taal of Gesproke Taal (Afrikaans/Engels), Afrika-taal, ens vasgelê word. Hierdie beginsel word gesteun

maar

daar moet deeglik kennis geneem word dat daar baie leerders met Doofheid is wat bepaalde en genoegsame gehoorreste het en die vermoë besit om hulself duidelik in die gesproke taal te kan uitdruk. Die ontwikkeling van gesproke taal is noodsaaklik vir suksesvolle inskakeling en kommunikasie met die horende wêreld.

In die lig van bogenoemde, word Skool vir Dowes se Taalbeleid as volg saamgevat:

SAMEVATTING:

Die Beheerliggaam is van mening dat die Taalbeleid van Skool vir Dowes as volg sal wees:-

- die leerder met Doofheid word geakkommodeer binne die spektrum van Gebaretaal en Afrikaans/Engels as die geskrewe en of gesproke taal;

- die geskrewe taal vorm 'n integrale deel van die taalontwikkeling van die leerder met Doofheid;
- die leerder met Doofheid word geakkommodeer binne die skool se kurrikulum, in soverre dit klasgroottes, personeelvoorsiening, beskikbare fasiliteite en die ouderdom van die kind, betref;
- die spesifieke behoeftes van elke spesifieke leerder sal voorrang geniet in soverre **dit vir hom/haar die beste is.**

Hierdie beleid is in lyn met die Departement van Onderwys se beleid van toegevoegde multi-linguistiese taalaanleering. (Additive multi-linguistic language learning).

Goedgekeur: 14 Maart 2000

APPENDIX H

LANGUAGE AND COMMUNICATION POLICY

1. Legal framework

The constitution of RSA, Bill of Rights
SA schools Act
Salamanca Statement

2. Vision Statement

School aims to educate its learners in an environment which fosters human dignity and mutual respect – values which are inspired by its Catholic foundation and shared by many other faiths, so that they are able to take their rightful place in both the hearing and the deaf worlds with confidence.

3. Mission Statement

school is an English medium School situated on private property providing specialized education that caters for the specific needs of Deaf and Hard of Hearing learners from pre – school to Matriculation.

4. Preamble

This policy shall provide an overview of the religious education and practices at the School.

5. Name of the school

School for the Deaf.

6. Definitions

- School for the Deaf – hereafter referred to as the School
- SMT – School Management Team
- SGB - School Governing Body
- GDE – Gauteng Department of Education

7. Objectives of the Policy

- To provide guidelines as to religious education and practices.
- To provide for the needs of learners and educators.
- To ensure that teaching and learning can take place in a conducive environment.

8. Statement of applicability

This policy shall apply to : School for the Deaf only.

9. Short title and commencement

: School for the Deaf Language and Communication Policy.

10. Statement

- Language and Communication are the most important learning areas of a deaf child. Since a deaf child does not acquire language naturally language in all its aspects must be taught to a deaf child.
- Without knowledge of language teaching and learning cannot take place.
- The primary language of a deaf child is Sign Language.
- Deaf learners have been exempted from studying a second language.

11. Teaching Methods used at the school

- The oral method – the child lip reads and speaks
- SA Sign Language
- Signed English
- Total Communication

12. Teaching Practices

- Since Sign Language is a deaf child's first language, teaches should work towards signing fluently.
- Bilingualism is the educational philosophy at the school. This means that the child is encouraged to develop a proficiency in Sign Language as well as learning his/her second language i.e. English.
- Both languages i.e. Sign Language and English and their cultures are respected equally.
- Learners who can benefit from oral language should be encouraged to do so and each teacher needs to focus on the individual needs and potential of the child.
- Educators should be motivated to use Sign Language or Signed English when talking in front of learners or Deaf members of the staff. It is important that incidental communication is accessible to all.
- It is the responsibility of all staff members to do their utmost to achieve a high level of proficiency in Sign Language.
- The school is committed to help parents of deaf learners to improve their communication skills by providing free signing lessons once a week.

13. Review of Policy

This policy shall be reviewed regularly or as the need arises.

APPENDIX I

March 2006

LANGUAGE POLICY

1. Introduction

The language policy of the school follows the norms and standards of language policy in Public Schools as indicated in the South African Schools Act; Act 84 /1996.

2. Aims

- To promote full participation in society and the economy through the equitable and meaningful access to education
- To promote and develop all official languages
- To support the teaching and learning of all other languages required by learners or used by communities in South Africa.

3. Medium of instruction

- The medium of instruction for all content subjects in the school will be English
- For deaf learners, the medium of instruction will be South African Sign Language (SASL)

4. Other languages offered

- Seven African Languages i.e. IsiXhosa, Sepedi, Setswana, IsiZulu, Xitsonga, Tshivenda and Sesotho
- Afrikaans

5. Correspondence

- Correspondence to the GDE and NGO's will be done in English.
- Correspondence with Parents will be done in English as well as in African Language should a need arise.

6. Meetings

- Staff meetings and Learning Area meetings will be conducted in English
- Staff training will also be conducted in English
- AGM with parents will be conducted in English and African Languages should a need arise
- PS Staff meetings will be conducted in English, Afrikaans, African language or SASL
- Assembly will be conducted in English and SASL

7. Disciplinary hearings

Disciplinary hearing will be conducted in English, an African Language and SASL.

APPROVED

Principal — Date: 3 Aug 2006

SGB — Date: 03 Aug 2006

APPENDIX J

SCHOOL FOR DEAF CHILDREN
LANGUAGE POLICY

PREAMBLE: The Parents, Staff and learners of School C for the Deaf respect he unique nature of our school and:-

- Recognise the right of all to use a language of their own,
- Seek to promote the very nature of our learners' unique language,
- Accept other people's languages without compromising our learners' first language (Sign Language)

OBJECTIVES: To integrate all skills required in the learning of any language viz LISTENING, "SPEAKING", READING and WRITING.

- To develop all of the above skills in our learners and stress these skills and their links with Life Skills.
- To give practical effect to Section 30 of the Constitution of the RSA of 1996, which protects the right of everyone to use a language of their choice.

To do away with any form of discrimination on the use / recognition of one's first language against our learners.

- To develop communicative language skills in the deaf children and to enable them to communicate with others in any situation they may find themselves in, even in their lives after school.

MEDIUM: **Language 1**[1] is the medium of learning and Signed **Language 1** is the medium of instruction.

- Sign Language is the recognized and official first language of the learners.

COMMUNICATION: All forms of written communication shall be in the official language of learning (**Language 1**)

- All forms of oral communication shall be in Sign Language and/or Signed Language.
- In all instances where there is a need for an interpreter(s), this MUST be catered for, to embrace learners and other deaf people in the communicated issue.
- All meetings where there are deaf learners and adults shall have interpreters.

IN THE CLASSROOM:

(1) It shall be the duty of every educator to:-

- Create a positive, non-threatening environment that will encourage learners to participate in reading, "speaking" and writing activities.
- Integrate learners' diverse experiences into meaningful language.
- Teach language skills that are needed for pupils to succeed in all school subjects.
- Use a variety of teaching methods that accommodate different learning styles and levels of language ability.

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[1] **Language 1: one of the 11 official languages of South Africa.**

(2) It shall be the duty of learners to:-

- Respect each educator and any other personnel's signing capabilities and to offer assistance if that is needed.
- Strive to improve their skills in **Language 1**.
- Assist each other in the development of language skills.

IN THE HOSTELS AND PLAYGROUNDS: i.e. outside the classroom:-

(1) It shall be the duty of all personnel employed in the school to:-

- Communicate with learners in a language they both comprehend.
- Not discriminate against learners and any other deaf person / personnel in any way in any communication.

(2) It shall be the duty of learners to:-

- Respect any personnel's signing capability and offer help if needed.
- Assist each other in the development of their language skills.

LANGUAGE ENRICHMENT PROGRAMMES:

- These may be held for learners and all personnel in the school from time to time depending on the need, and these shall be aimed at helping and developing each other with Sign Language skills.

FOUL LANGUAGE:

- It shall be an offence to use any derogatory language against any learners of member of the personnel

APPENDIX K

TEACHER'S REPORT FORM

Teacher Name: _____
Learners Grade: _____
Subject Area: _____

Learners Name: _____
Learners Sex: _____
Learners Age: _____

On the form attached is a list of items that describe learners. For each item that describes the learner now or within the past two months, please circle 2 if the item is **very true** or **often true** of the pupil. Circle 1 if the item is **somewhat** or **sometimes true** of the pupil. If the item is **not true** of the pupil, circle the 0. Please answer all items as well as you can, even if some do not seem to apply to this pupil.

0= Not True (as far as you know)
1= Somewhat or Sometimes True
2= Very True or Often True

1.	Acts too young for his/her age	0	1	2
2.	Hums or makes other odd noises in class	0	1	2
3.	Argues a lot	0	1	2
4.	Fails to finish things he/she starts	0	1	2
5.	Behaves like opposite sex	0	1	2
6.	Defiant, talks back to staff	0	1	2
7.	Bragging, boasting	0	1	2
8.	Can't concentrate, cant pay attention for long	0	1	2
9.	Cant get his/her mind off certain thoughts/obsessions	0	1	2
10.	Cant sit still, restless, or hyperactive	0	1	2
11.	Clings to adults or too dependent	0	1	2
12.	Complains of loneliness	0	1	2
13.	Confused or seems to be in a fog	0	1	2
14.	Cries a lot	0	1	2
15.	Fidgets	0	1	2
16.	Cruelty, bullying, or meanness to others	0	1	2
17.	Daydreams or gets lost in his/her thoughts	0	1	2
18.	Deliberately harms self or attempts suicide	0	1	2
19.	Demands a lot of attention	0	1	2
20.	Destroys his/her own things	0	1	2
21.	Destroys property belonging to others	0	1	2
22.	Difficulty following directions	0	1	2
23.	Disobedient at school	0	1	2
24.	Disturbs other pupils	0	1	2
25.	Doesn't get along with other pupils	0	1	2
26.	Doesn't seem to feel guilty about misbehaving	0	1	2
27.	Easily jealous	0	1	2
28.	Eats or drinks things that are not food- don't include sweets	0	1	2
29.	Fears certain animals, situations, or places other than school	0	1	2
30.	Fears going to school	0	1	2
31.	Fears he/she might think or do something bad	0	1	2

32.	Feels he/she has to be perfect	0	1	2
33.	Feels or complains that no one loves him/her	0	1	2
34.	Feels others are out to get him/her	0	1	2
35.	Feels worthless or inferior	0	1	2
36.	Gets hurt a lot, accident prone	0	1	2
37.	Gets in many fights	0	1	2
39.	Hangs around with others who get in trouble	0	1	2
40.	Hears sounds or voices that aren't there	0	1	2
41.	Impulsive or acts without thinking	0	1	2
42.	Would rather be alone than with others	0	1	2
43.	Lying or cheating	0	1	2
44.	Bites fingernails	0	1	2
45.	Nervous, high-strung, or tense	0	1	2
46.	Nervous movements or twitching	0	1	2
47.	Over conforms to rules	0	1	2
48.	Not liked by other pupils	0	1	2
49.	Has difficulty learning	0	1	2
50.	Too fearful or anxious	0	1	2
51.	Feels dizzy	0	1	2
52.	Feels too guilty	0	1	2
53.	Talks out of turn	0	1	2
54.	Overtired	0	1	2
55.	Overweight	0	1	2
56.	Physical problems without known medical cause	0	1	2
a)	Aches or pains	0	1	2
b)	Headaches	0	1	2
c)	Nausea, feels sick	0	1	2
d)	Problems with eyes	0	1	2
e)	Rashes or other skin problems	0	1	2
f)	Stomach aches or cramps	0	1	2
g)	Vomiting, throwing up	0	1	2

h)	Other	0	1	2
57.	Physically attacks people	0	1	2
58.	Picks nose, skin, or other body parts	0	1	2
59.	Sleeps in class	0	1	2
60.	Apathetic or unmotivated	0	1	2
61.	Poor school work	0	1	2
62.	Poorly coordinated or clumsy	0	1	2
63.	Prefers being with older children or youths	0	1	2
64.	Prefers being with younger children	0	1	2
65.	Refuses to talk/sign	0	1	2
66.	Repeats certain acts over and over; compulsions	0	1	2
67.	Disrupts class discipline	0	1	2
68.	Screams a lot	0	1	2
69.	Secretive, keeps things to self	0	1	2
70.	Sees things that aren't there	0	1	2
71.	Self conscious or easily embarrassed	0	1	2
72.	Messy work	0	1	2
73.	Behaves irresponsibly	0	1	2
74.	Showing off or clowning	0	1	2
75.	Shy or timid	0	1	2
76.	Explosive and unpredictable behaviour	0	1	2
77.	Demands must be met immediately, easily frustrated	0	1	2
78.	Inattentive, easily distractive	0	1	2
79.	Speech problem (Not Applicable to Deaf learners)			
80.	Stares blankly	0	1	2
81.	Feels hurt when criticized	0	1	2
82.	Steals	0	1	2
83.	Stores up things he/she doesn't need	0	1	2
84.	Strange behaviour	0	1	2
85.	Strange ideas	0	1	2
86.	Stubborn, sullen, or irritable	0	1	2

87.	Sudden changes in mood or feelings	0	1	2
88.	Sulks a lot	0	1	2
89.	Suspicious	0	1	2
90.	Swearing or obscene language	0	1	2
91.	Talks about killing self	0	1	2
92.	Underachieving, not working up to potential	0	1	2
93.	Talks too much	0	1	2
94.	Teases a lot	0	1	2
95.	Temper tantrums or hot behaviour	0	1	2
96.	Seems preoccupied with sex	0	1	2
97.	Threatens people	0	1	2
98.	Tardy to school or class	0	1	2
99.	Too concerned with neatness or cleanliness	0	1	2
100.	Fails to carry out assigned tasks	0	1	2
101.	Truancy or unexplained absence	0	1	2
102.	Under active, slow moving, or lacks energy	0	1	2
103.	Unhappy, sad, or depressed	0	1	2
104.	Unusually loud	0	1	2
105.	Uses alcohol or drugs for non medical purposes	0	1	2
106.	Overly anxious to please	0	1	2
107.	Dislikes school	0	1	2
108.	Is afraid of making mistakes	0	1	2
109.	Whining	0	1	2
110.	Unclean personal appearance	0	1	2
111.	Withdrawn, doesn't get involved with others	0	1	2
112.	Worries	0	1	2

APPENDIX L

School of Human & Community Development
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4513
Fax: (011) 717 4559

Dear Sir/Madam:

My name is Brandon Swanepoel. I am conducting research for the purpose of obtaining a Masters Degree at the University of Witwatersrand. The aim of my study is to explore different types of classroom behaviour and teaching approaches. I would like to invite your school to participate in this study. If you choose to allow your school to participate in this study, four teachers from senior phase will be asked to fill out a Teacher Report Form on the learners in their respective classes. The Teacher Report Form is a form that lists different types of classroom behaviour displayed by children. The form takes approximately 15-20 minutes to fill in.

Participation in this study is completely voluntary. All your responses on the Teacher Report Form will be kept confidential, and no information that could identify you, your school, your staff and learners will be included in this research report. You can choose to withdraw from this study at any point without any negative consequences. The research material will not be seen by any other persons in this school at any time, and will only be processed by me.

If the results are published in scientific journals, no information that could identify you, your school, your staff and learners will be included in the report. The completed Teacher Report Forms will be kept in a locked up cupboard and destroyed after two years if the research is published, or six years if the research is not published. A written summary of the findings of the research will be forwarded to your school upon completion of the study. A request will be made for this summary to be placed on the staff notice board.

Should you have any queries please do not hesitate to contact me. I can be contacted telephonically on 072 023 1034 (mobile) or (011) 988- 1017 (work). Further, please feel free to contact my supervisor in this regard:-Dr. Zaytoon Amod (011) 717- 8326 or zaytoonisha.amod@wits.ac.za.

If you choose to allow your school to participate in this study may I ask that you fill in the attached principal consent form.

Thank you for considering taking part in this research

Brandon Swanepoel

Principal Consent Form

I_____agree to participate in this study.

I understand that:

- Participation is completely voluntary and I can pull out of this study at any time without negative consequences.
- No information that could identify me will be used in the research report.
- The Teacher Report Form will not be seen by any person in this school at any time, and will only be handled by the researcher.
- The Teacher Report Form will be kept in a locked cupboard and will be destroyed after two years if the research is published or six years if the research is not published.
- This research may be published in scientific journals and if it is my name will not be used in it.
- A written summary will be given of the overall results of this research for placement on the school's notice board.

Signed:_____ Date:_____

APPENDIX M

School of Human & Community Development
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4513
Fax: (011) 717 4559

Dear Sir/Madam:

My name is Brandon Swanepoel. I am conducting research for the purpose of obtaining a Masters Degree at the University of Witwatersrand. The aim of my study is to explore different types of classroom behaviour and teaching approaches. I would like to invite you to participate in this study. If you choose to participate in this study you will be asked to fill out a Teacher Report Form on the learners in your class. The Teacher Report Form is a form that lists different types of classroom behaviour displayed by children. The form will take you approximately 15-20 minutes to fill in.

Participation in this study is completely voluntary. All your responses on the Teacher Report Form will be kept confidential, and no information that could identify you will be included in this research report. You can choose to withdraw from this study at any point without any negative consequences. The research material will not be seen by any other persons in this school at any time, and will only be processed by me.

If the results are published in scientific journals, no information that could identify you, your school, your staff and learners will be included in the report. The completed Teacher Report Forms will be kept in a locked up cupboard and destroyed after two years if the research is published, or six years if the research is not published. A written summary of the findings of the research will be forwarded to your school upon completion of the study. A request will be made to your principal for this summary to be placed on the staff notice board.

If you choose to participate in this study, please fill in the reply slip on the form attached. Should you have any queries please do not hesitate to contact me. I can be contacted telephonically on 072 023 1034 (mobile) or (011) 988- 1017 (work). Further, please feel free to contact my supervisor in this regard:-Dr. Zaytoon Amod (011) 717- 8326 or zaytoonisha.amod@wits.ac.za

Thank you for considering taking part in this research

Brandon Swanepoel

Teacher Consent Form

I_____agree to participate in this study.

I understand that:

- Participation is completely voluntary and I can pull out of this study at any time without negative consequences.
- No information that could identify me will be used in the research report.
- The Teacher Report Form will not be seen by any person in this school at any time, and will only be handled by the researcher.
- The Teacher Report Form will be kept in a locked cupboard and will be destroyed after two years if the research is published or six years if the research is not published.
- This research may be published in scientific journals and if it is my name will not be used in it.
- A written summary will be given of the overall results of this research for placement on the school's notice board.

Signed:_____ Date:_____

APPENDIX N

School of Human & Community Development
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4513
Fax: (011) 717 4559

Dear Parent:

My name is Brandon Swanepoel. I am conducting research for the purpose of obtaining a Masters Degree at the University of the Witwatersrand. The aim of my study is to explore different types of classroom behaviour and teaching approaches. I would like to invite you to allow your child to participate in this research. Participation will involve your child's teacher filling out a Teacher Report Form about your child. The Teacher Report Form is a form that lists different types of classroom behaviour displayed by children.

Participation in this study is voluntary and you are not required to take part in any way. You may choose to withdraw from this study at any point without any negative consequences. If you choose to take part or wish to leave this study, your child will not be disadvantaged in any way, as teaching and learning will continue in the normal way for your child. Your child's lessons and work in the classroom will not change. If you choose to participate or not be involved in this research it will not affect your child's school marks in any way.

All of the teacher's responses will be kept private and no information that could identify you or your child will be included in the research report. If the results are published in scientific journals, no information that could identify you, your school, your staff and learners will be included in the report. The completed Teacher Report Forms will be kept in a locked up cupboard and destroyed after two years if the research is published, or six years if the research is not published.

Individual feedback and details from your child's Teacher Report Form cannot be given however a written summary of the findings will be sent to you or the school in December 2010 upon request. If you consent to your child participating in this study, please fill in your details on the attached parent consent form.

Should you have any questions please do not hesitate to contact me. I can be contacted telephonically on 072 023 1034 (mobile) or (011) 988-1017 (work). Further, please feel free to contact my supervisor in this regard:-Dr. Zaytoon Amod (011) 717-8326 or zaytoonisha.amod@wits.ac.za

Thank you for considering taking part in this research

Brandon Swanepoel

Parent Consent Form

I_____give permission for my child_____to take part in this study.

I understand that:

- Participation is completely voluntary and my child can withdraw at any time without any negative consequences.
- If my child participates in this study his/her teacher will fill out the Teacher Report Form on him/her.
- The Teacher Report Form will be kept in a locked cupboard and will be destroyed after two years if the research is published or six years if the research is not published.
- No information that could identify me or my child will be used in the research report.
- Individual feedback and details of my child's Teacher Report Form will not be provided however a written summary of the findings will be sent to me in December 2010 upon my request.
- This research may be published in scientific journals and if it is no information that could identify me or my child will be used in it.

Signed:_____ Date:_____

APPENDIX O

School of Human & Community Development
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4513
Fax: (011) 717 4559

Dear Learner:

My name is Brandon Swanepoel. I am studying at the University of the Witwatersrand (Wits), and I am completing my Masters Degree in Educational Psychology. As part of my course, I have to do a research assignment. For my assignment I have chosen to look at different types of classroom behaviour and teaching. I have asked teachers to make a note of different types of behaviour in the classroom. I would like to ask you to take part in this study.

You can choose to take part and you can choose not to. Your lessons and work in the class room will not change if you take part in this study or if you choose not too. Your marks will not change in any way if you choose to take part or choose not to take part. You can choose to pull out of this study at any time you want to. If you choose to pull out of this study your marks will not change and your class work and lessons will still be the same. When I write up my assignment I will not use your name or your teachers' names so nobody else will know who you are. My assignment may be printed in a paper that other people can read and if it is I will not use your name at all.

If you choose to take part in this study, please fill in your details on the attached form. If you have any questions, please feel free to contact me on 072 023 1034. You can also contact my supervisor Dr. Zaytoon Amod (zaytoonisha.amod@wits.ac.za).

Thank you for thinking about taking part in this research

Brandon Swanepoel

Learner Assent Form

I _____ agree to take part in this study.

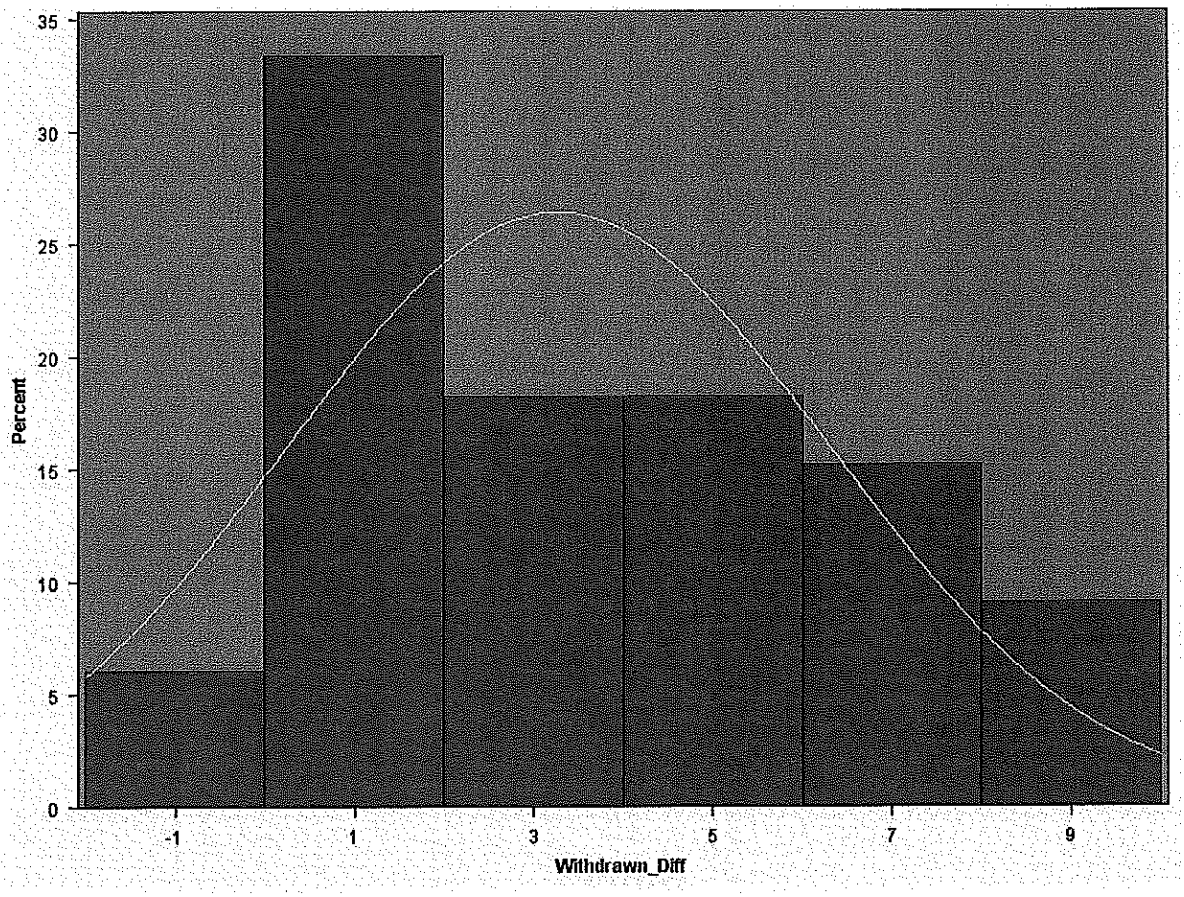
I understand that:

- My class work and school marks will not change in any way by me taking part in this study.
- I can pull out of this study at any time I want to and if I do my school marks will not change.
- My name will not be used in the assignment.
- This research may be printed for others to read about and if it is my name will not be used in it.

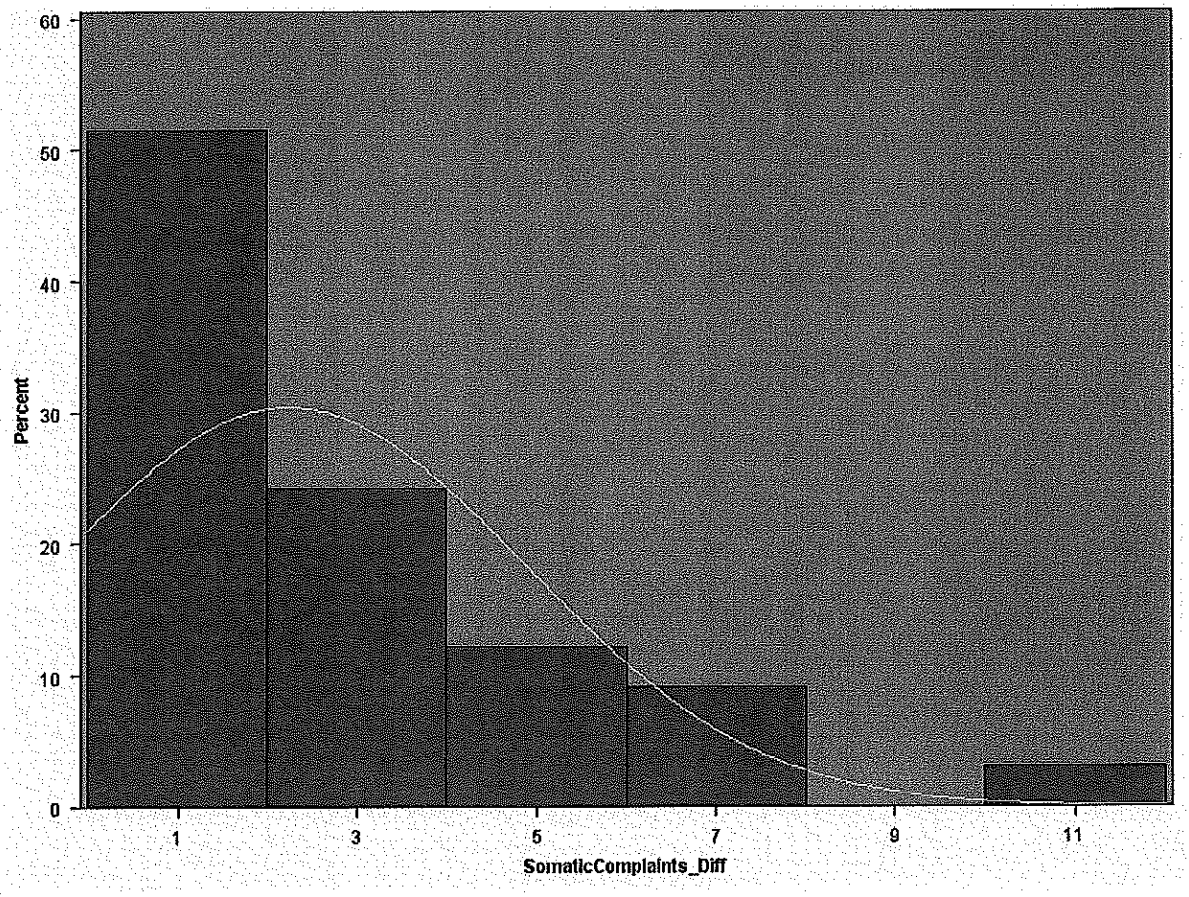
Signed:_____ Date_____

APPENDIX P

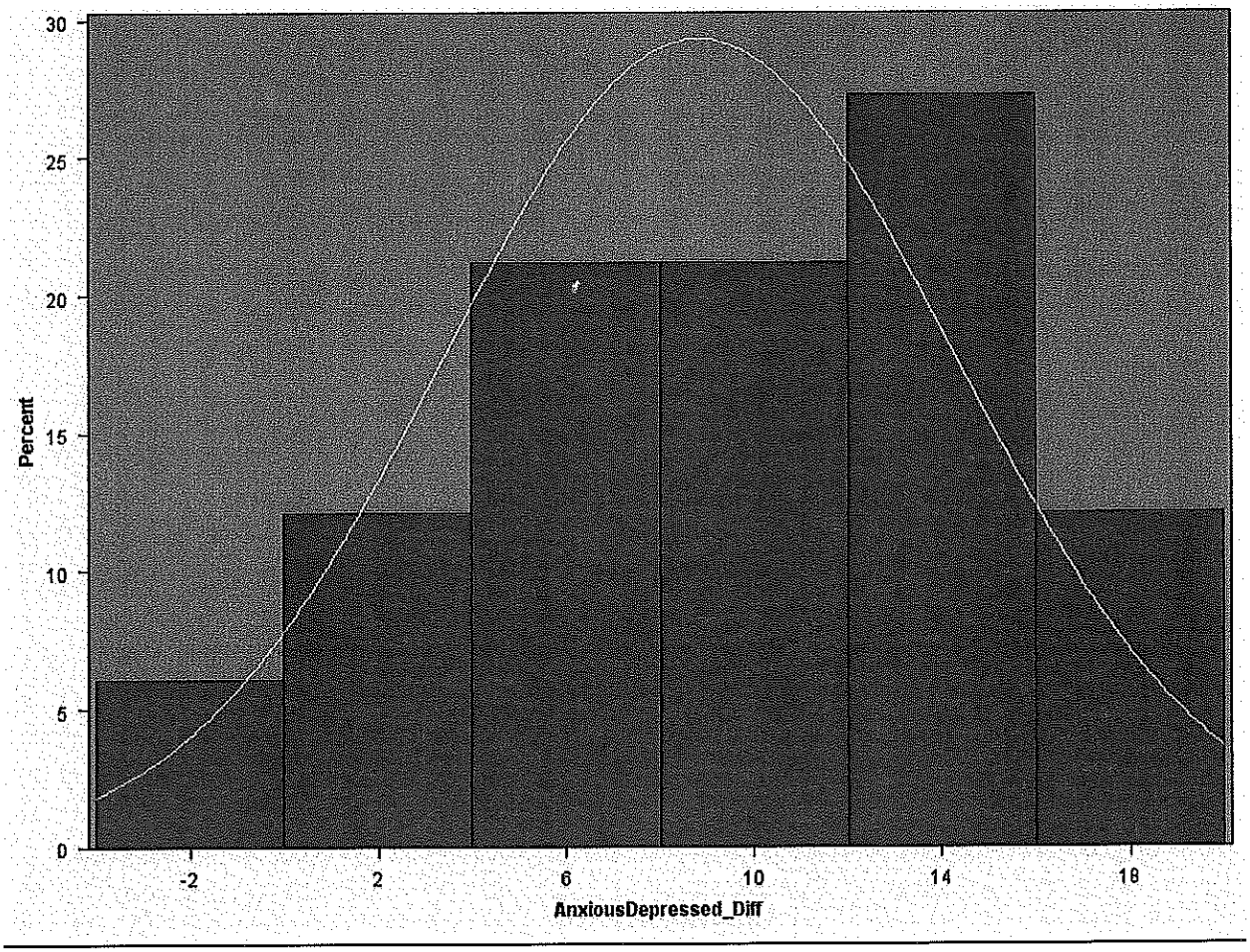
The difference between the manually coded spoken language mean score for Withdrawn Problems and the SASL mean score for Withdrawn Problems



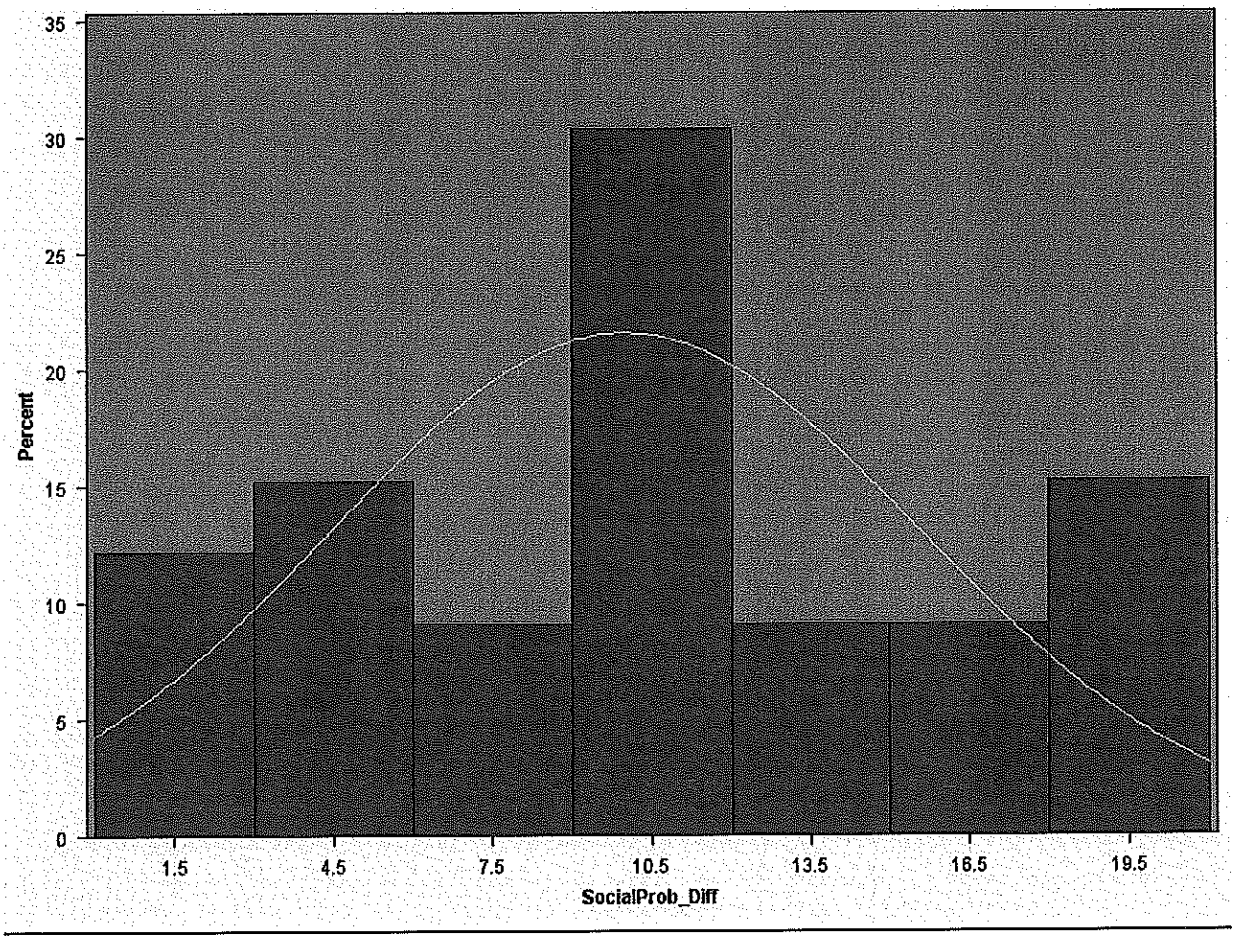
The difference between the manually coded spoken language mean score for Somatic Complaints and the SASL mean score for Somatic Complaints



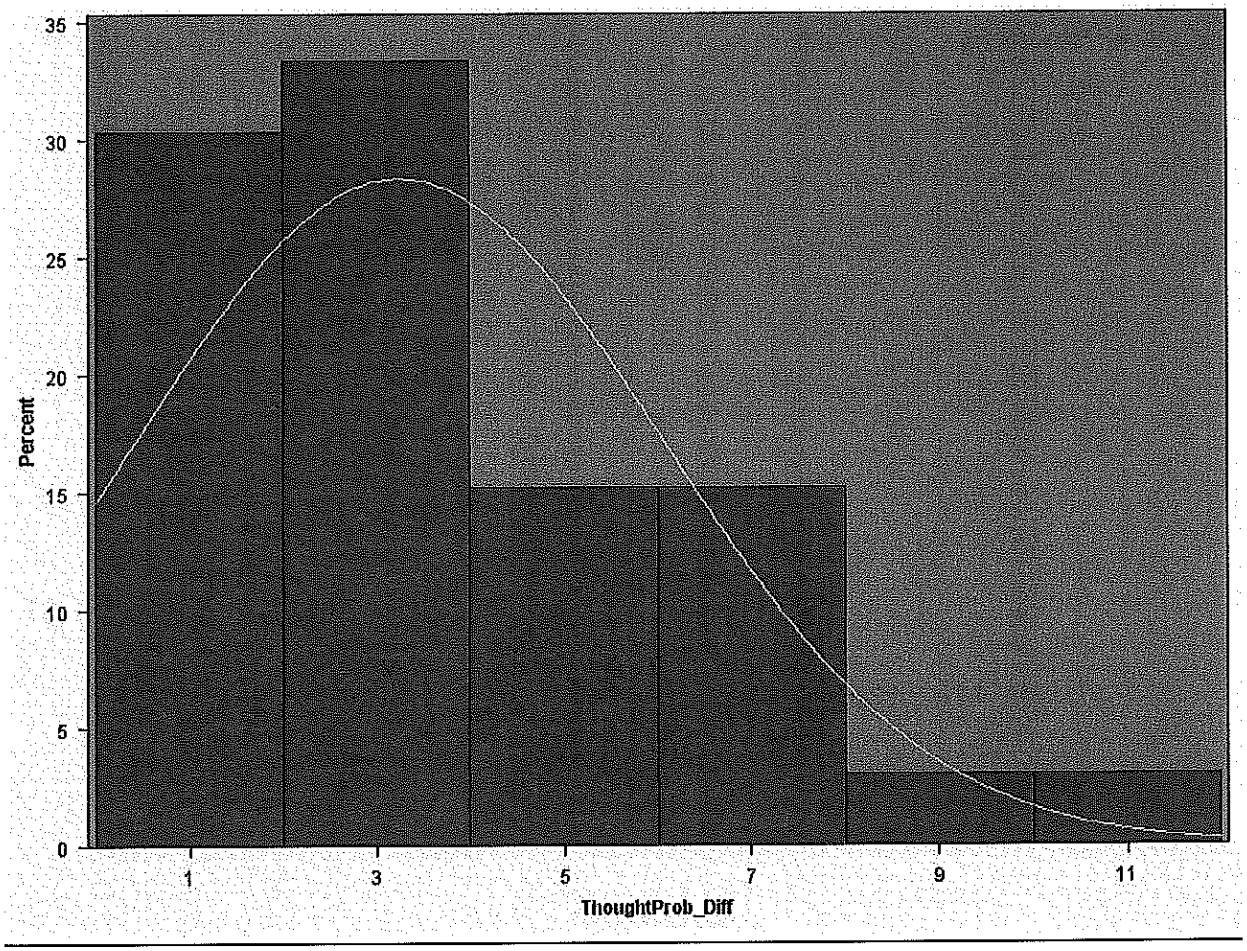
The difference between the manually coded spoken language mean score for Anxious/Depressed behaviour and the SASL mean score for Anxious/Depressed behaviour



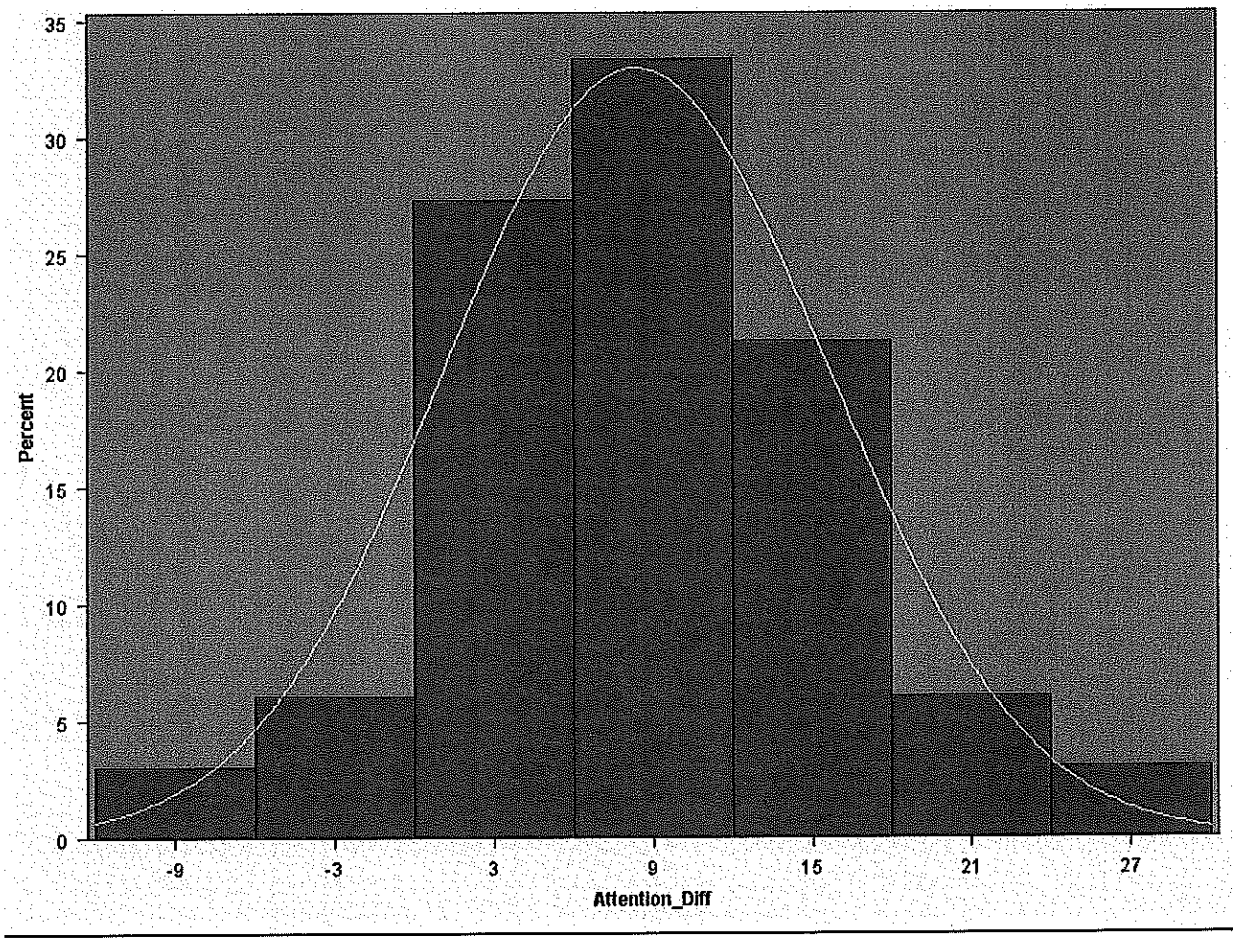
The difference between the manually coded spoken language mean score for Social Problems and the SASL mean score for Social Problems



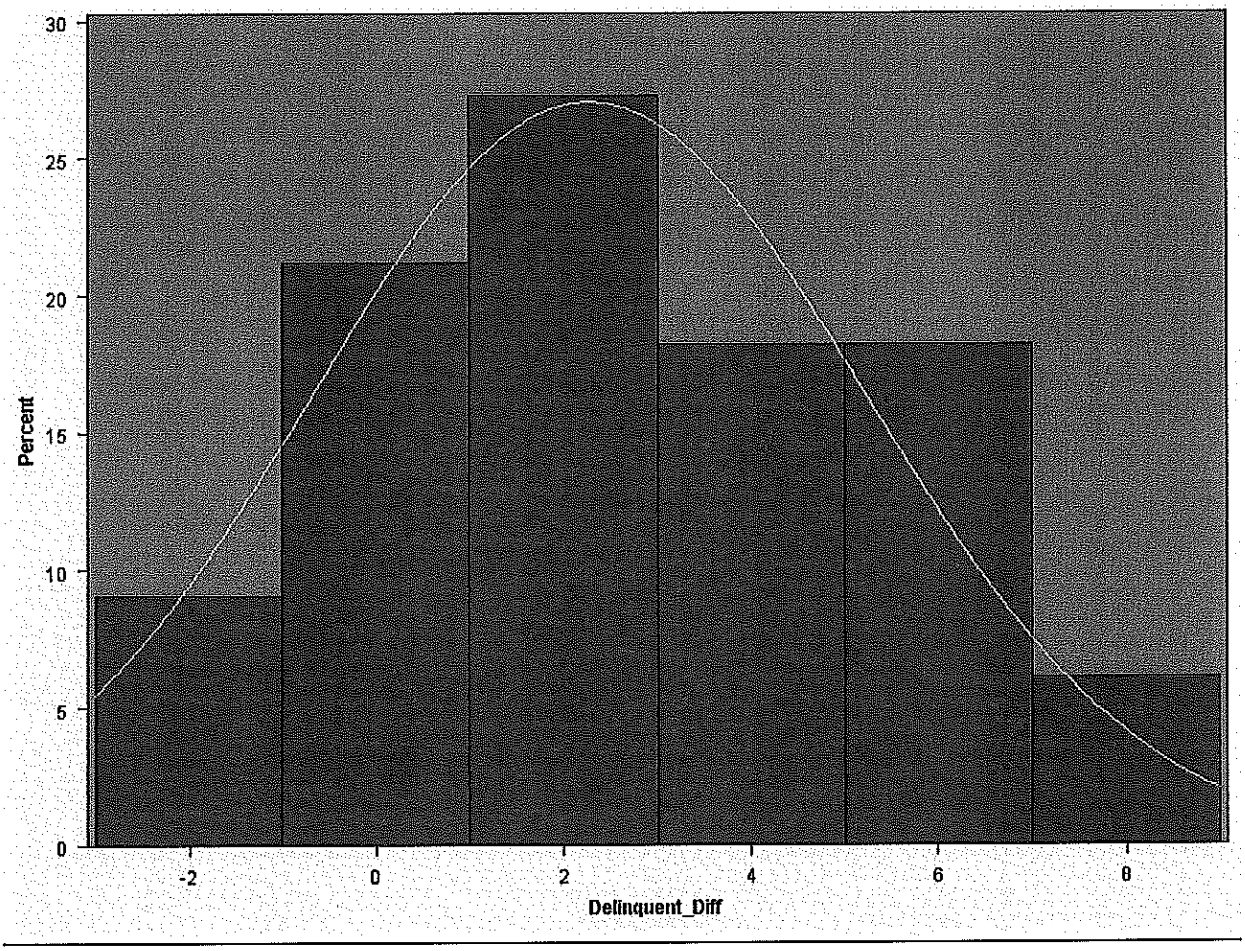
The difference between the manually coded spoken language mean score for Thought Problems and the SASL mean score for Thought Problems



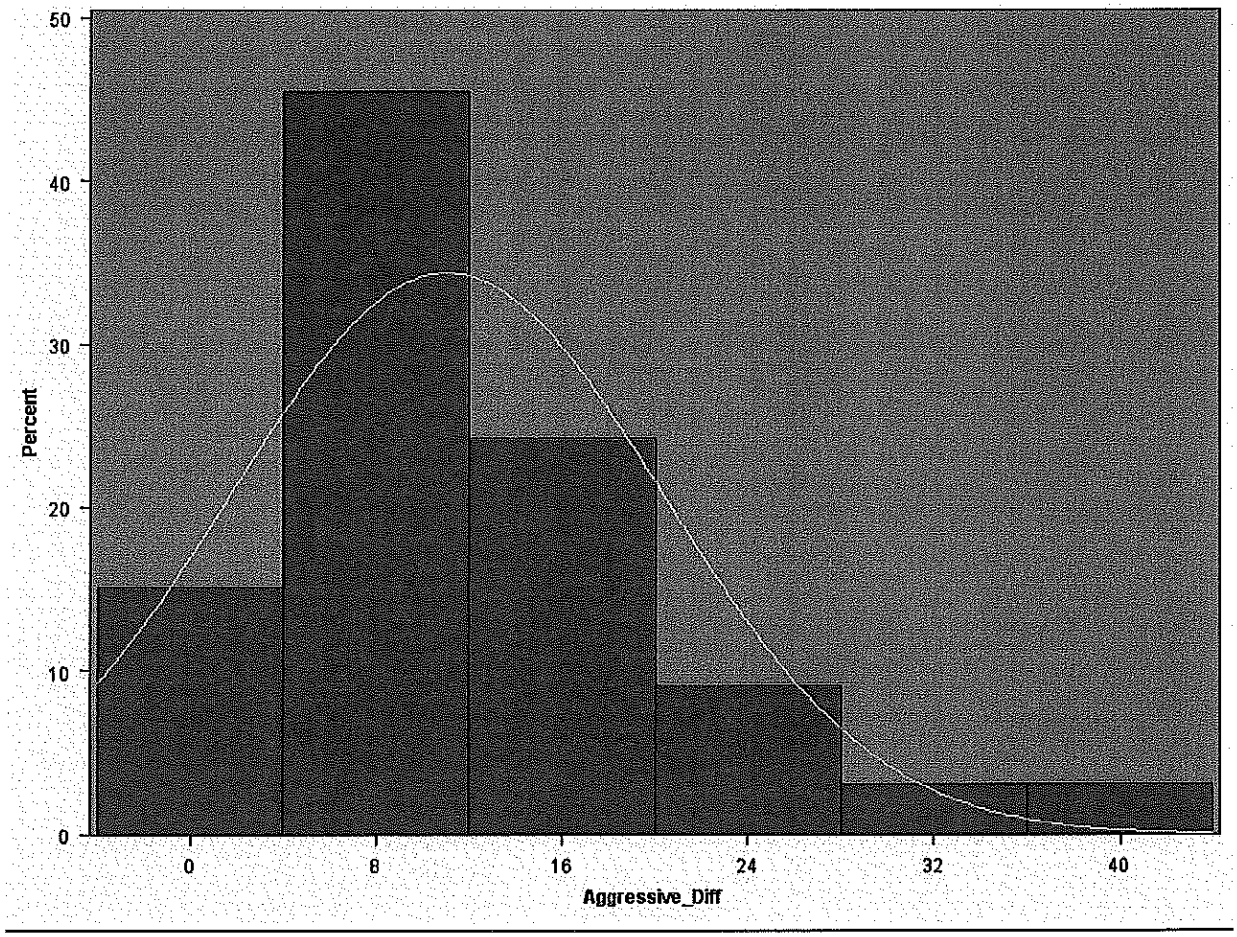
The difference between the manually coded spoken language mean score for Attention Problems and the SASL mean score for Attention Problems



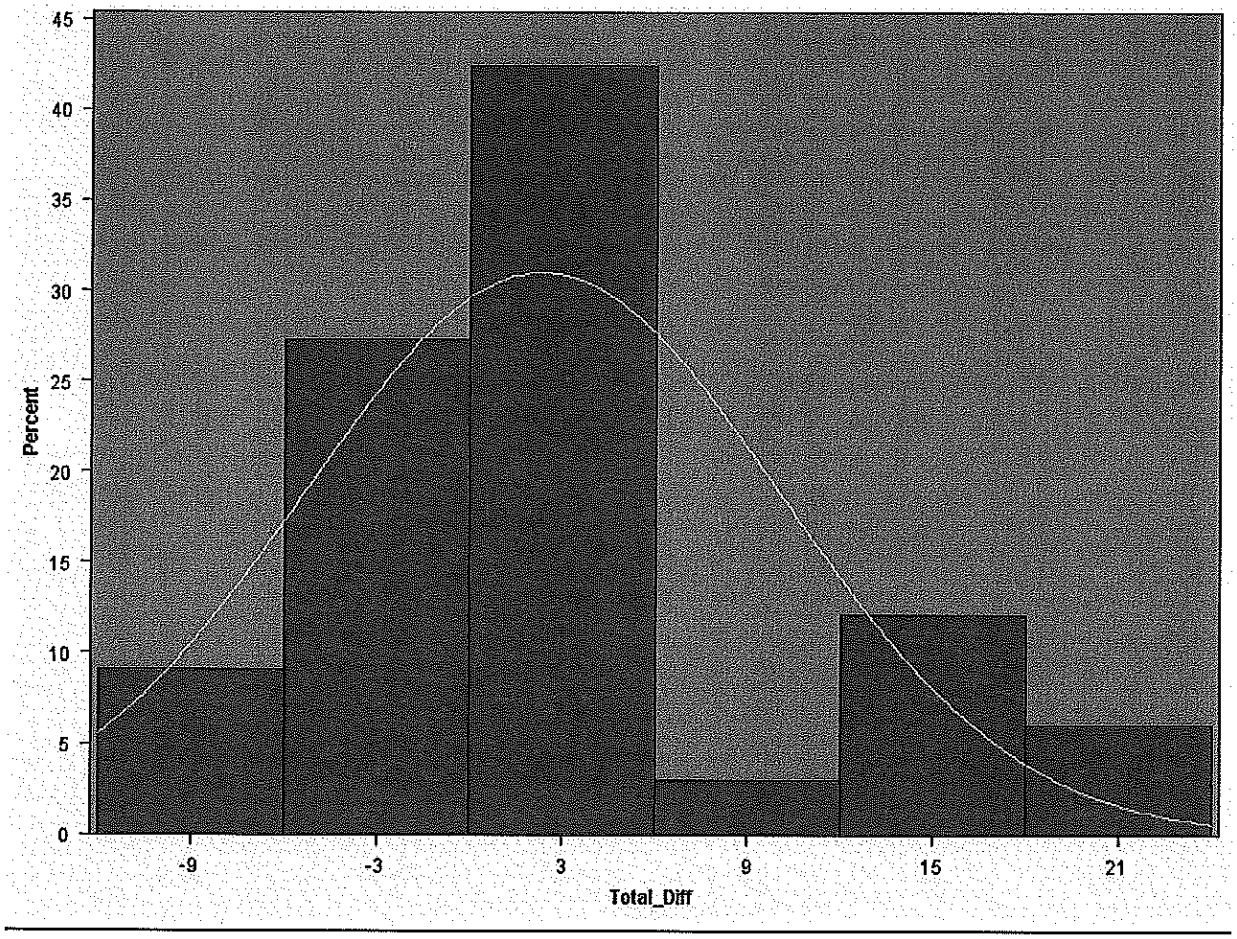
The difference between the manually coded spoken language mean score for Delinquent Behaviour and the SASL mean score for Delinquent Behaviour



The difference between the manually coded spoken language mean score for Aggressive Behaviour and the SASL mean score for Aggressive Behaviour



The difference between the manually coded spoken language Total mean score and the SASL Total mean score


45
40
35
30
25
20
15
10
5
0
Percent
-9
-3
3
9
15
21
Total_Diff