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Evaluating the effectiveness of Harcombe's cognitive approach to literacy instruction in improving literacy learning in a South African university training setting.

McMahon-Panther, Gail

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Research Aim 1: Participants' Perceptions Regarding the Ecosystemic and Constructivist Principles of the CATLI

[Please note that all questionnaire and evaluation responses are directly quoted from the data and may contain spelling and language errors. Italicised parentheses were included for clarity where necessary.]

ECOSYSTEMIC PRINCIPLES

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TABLE 1: **THEME 1: APPLICATION OF ECOSYSTEMIC PRINCIPLES TO UNDERSTANDING THE CLIENT'S DEVELOPMENT / PROCESS** (Considering *all* aspects of the client and the environment to recognise and address factors impacting on teaching, learning and development).

LSQ1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"I think it is a valuable assessment tool." "Interviews and indepth background information helps me to understand my clients completely. I feel that it is absolutely necessary in order to provide the correct interventions for my clients."	"I think that the ecosystemic assessment was very useful as it allowed me to understand the child 'fully'." "When working with children it is important to know everything about them, especially their home life and relationships within that context as it helps one to understand certain behaviours of that child."	"I think it is a valuable and informative assessment process. It allows the clinician to assess the child from a holistic perspective, thus gaining a well-rounded, full understanding regarding the child's functioning, and possible areas of weakness both educationally and psychologically." "I was able to incorporate my child's intrapersonal, interpersonal and educational functioning into my understanding of his level of functioning and possible	"I think the process offers support (holistically) for learners with learning difficulties. It also focuses on specific areas of difficulty which assists learners' specific areas of weakness." "It provided insight into the client's background which allowed for a better understanding of the client. Furthermore it allowed for the client to be supported holistically." "The CATLI looks at children holistically, this	"I think it is an excellent way to approach the diversity of children in today's South African classroom" "I found it to be thorough, comprehensive and also it takes cognisance of the individual's temperament, motivation, cognition and emotion." "Understanding his background and home influence widened my understanding of my pupil"	"It is useful for parents and children as they "buy" into the process from the beginning since their input is considered both valuable and in fact essential." "An "overall" picture is addressed."	"I think this process is highly beneficial in identifying all the barriers to the child's learning as well as in addressing these key barriers. These barriers may range from the child's temperament, situation at school as at home, as well as previous advantages afforded to the child."	"I think the consideration of a range of factors that could impact in learning was important in understanding strengths and weaknesses – so the interviews, perusal of work, formal and informal tests all helped to build a rounded picture of strengths and weaknesses." "Knowledge of the clients' interests, anxieties and home circumstances enabled me to plan activities to interest and motivate them – and so support learning better than would have been possible	"Very helpful and informative as far as getting to know about the client."

		contributing factors to his difficulties and to predict possible areas of weakness as a result of his learning style and emotional functioning."	thus offers more support to learners that facilitates their learning." "It works well as it takes the child's / client's background / history into account (e.g. English being a second language)"				with a less holistic approach."	
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"(Name) has an older brother and a younger sister who both perform well academically. The family has undergone financial strain when (Name's) father lost his first job. This stressful period in the family life has impacted negatively on his academic performance as he is a very sensitive child and is very aware of tension within his family. Other life events that could have contributed to his emotional state, are the number of times the family	"The family appeared to always be neatly dressed and well-groomed but have financial difficulties. The father has a job while the mother remains unemployed." "His family's financial difficulties does seem to be affecting his development" "Political factors seem to be impacting on (Name's) development."	"There were a number of systems promoting his learning and development, like his strong emotional and academic support at home (particularly from his mother). The good support and understanding (Name) receives from his class teacher also contributes positively towards his development and learning, as well as friends he has made at school." "There are however some challenging systems like his	"Elements that seemed to hinder his learning include the fact that English is his second language thus causing a barrier to his understanding of instructions. Moreover, his school does not seem to have sufficient resources to accommodate learning for him. This seems to result in (Name) falling more and more behind with his schoolwork. These problems seem to be caused by (Name's) socio economic group as well as his inter and intra personal	"Part of the well-being of each learner is to have the ecosystemic approach to their learning where parents and class teachers are also involved in understanding the learners more." "I needed to look at (Name) ecosystemically, viewing him from his history, background, temperament, emotional status, etc. which gave me an indepth understanding of how to approach him, what to do to promote 'goodness of fit' and how to	"Because this model *(CATLI)* is founded on ecosystemic and cognitive theories of development it is contextually inclusive and includes ways of accommodating learners' cognitive developmental levels and cognitive processing style." "There are many factors promoting development and learning for (Name) - socio-economically in terms of her basic needs as well as having support from her family."	"(Name's) processing style, temperament, and low motivation needed to be accommodated and these were addressed during learning support." "An ecosystemic framework was used, focusing on the impact of interpersonal support evident in the relationships between him, his parents, his school and peers; as well as the environmental influences of the political environment " "The child was seen as interacting	"In reviewing all the information gathered about (Name) from various sources, it became clear that she needed support in a variety of dimensions - social, emotional, cognitive, motivational and behavioural."	"My client's background was not really preventing her from any improvement as she is fortunate to attend a private school. The only problem could be the language as English is her second language and thereby slows the learning process." "My client was making good progress until her parents separated. This was very difficult on all of them, which led her to blaming herself for the saparation."

moved house in his life. This kind of upheaval and change may well have exacerbated (Name's) sensitive tendencies."		high performance anxiety related to reading and writing and his low concentration which occurs through an increase in anxiety."	support systems."	support him."	"At school, (Name) has a caring teacher who is concerned about her development and who is willing to make an effort to understand the individual difficulties that she experiences." "One of the challenges she faces is he poor auditory processing skills as assessed by a speech and hearing therapist. This inability to adequately process verbal information is further impacted by her poor task orientation."	with many systems. Some of these interactions promoted development and some of them hindered development"		

ELS 10	**ELS 11**
"(Name) has a highly anxious mother and he picks up on it, as he can become highly anxious and stressed. His school was either not interested or not motivated to assist him and it was attempted to get his educators to better understand his needs and his preferred learning style. High levels of performance anxiety caused him to withdraw at times. He has minimal interaction with his peers. All these factors seemed to have interfered with (Name's) optimal development."	"(Name's) developmental opportunities are significantly enhanced by her temperament and support structure at home and by her peers and educators in the school she attends." "The language medium in (Name's) current school is different to that of her home and some language difficulties have resulted thereby creating a significant barrier to her learning."

- The LSS participants seem to have a good grasp of the holistic nature of the process.
- LSSQ 1 added the importance of considering medical reasons in relation to learning problems as part of the ecosystemic evaluation.
- None of the parent participants commented on the holistic nature of the process and do not appear to have embraced an understanding of the ecosystemic framework.
- Parent participants generally expressed their satisfaction with the process.

Analysis of the data suggests that all learning support participants use the terminology of ecosystemic theory. However, when analysing the perceptions in more depth, it appears that a small majority had a fair understanding of ecosystemic principles (LLSQ 2,4,5,8 and ELS 2,5,6,7,8,10,11), while a minority displayed a good understanding of ecosystemic principles (LSSQ 7, ELS 1,3,4). On the other hand, another minority appeared to have an inadequate understanding of ecosystemic principles and probably tend towards using a medical model in their thinking.

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TABLE 2: **THEME 2: UNDERSTANDING / USING THE CONSTRUCTIVIST PRINCIPLE OF DESIGNING THE LEARNING SUPPORT PROGRAMME TO SUIT INDIVIDUAL NEEDS AND STRENGTHS (ZPD)**

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"One gets the impression while studying that the CATLI is unchangeable but it can and should be adapted for each client." "The CATLI can tap into whatever is relevant for each child and a programme can be constructed around the child's interests."	"It gave me insight into the needs of the child thus allowing me to design lessons to suit his/her needs. All children learn differently and traditional literacy instruction works on a specific procedure which does not address all children and their needs. Client's needs need to be recognised individually and addressed. The CATLI allows for this as you learn about the child holistically and are able to work with every need as well as strength."	"The LS programme was perfectly suited for his learning needs, and to help him develop the tools he needed to reduce anxiety in the classroom, and bridge the gap between his learning style and the pace of the classroom."	"The CATLI also focuses on specific areas of weakness using results form the pre-assessment." "It assists learners' specific areas of weakness." "Through this process the learners gain support on a suitable level."	"It is an excellent and thorough approach in addressing the needs and strengths of my client." "I was given insight into how to approach my client by understanding his interests, and working on a programme which could involve him and accommodate his temperament, motivation, cognition and emotion."	"As the assessment highlighted strengths and weaknesses the programme could be tailored to enhance these using the child's specific interests resulting in increased motivation."	"The child I was supporting had a very low motivation and high anxiety. The activities that I formulated, according to principles of the CATLI, allowed me to focus specifically in these two areas of need." "His poor successive processing was addressed by allowing him to engage with more simultaneous and meaning based tasks. His low motivation was addressed using unthreatening games, fun activities as well as me scribing texts for him." "The CATLI is dynamic and flexible. It focuses and is adaptable according to the child's needs."	"Some fundamental issues associated with being a poor successive processor were targeted" "The CATLI allows a range of needs to be addressed, with different activities in the CATLI addressing different needs." "It means tailoring work to each child's individual interests."	_

						"The aim of the CATLI is to target all kinds of learners, and therefore facilitating the learning process for any child needing assistance." "It works really well as it base don *(based on)* on inclusive principles...to address the needs of all their learners."		
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"Although he has moved from concrete to representational, starting with a building task may help to motivate him and then move to real-life adventure articles as text-based activities" "A task such as building a model by reading instructions is a good way to combine concrete and representational levels, as it	"Although (Name) functions on an abstract level, he struggles with the abstract writing. Thus these activities were on a concrete to abstract level in order to facilitate (Name's) development from a concrete level to a greater level of abstraction. Having concrete activities and an environment to scaffold information for him, helped him	"(Name) came individually for all learning support sessions. As such, each session and aspects of the CATLI, were catered to accommodate his specific learning needs and style. as such, each session was developed according to his pace and needs, thus ensuring optimum learning and development."	"His perseverance and task orientation is seen as a tremendous strength and this seems to create a goodness of fit with teachers." "Construction tasks focused on (Name's) making something in each lesson relating to his interests. These activities progressed form a concrete level for example making a car to a more representational level from *(for)*	"Accommodating their simultaneous and successive processing abilities can add to the 'goodness of fit' required for a happy atmosphere. It is well worthwhile reminding parents and teachers that emotion plays a vital role in the well-being and successful achievement of the learner." "I needed to look at (Name) ecosystemically,	"The CATLI assisted in developing a learning plan, tailor-made for (Name) because it has focused on her specific areas of strengths and interests as well as her areas of weakness." "The individual lessons also incorporated some of her creative abilities, which she enjoyed immensely. In	"As (Name) had little experiences and therefore general knowledge, it was necessary to fill his gaps with real experiences, as well as to bridge his knowledge and new concepts." "I would have preferred to have done real things like actually going to the zoo to provide him with a practical experience to help him construct his	"The activity based tasks are an important component of the CATLI and I have clearly embarked on a path that was too abstract for (Name). Adapting this to accommodate her need for more concrete activities was important to ensure that learning would take place."	-

motivates him"	with the more abstract writing activities."	"The subthemes progressed each week with (Name's) development and moved from being mainly concrete in nature to more representational."	example watching a formula 1 race and writing about it."	viewing him from his history, background, temperament, emotional status, etc. which gave me an indepth understanding of how to approach him, what to do to promote 'goodness of fit' and how to support him. By assessing his cognitive development level and cognitive processing style I could accommodate them into the L.S. programme."	this way her current schema was enhanced and was able to develop new schema." "Because this model *(CATLI)* is founded on ecosystemic and cognitive theories of development it is contextually inclusive and includes ways of accommodating learners' cognitive developmental levels and cognitive processing style."	own concepts. However the process did not afford much time for this. Therefore the theme initiation aspect of the CATLI worked best for motivation and concept development."		

ELS10	**ELS11**
"It was a challenge working with (Name) as I was unsure of the level that I should be working on. Through trial and error I was able to adjust to the optimal level. This was seen when I presumed that he could work with squared meters when doing a measuring exercise."	"The majority of sessions were of a concrete nature in order to overcome the language barrier. Despite this, the implementation of a journal and dictionary led to a more representational approach into the sessions at a later stage."

A small majority appeared to have a reasonable understanding of the theory and practice of designing the CATLI process to suit individual ZPD's/needs and interests (LSSQ 2, 3,4,5,6 and ELS 2, 3, 4, 6, 7, 8). In addition, a very small minority appeared to have a good understanding (LSSQ 7 and ELS 5), while the rest seemed to have a fairly limited understanding (L8, 9 (no comment) and ELS 1, 10, 11). No parents commented on this at all, which suggest that little mediation between support specialists and the parents occurred, regarding this notion, anyway.

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TABLE 3: THEME 3: COLLABORATION BETWEEN STAKEHOLDERS FOR SUPPORTING CHILD'S (AND OTHER PARTIES) DEVELOPMENT (BETWEEN LSS, PARENT AND TEACHER)

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
Since I worked as a teacher throughout the course, this was really easy for me but it did cause some problems for some of the students who did not have access to schools and teachers. It is invaluable. I don't believe intervention would help without this collaborative effort.	...it was sometimes difficult to communicate with their parents as often the parents either work full days or they themselves do not understand English. In some schools the teachers were difficult to get hold of as they were teaching and would often not phone back in their free time. Also if questionnaires were sent out they would often not come back as the teachers did not have the time to fill them out or were not interested. With my clients I fund that they improved immensely as I got report backs	My client had a very supportive mother who was very involved in her son's LS programme. This positively contributed to the collaborative process of the school and the family, which allowed the teaching of the LS programme to be extended to the home and the school. This helped my client further his development and allowed him to progress beyond his weekly sessions. This was rewarding for him both emotionally and academically.	I was able to collaborate with parents often and supervisors less often. It was difficult to have regular face to face contact with teachers as I teach and could not meet teachers in school hours. Therefore we mostly communicated telephonically. It is important as it (again) provides a better understanding of the child from different perspectives. Furthermore it allowed everybody involved with the child to be "on the same page". This in turn supports the child's development.	I was able to do this effectively and found that it enhanced my relationship with my client, which I feel all added to his advancement. The interview with his parents enlightened me about his background and the problems, or positive situations he could be facing. Visiting his classroom gave me an insight into his school, and his relationship with his teacher and the other pupils in his class. I was able to establish a positive relationship with his mother, who in turn agreed, and encouraged me to fetch him in my car for L.S.	Since my client was at the school where I worked I was able to collaborate with the teachers and parents quite freely; they were also very open working together. Both parents and teachers implemented various suggestions and were keen to discuss what was happening at home and in the classroom which meant that if difficulties arose they could be addressed in LS.	...the client's family and school helped facilitate in the process. *(Able to collaborate)*To a great extent. I was able to collaborate with all...as well his with his play therapist. It was extremely helpful as intervention was occurring at many levels. This facilitated the learning process immensely.	*(Extent of collaboration)* Not as much as I would have liked. I did establish cordial relationships with parents, but did not really include them fully enough in the process – beyond encouraging them to read the small books with their children – just did not seem to be the time/opportunity – or the time to make the opportunity. Nor did I really make meaningful contact with teachers. ...establishing cordial relations with parents was a positive aspect as...parents had trust in me. I did not find meeting the teachers...very helpful – most seemed to think	It was helpful as I was able to see other views about the client. Was able to *(collaborate)* at the start of the process, but due to lack of time I was unable to do follow-up session which was needed.

	from the parents saying that the clients teachers had commented on improvement at school both academically and emotionally which was very encouraging. I could have 'hounded' the teachers that did not get back to me. This would have probably given me a better idea of the client in the school setting. Thus allowing me to work out lessons that would empower the child in the school setting.			each lesson. He attended all his lessons and was on time. I was able to work positively with his mother and informed her of things I thought which would enhance his well-being. The teacher was most cooperative too, and I used the school's library for shared reading.			she was doing well enough – when I could see she was not – but they were comparing her to a group of children where many were doing even worse academically than she was. I was also dismayed to find incorrect work marked as correct in one of her books, so did not have a lot of confidence in all her teachers; however, some of their reflections on her behaviour, friendships patterns and so on were helpful as was their corroboration of her very quiet demeanour and lack of confidence. I do think a more collaborative approach is better...Clearly if both teacher and therapist are pulling together, the child's interests will be better served than when they are working in	

							isolation. ...there was too little collaboration with teachers for this to have had any effect.	
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
"She talked to me very much on the phone and told me what I must do to help him also.	"I am a bit disappointed because I never received any feedback or a report. The students were supposed to phone me for follow-up learning support in 2008 but nobody called. The students must follow-up with the parents more. I would have liked a report to inform me about *(Client's Name)* progress. I would've preferred closer contact, especially towards the end.	They were all enthusiastic and committed to their task.	*(Q Possibly misunderstood)* Now my child knows how to write and read.	Communication was good throughout and I was kept informed as to *(Client's Name)* progress.	We did receive regular feedback from the LS trainee, but in addition we would have liked a written report.	The trainee's always communicated with us as parents, which helped us understand the process and assisted us as parents to know what the next step was.	The communication was open and good for us as parents as it helped us to understand our child's problems and ways of learning better. I am unfortunately not sure about the student's communication with the teacher so I would not be able to comment on that.	My experence was the teacher talk to myself on a regular basis it was help ful and tells me how the girl is doing all the time.
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
No info.	"I had contact with (mother) throughout the process of learning support	"(Name) came to learning support with a lift, and thus weekly contact was made	"In order to support (Name), regular communication was administered	"Having regular meetings with parents, teachers and learners and focusing on the	"I had constant communication with (Name's) parents. Her mother ensured	"Collaboration was essential to the process, beginning with the assessors and	"(Father) and I were in regular contact regarding the lessons. He always contacted	"The aspect that promoted learning was the support from the parents and the

	and we maintained a very good relationship that added to (Name's) potential to succeed." "His parents support is very important as when parents, teachers and learning support specialists collaborate for the well-being of a child, he has a far better chance of reaching his potential." "Due to (Name's) parental support I felt that he was empowered as his mother always did paired reading and shared reading with him and was always willing to help him with anything he was struggling with. Thus (Name's) home life is a positive contributing factor to his improvement. "I contacted the school but unfortunately could not get hold	with his mother in order to keep he informed and in touch with his progress." "His school was very supportive and open to (Name) receiving learning support from wits, and were very pleased with his progress."	between his guardians(uncle and aunt) and his teacher. The aim of the communication system was to offer support to his guardians and teacher as well as facilitate their understanding of (Name), because ultimately this will develop learning for him."	positive aspect of learning will encourage a positive ethos to their education. Parents and teachers being made aware of temperament, emotion and modelling good interpersonal relations with the learners will go a great way to increasing motivation. Parental, teacher and peer support should be encouraged and is imperative for increasing motivation in the classroom." "I believe that being in contact with his mother relatively often, seeing him in school and in his classroom, seeing him in the library, picking him up for L.S. each week, giving him unconditional positive regard and following the framework laid out by the CATLI, all helped to improve his	that I was always informed when (Name) she would be late or was unable to attend a learning support session. This only occurred once due to illness." "At the time of (Name's) learning support, I was employed at the school where she attended and this made it difficult for me to observe her in the class directly. However, I did make arrangements to meet with her teacher during breaks to discuss (Name's) progress, the concerns she had and her understanding of (Name). The teacher allowed me to peruse some of (Name's) schoolbooks and informed me of any changes she noted in her work as the year progressed."	parents in helping me identify his needs and strengths as well as in supervision and with the play therapist." "Even though collaboration is evident, parents and teacher needed more support."	me in good time if (Name) was unavailable to come to a session, and also did his best to bring her, or arrange for someone else to do so, on alternative days to the scheduled one in order to help catch up the lessons missed."	cooperation from the teacher." "The parents were regularly contacted to remind them about the sessions."

	of (Name's) teachers."			behavioural, emotional and cognitive status."				

ELS10	**ELS11**
"A commitment was given by the family to attend all the sessions and all the needed testing times. The family adhered to their part and (Name) attended all the necessary sessions. The show of commitment allowed for optimal link of theme development and uninterrupted activity performances. This allowed for the process to be extremely successful and as a result the final assessments showed great gains." "The feedback and support provided by his family has ensured the value of the learning support process and has aided the learning support process tremendously." "His school was either not interested or not motivated to assist him and it was attempted to get his educators to better understand his needs and his preferred learning style."	"In summary it is my opinion that (Name) benefited significantly form the learning support process due to her enthusiasm, energy of application , desire to learn and general comfort with the environment. This was further enhanced by the fact that her family embraced the process, were always punctual and visibly enthusiastic about her growth and development. Follow up with her teacher is encouraging in that (Name) has made rapid progress in the classroom."

- Not all students were able to collaborate with teachers and parents sufficiently but some expressed the importance of it.
- Good collaboration with parents seems to benefit the child's improvement, as parents were able to enhance in the learning process by learning new ways to help their child.

It seems clear from the data that all the LSS wanted to collaborate, or at least perceived that it was helpful to collaborate with parents and teachers at least. And in fact it seems that a fair majority of the LSS did collaborate with parents, though the quality of the collaboration varied from just making sure the child got the therapy regularly to helping parents intervene at home (LSSQ 2,3,4,5,6,7,8 and PQ1, 6, 5, 7, 8, 9). A small minority of LSS also collaborated with teachers, some directly with the teachers themselves (LSSQ 4, 5, 6, 7) some indirectly through parents (LSSQ2, LSSQ3). One LSS also collaborated with the child's trainee play therapist (LSSQ 7). A very small minority did not collaborate with parents meaningfully (LSSQ8, 9 and PQ 2) and a larger minority did not collaborate with teachers (LSSQ 2, 3, 4, 8, 9).

Some LSS offered comments as to why they did/didn't/couldn't collaborate e.g. 2 were teaching in the child's school so that helped (LSSQ 1, 6) due to time and proximity, 1 that it was hard to get hold of parents due to work/don't speak English (LSSQ 2), 2 due to no time to collaborate (LSSQ 8,9)

The following themes emerges after analysis which showed how the LSS perceived the reasons for and the benefit of collaboration between the LSS, the parents and the teachers and other stakeholders:

Overview for LS/CATLI process

- Collaboration is invaluable as the intervention would not have worked with out it (LSSQ 1)
- Collaboration is essential to the process (ELS 7)
- Due to collaboration, intervention was occurring on many levels (LSSQ 7)

For client:

- Collaboration helped the client develop emotionally and academically (LSSQ 2, 3,7; ELS 4, 9,10)
- Collaboration (with mother, school, play therapist and CATLI) helped the client improve development, emotional, cognitive and behavioural status (ELS 5, L4,5,9)
- Collaboration allowed him to progress beyond weekly LS sessions (LSSQ 7)
- Collaboration added to client's potential to succeed (ELS 2)
- Children's interest would be served better if collaboration (LSSQ 8)
- Collaboration of parent ,teacher ,and LSS as well as peers increases [clients] motivation in the classroom (ELS 5)
- Client's own collaboration benefited her due to her enthusiasm, energy, desire to learn (ELS 11)

For Parents/teachers

- Both parents and teachers implemented her suggestions, (LSSQ 6 and ELS 2), which enabled client to progress beyond weekly sessions (LSSQ 7)
- Client's family (ELS 2,10) and school (LSSQ 7) helped facilitate the progress
- Parent perceived that collaboration helped them understand the children's progress (PQ 5,9)
- Parent perceived that collaboration helped them understand their child's problems and ways of learning (PQ8)
- Collaboration provided support to home and school

For LSS

- If had collaboration with teacher, could have adapted LS more so he could have done better in school (LSSQ 2)
- Collaboration promotes better understanding of the client (LSSQ 4,5,9)
- Collaboration promotes better relationship with client (LSSQ 5)
- Difficulties at home/school could be addressed in LS (LSSQ 6)

Appendix D

TABLE 4: THEME 4: COLLABORATION BETWEEN STAKEHOLDERS FOR SUPPORTING CHILD'S (AND OTHER PARTIES) DEVELOPMENT (BETWEEN LSS AND SUPERVISOR

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"I specifically did not feel that my supervisor was of much help to me as I found her to be overly critical without offering any guidance so most of the time I felt unappreciated and I didn't really approach her for help. However, a good supportive supervisor is absolutely necessary. We are dealing with real little lives and every precaution must be taken to safeguard these children. A good supervisor would ensure that the child comes first. The supervisors must be very carefully selected and very well trained on how to provide good supervision. It is not an easy job and few people really want to do it so I do	The supervisors were very helpful and often gave useful insight. However there were times when things were brought up 'too late' which was not helpful as the child's learning support was now over. Initially I was comfortable with it but as a supervisor needs to see so many students at one time they often miss important parts of the session. This was frustrating as I would get reprimanded for something that I did not do, which I actually had done but she had not seen as see was assessing another student. Often the supervisor would give report backs when it was too	My year had an unfortunate experience with the supervisor. This made the collaborative experience on that front a difficult one. The LS supervisor was not supportive nor was she approachable. It felt strange that in a programme that taught learning support to feel so unsupported. This took away from the richness of the programme. However other supervisors on for other supervisors within the programme were very supportive, and the work with the learners was very rewarding. The supervisor needed to be more approachable in her teaching methods. She created a punitive environment	I feel that my supervisor could've possibly been more supportive and available. However when she was available I gained insight and knowledge form her. It could have possibly been improved by the supervisor being aware of this sand making an effort to improve.	My supervisor was able to guide me when I wasn't quite sure of the process and also how to accomplish certain aspects of the process which needed clarifying. My supervisor guided me when I made mistakes and made suggestions which would enhance his literacy acquisition and proficiency. I feel this all improved my client's development. The collaboration between us was good. When I needed to change my approach, it was pointed out to me. Suggestions were also given to me and I used them to enhance our lessons. When praise was due, I also received this.	The supervisor wasn't available as often as I would have liked so the collaborative process was not that good. There was minimal collaboration as my supervisor was unavailable often. Also, she often seemed hostile and attacking which meant I couldn't communicate with her as freely as I would have liked. *(Helpful)* If the supervisor was available for supervision. Also the supervisor observed individual parts of the sessions which gave her a skewed picture making her feedback less valuable.	Collaboration with my supervisor was highly beneficial and not only facilitated in my growth as a learning support specialist but also my clients learning process. The feedback was highly constructive in the process and absolutely necessary. More one way mirror work could have been more beneficial to the process.	Collaboration with my supervisor was not always possible at scheduled times, as both of us were often away – but seldom together – but we did manage to catch up most of the time by meeting at unscheduled times. My relationship with my supervisor was essential for my clients' development. My supervisor was extremely helpful - was able to assist me in targeting working at the right level for each learner and in choosing appropriate texts; adjusting what I was doing when things were not going well. I also found it very helpful to analyse	*(No comments)*

understand that supervisors are difficult to come by but this is something that I feel my supervisor lacked.	late and I could not fix a mistake as the learning support was over. Supervisors should not have some many students to watch at the same time or more supervisors should be used. Also it would be helpful for the supervisor to give evaluation forms back as soon as the session is over so that the learning support specialist can work on it for the next session. I could have had more input from the supervision which would have helped me during the learning support sessions and not when it was all over.	wherein students felt afraid to ask questions and make mistakes – not a very education friendly environment. Mistakes needed to be normalised, addressed in a non-punitive manner and taught constructively and collaboratively. ...the unsupportive nature of the LS supervisor did not contribute to a feeling of confidence and preparation.					assessment results and other information with her in building up a picture of each child. All of this meant that my clients needs were better addressed than had I been unsupervised – or supervised by a les experienced and insightful supervisor. I think my supervisor had too many students to see at once, and so was not able to observe as much as might have been needed at times – though she certainly did get the 'big picture' of each case. I also think that the group discussions were not always helpful – each of us needed too much individualised help and had children with such diverse needs and interests that I did not always find listening to others' cases useful when I had my own to worry	

							about, and in fact preferred the one-on-one sessions she and I often had - able to get to greater depth, and to explore reasons and inference more fully, and to engage with and build on her ideas. I think that exchange of ideas among peers was useful, but this needed to happen at a time when we were not so in need of direct help from our supervisor which peers were not yet equipped to give.	
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"Although I really valued (Supervisor's) input and advice, I have to say that one negative aspect in this course is supervision. It is virtually impossible for (Supervisor) to be up-to-date with 9 different students and 18 clients. I feel strongly that there should be at least another	"I had an open, caring relationship with my supervisor. When I was confused or not sure about something I was able to get positive input from her. When I was feeling flustered about anything, including my personal life she was able to calm me down and	"The learning support supervisor was very supportive and helpful throughout the process. She knew and understood the client case well and was able to provide valuable information and insight when needed." "She provided valuable examples	"During the Learning Support process I was fortunate enough to have a competent and reliable supervisor. she mediated knowledge, understanding and self-awareness. Furthermore, she was always available to consult with when needed and her guidance created	"My supervisor has been a great support as there were aspects that needed to be clarified and new methods for me to learn, and these were all explained."	"My supervisor was very supportive and always willing to discuss any concerns I have had. My supervisor offered guidance as to how best assist this client. She was however often unavailable to supervise the actual learning support sessions but was wiling to	"Collaboration was essential to the process, beginning with the assessors and parents in helping me identify his needs and strengths as well as in supervision and with the play therapist."	"Throughout the period of learning support my supervisor played an active and supportive role. On a practical level, she was always willing to accommodate my need to be flexible in the programme because of work commitments that demanded travel. I more than once met her at her home on a day	"In terms of my interaction with my supervisor, it was very productive and contributed very positively to my understanding and developing."

supervisor in order to provide an effective supervision of the course."	make me feel empowered. She was always willing to help me and very often offered good advice. She brought some of her materials to show us and this alleviated the anxiousness and the 'feeling of the unknown'. She also encouraged me not to become complacent and use my imagination, by offering me good ideas.	of work that could be incorporated into the session which helped me to think of and create new games and themes etc."	a sense of support and self-empowerment."		discuss my case or telephonically. Her availability at the learning support session would have been more beneficial in my progress."		other than the one set aside for learning support, and was also made to feel welcome to contact her by phone for help in between meetings." "Most importantly however, was the wealth of experience, insight into learners' experiencing difficulties and empathy for them that she brought to the supervision process. These qualities meant that she was able to help me understand (Name) more holistically than I would have managed on my own."	

ELS10	**ELS11**
"During the learning support process our supervisor would have group discussions. At these meetings we would come together to discuss the previous session as well as plan for the next session. These interactive sessions led to the discussions of all our lesson plans and theme plans for each person where we could contribute and share ideas amongst ourselves. These ideas could then be utilised into the lesson plans for (Name) and our other cases. At these meetings we could discuss any issues we had or any observations that our supervisor had made during the learning support session."	"My supervisor's presence was encouraging but unfortunately she was not always able to observe my sessions."

- The LSS participants were split between two different supervisors, one group being satisfied with their supervision and the other group less contented.
- The process of supervision is generally viewed by all LS participants as very important.
- A good supervisor is perceived as one who is approachable, available as well as constructive and supportive in giving feedback.

Overall, analysis of the results suggests that all LSS perceived that collaborative supervision was necessary for their own and for the clients' development. However, only about half of the LSS perceived that the amount and quality of the supervision was sufficient, supportive and helpful (LSSQ 5, 7, 8, and ELS 9). On the other hand, the other group perceived that they had insufficient supervision and what they did have was unsupportive and often critical (LSSQ 1, 2, 3, 4, 6).

These findings do suggest that the one supervisor was more supportive and collaborative than the other but some of the difficulties could be seen as stemming from having to supervise too many students in too little time, as the one supervisor was only paid a fairly minimal wage as a sessional tutor. So students' suggestion for improvement, have validity. University policy regarding cutting down on supervision in applied course due to monetary constraints are also an issue , as is having time to train supervisors, as well as having collaborative staff meetings, etc.

Themes:

Good aspects of supervision

- Supervisor was supportive, extremely helpful (LSSQ 8, ELS 8)
- Open, caring (ELS 2, ELS 3)
- Supervisor guided me and clarified processes LSSQ 5)
- Gave insight and knowledge (LSSQ 2, LSSQ 4, ELS 3)
- Collaboration good (LSSQ 2, LSSQ 8 ,LSSQ 5)
- Praise given (LSSQ 5)

Not so good aspects of supervision

- Not supportive (LSSQ 1,3, 4,6)
- Overly critical, hostile, attacking, punitive environment (LSSQ 1,6, 3)
- Not offering and guidance (LSSQ 1)
- Couldn't always approach for help as too scared (LSSQ 1,3)
- Felt lack of confidence and unprepared (LSSQ 3)
- Felt unappreciated (LSSQ 1)
- Supervisors have too many students to supervise (LSSQ 2)
- Insufficient supervision led to stuff being brought to their attention too late to help clients (LSSQ 2)

Suggestions

- Supervisors carefully selected and trained (LSSQ 2)
- Need more supervisors (ELS 1, L 4, 6, 8)
- As clients needs will be better addressed (LSSQ 3,5,8)

Appendix D

TABLE 5: **THEME 5: UNDERSTANDING THE CONSTRUCTIVIST PRINCIPLES USED IN DESIGNING THE TRAINING PROGRAMME FOR HARCOMBE'S CATLI** (The extent to which trainees feel equipped as LS Specialists after receiving the combined training of lectures, practice and supervision).

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
I cannot imagine that I would have been ready to take on clients if it weren't for this combination. I would strongly discourage one of my learners from going to a Learning Support Therapist who had not been trained with all these elements in place. It seems to me that without especially the practical element being as sustained as it is at Wits, I would not be truly qualified. *(Suggestion)* More involved supervisor and inclusion of medical information	I felt empowered as I was able to put theory into practise. I was and am able to understand a child more holistically which is important as there are many aspects to any person's life. ...I could have had more input from the supervision which would have helped me during the learning support sessions and not when it was all over. On the whole...I was able to understand children better due to being given the necessary tools on how to look at them holistically.	Fairly well. At the end of the day, it requires going out and doing the work. However, the unsupportive nature of the LS supervisor did not contribute to a feeling of confidence and preparation. On the other fronts of the programme – for example assessment, I felt prepared and equipped. *(Suggestion)* The university should have provided the raw resources required for the programme. I spent HOURS!!!!!!! And SO MUCH MONEY!!!!!! Making sound family cards that were hardly used because my client did not get to half the levels. WE are students and do	I feel that it equipped with the necessary skill and confidence. The practice year was very important as the theory provided with knowledge but not necessarily with the practical skill to apply the theory. *(Suggestion)* Possibly watching a learning support session before applying it with a client. Possibly being prepared for what the practical year entail in theory year so we could start preparing.	It has certainly made me more aware of the needs of pupils in the diverse classrooms in S.A. today, and creative ways of dealing with this situation. I have learnt so much from the lectures, practice and supervision and feel that it is necessary to have these insights and training to better equip teachers dealing with all abilities etc in the regular classroom. *(Suggestion)* ...it would have been interesting to have visited a school and classroom where this approach was being used successfully, and then have an open discussion. Also by being involved in more group work, and sharing	I feel adequately equipped for literacy remediation but feel that instruction in mathematics remediation was lacking. *(Suggestion)* ...could have included more math into the LS.	I thought there was a great synergy among the theoretical, practical and supervisory element. We had enough time and practice to consolidate all the information given, through a developmental process from the concrete understanding of learning support to a more abstract understanding.	I think the combination of those three elements was excellent in principle. I would have liked more time in the practical year to reflect more actively on how the theory and practical components were coming together, and also found that some of the references to the practical work were lost in the first year and only had meaning in the second when implementation began. I wonder if here could not be more practical in the first year – i.e theory and prac not so separated – all of one in one year, and all of the other in the next. I would also have liked more exposure to a range of children	*(Only a suggestion offered)* Spend more time with my client.

		not have the time and money to waste making our material for the learning programme. The university should provide the resources in the test library that we can borrow and share and give back. This contributed to panic and stress for a lot of the students!!!		ideas etc.			and to classroom settings as well as work in the clinic. *(Suggestion)* By knowing what I knew at the practical year at the beginning! I definitely found that I learnt by doing, and so was better after several weeks than I had been at first.	
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"The aspect of literacy based activities, when done in theory, seemed unstructured and confusing but using these activities practically, helped all the theory fall into place." "I feel my client has shown improvement in many areas and I feel confident that I was well equipped to help him overcome some of his learning barriers."	"My supervisor played a vital role in the learning support process. She was able to give me good advice and help me fix mistakes I had made. I felt empowered after she spoke to me as I knew where my strengths and weaknesses were and I could build on and fix them."	"I am not a trained qualified teacher - I feel that I don't think like a teacher naturally. It took me a lot to come up with fun, creative activities and implement them in a way that would promote learning - it came easier as the year progressed and with the help of my supervisor, I believe that I have done a good job." "I felt pressure and became stressed when things did not go according to plan.	"Because of this *(referring to supervisor's support)* I have become more self-aware and competent with my approach in a Learning support session. This assisted me with developing my skills as a Learning Support specialist."	-	"Her *(supervisor)* availability at the learning support session would have been more beneficial in my progress."	"Seeing that I made every effort to grasp the process of the CATLI in the theoretical year, I have managed to retain much of the information acquired which helped me to successfully put the programme into practice. However, in times when confusion set in, it would have been more beneficial if the supervisor was observing the session as immediate answers and advice would be	"Overall, I think the learning support programme was a valuable experience for both (Name) and me. Having learnt about the CATLI in theory, it was good to get to grips with how it works in practice, and to have the opportunity to reflect on its implementation and value in the context of a 'real' learner." "In a sense, now I have worked through the	"In terms of my interaction with my supervisor, it was very productive and contributed very positively to my understanding and developing."

		Again, as the practical year progressed, I learned to accommodate these aspects and to control my anxiety.				available."	process, I have a better sense of the CATLI as a package, and of the role and function of each of its aspects."	

ELS10	ELS11
-	"Despite my academic qualifications I have no formal training as a teacher. The development of teaching aids, classroom techniques and the structuring of lesson plans were therefore somewhat foreign to me in the beginning." "On reflection I am better skilled and equipped than I might have been last year before we started with the practical sessions."

- Overall, all trainees considered the combination of theory (lectures, practice and supervision) very helpful

  Needed all three but especially practical:

  Great synergy between the three (LSSQ 7 and 8)

  To be adequately equipped, qualified, necessary skill and confidence, build CATI skills (LSSQ 1, 6, 4, ELS 2, 3, 4, 7, 8, 9, 11)

  Put theory into practice LSSQ 2, 4; ELS 1)

  Understand kids holistically /diverse needs of kids in SA classrooms (LSSQ 5)

  Learnt by doing (LSSQ 8)

  To help kid learn better (ELS 3)

  Suggestions:

  More/better supervisor support (LSSQ 1, 2)

  More LS time with client (LSSQ 9)

  Functional resource room (LSSQ 3)

  More practical in 1st year to apply theory to (LSSQ 4 and 8)

  More practical classroom application (LSSQ 5 and 8)

Appendix D

TABLE 6: THEME 6: UNDERSTANDING / USING THE CONSTRUCTIVIST PRINCIPLE OF CHILD-CENTERED ACTIVITIES IN HARCOMBE'S CATLI

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"I think it works because it is centered around what interests the child and this helps improve the child's self esteem and self worth. The child has a certain amount of control and the lessons are enjoyable, so half the battle is won before you even start." "Because of our vast diversity of cultures, CATLI can tap into whatever is relevant for each child and a programme can be constructed around the child's interests."	"In government schools the classes are so big and the teacher often does not have time to address every child's needs and he/she therefore provides information and tasks in a specific way that is easier for her. A child who goes to learning support is not able to always use the aspects of the CATLI in the classroom setting as their work is not geared towards that and they often have to keep up with the class. Also there is a lot of group work and the children need to work together thus the child is unable to go step by step through the work." "Learning support	"My client needed additional one-on-one support, and suffered from performance anxiety as a result of his struggle to keep up with the classroom requirements. Thus the LS programme was perfectly suited for his learning needs, and to help him develop the tools he needed to reduce anxiety in the classroom, and bridge the gap between his learning style and the pace of the classroom." "He loved the programme and enjoyed the autonomy of the process in the reward system, being able to choose the order of the activities, etc..." "We were able to go at a slower	"The CATLI looks at children holistically, this thus offers more support to learners that facilitates their learning." "It helped as the child was better understood and in turn better supported." "My learner's areas of difficulty could have been addressed. My client's reading difficulty, writing difficulty, visual discrimination difficulty could be addressed through the CATLI, seeing that my client was motivated to participate as their interests were included in a session and my client felt supported and understood."	"Many excellent methods were used to encourage the pupil to painlessly acquire literacy and mathematical proficiency. It also encompasses the need to be given recognition and unconditional positive regard." "The important aspects of his learning needs which were supported are An understanding that he is at the concrete level and needs outings and activity-based tasks His need to build up concepts and link or bridge the old and the new (a number of visits) His need to actively participate in tasks, talk about them, and construct and write down	"As the assessment highlighted strengths and weaknesses the programme could be tailored to enhance these using the child's specific interests resulting in increased motivation." "The process is non-threatening and is pitched at the child's level which puts them at ease thereby creating a comfortable relaxed atmosphere in which to learn. Also the CATLI moves from actually doing something which makes it real for the child, thereby allowing them to connect with what is happening."	"For example, the child I was supporting had a very low motivation and high anxiety. The activities that I formulated, according to principles of the CATLI, allowed me to focus specifically in these two areas of need." "It works really well as it base don *(based on)* on inclusive principles, and even though it is time consuming initially with the correct training, teacher could feel confident enough to address the needs of all their learners."	"The themes we used, and the shared reading, built vocabulary – they were able to speak and write about more concepts than before the intervention" "Attention was paid to concept development in a context of interest to the child – through shared reading and the theme based construction tasks. Work was contextualised in a topic of interest to the particular child, and reading and writing skills were integrated; Attention was paid to developing metacognitive skills The child was allowed some control over the learning process,	"It's more personal and allows you to focus more on the problem at hand."

	is cleverly designed to look at the child's interests as they often get bored at school either because they cannot understand or because the work does not interest them. Therefore in getting to know the child's interests it is easier to help them as you use things that they enjoy and keep them motivated." "No, I was happy with both the ecosystemic assessment and the learning support process as they empowered me to help the child as well as empowered the child." "Positive reinforcement is very important in anyone's life but especially children. My client's showed huge improvement in their literacy as when they first	pace, concentrating on topics of my client's interest. This lowered anxiety, and allowed him to develop the necessary tools at his pace, rather than attempting to frantically keep up with the class." "It reduces anxiety and encourages motivation. Children in the South African clinics have great gaps in literacy knowledge and skill, and this programme hones in on these gaps in a constructive, encouraging way. The aim is to reduce anxiety rather than cause anxiety."		sentences and then read them to the L.S.S., parents and teachers. Multi-level teaching which made the lessons fun: repeated reading of own constructed books and games of word matching and learning new vocabulary His need for recognition and unconditional positive regard" "I think this approach an excellent way of assessing pupils and enhancing their education in a painless way. I also think the intervention in a South African clinic setting works extremely well if the student\teacher is motivated, has been well trained and feels positive about this approach."			enhancing self esteem"	

	came to me their reading was very slow and 'stuttered' and spelling was poor. By the time their learning support was over they were able to read more clearly and their spelling had improved immensely. This also had a positive effect on their behaviour as they were now more motivated and very thus happy as they could understand and do the work that they were previously struggling with." "It is a snowball effect. Once the client can do one thing correctly and feel good about it, they start to feel empowered and this makes them happy and keeps them motivated." "It was very helpful as it made me understand the child holistically. It gives insight into the child's 'life' and							

	'practises' thus making me see where the child needed encouragement and praise. It also gave me insight into the needs of the child thus allowing me to design lessons to suit his/her needs."							
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"Being a teacher and dealing with 120 children in two different subjects each day, necessitates a more detached method of teaching. It was refreshing to be allowed to so child centered. It encouraged creativity. Everything was about what was needed to help (Name), it helped maintain focus and direction. (Name) presented with a variety of needs, from emotional to cognitive. The CATLI seems to address all those needs, even the less obvious ones,	"Scaffolding was also used in order to help (Name) to connect new knowledge to prior knowledge and to put the theme into context for him. The activities helped him generate concepts and vocabulary that was meaningful and relevant to him as opposed to merely presenting him meaningless lists of vocabulary."	"Since (Name's) development was at a concrete level, lessons and materials were planned to accommodate the level at which he could learn."	"Through various interactions it was noted that (Name) seems t be motivated to learn if a personal interest is taken onto his interests. This appears to assist with developing concepts for him.	"The two outings we accomplished encouraged (Name) to activate new concepts, link them to old concepts thereby bridging this information and adding to his general knowledge and vocabulary."	"The CATLI assisted in developing a earning plan, tailor-made for (Name) because it has focused on her specific areas of strengths and interests as well as her areas of weakness." "The individual lessons also incorporated some of her creative abilities, which she enjoyed immensely. In this way her current schema was enhanced and was able to develop new schema."	"As (Name) had little experiences and therefore general knowledge, it was necessary to fill his gaps with real experiences, as well as to bridge his knowledge and new concepts." "I would have preferred to have done real things like actually going to the zoo to provide him with a practical experience to help him construct his own concepts. However the process did not afford much time for this. Therefore the theme initiation	"I think what I have realised too, is that the details of lessons learned about what worked best for (Name), worked for her because of her set of strengths and needs. Another learner will be different, and the skill that needs to be built with experience is that of accommodating one's way of interacting with the learners, and the details of implementing the CATLI, to the individual in hand."	-

such as emotional."					(Name) seemed to enjoy the one on one interaction and found it both stimulating and non-threatening which facilitated her overall development."	aspect of the CATLI worked best for motivation and concept development."		

ELS10	**ELS11**
"The stimulating and non-threatening environment has enabled (Name) to freely express his ideas and opinions thus furthering his general development."	"Learning support sessions were structured in order to address (Name's) second language difficulties. Each lesson encouraged dialogue and communication thereby facilitating in greater fluency in English. Although expressive language was noted a concern, (Name) also appeared to be grappling to communicate her thoughts in writing. In order to address this, a number of sessions were specifically designed to improve her verbal interaction and to challenge her English vocabulary. As her level of confidence improved, the level of difficulty was enhanced and the tasks made more challenging."

An overview of the LSS's perceptions suggest that they have come to some level of understanding of the constructivist principles that underpin the CATLI, and a closer examination of the data suggest that they all show strengths in understanding , but only a few seemed to understand the need for ZPD on a deeper cognitive level

Child centredness

- Using child's interests (LSSQ 1,2,3,4,6, ELS 4)
- Giving child some control/autonomy (LSSQ 1,4,8)
- Child-centeredness allowed me to use my creativity (ELS 1)

Designing CATLI to suit child's general needs

- Use what is relevant for child (LSSQ 1)
- Design lessons to suit child's needs (LSSQ 2, 3, 6)
- Help child develop tools to he needed to reduce anxiety
- Pitched at child's level (LSSQ 6)

CATLI and child's cognitive needs

- Understood child and supported well because understood cognition was at concrete level so needed outings and activity based tasks to build concepts (ELS 3, 5, 7)
- Needed multilevel teaching to suit indiv needs LSSQ 8,5, ELS 2)
- Scaffolding used to connect new knowledge to old (ELS 2,7)

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TABLE 7: THEME 7: UNDERSTANDING / USING THE CONSTRUCTIVIST PRINCIPLE OF METACOGNITIVE STRATEGIES IN HARCOMBE'S CATLI

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
-	-	"He was a highly motivated child and he worked well with the graphs, monitoring his own success. He drove himself."	-	"CATLI had an immense and positive effect on my client's literacy and general development. He was encouraged to use metacognitive strategies of paying attention to detail, self-monitoring and self-correcting, sequencing, linking old concepts to new etc to add to his proficiency, and started doing them naturally." "The important aspects of his learning needs which were supported are An understanding that he is at the concrete level and needs outings and activity-based tasks His need to build up concepts and link or bridge the	-	"His anxiety lessened considerably and found the tasks enjoyable and rewarding. However, cognitively, my client needed further mediation and was only beginning to use meta-cognitive strategies." "His poor successive processing was addressed by allowing him to engage with more simultaneous and meaning based tasks. His low motivation was addressed using unthreatening games, fun activities as well as me scribing texts for him. The writing was also unthreatening as he was able to copy meaningful words without having to	"The themes we used, and the shared reading, built vocabulary – they were able to speak and write about more concepts than before the intervention" "Some fundamental issues associated with being a poor successive processor were targeted in the tracking and work recognition games; Sound families were a more useful approach than a straight phonetics approach. Attention was paid to concept development in a context of interest to the child – through shared reading and the theme based construction tasks.	-

				old and the new (a number of visits) Learn new vocabulary, and the correct spelling(sound families) Taught metacognitive strategies which in turn could be used for life in general His need to express himself in English, by speaking about his news and activities His need to actively participate in tasks, talk about them, and construct and write down sentences and then read them to the L.S.S., parents and teachers. Multi-level teaching which made the lessons fun: repeated reading of own constructed books and games of word matching and learning new vocabulary"		remember spelling which would cause him great anxiety."	Work was contextualised in a topic of interest to the particular child, and reading and writing skills were integrated; Attention was paid to developing metacognitive skills."	
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"I really struggled	"Written activities	"Emphasis on	"Shared reading	"The two outings	"(Name)	"Improvement	"In addition to	"A sentence that

with understanding how to teach (Name) meta-cognitive strategies. Although there were clear indications that he did develop some metacognitive strategies, there was always a feeling that it was not enough or that he should have been more competent on this level. However, I feel that were he to have had more Learning Support sessions, this aspect would have improved considerably." "Since (Name) appeared to have very few planning skills, every effort was made to try to make him more aware of his thinking processes and learning process. Metacognitive strategies such as planning, sequencing, recall, etc, were included in all the lessons in order to	taught planning, sequencing and provided handwriting practice. The publishing stage of the CATLI was used to practice writing and also to create something authentic and relevant." "Decision making was also an important skill taught in the process as it needed to be decided how the sentences would be formulated, sequenced and what information was important to include in the sentences. Editing his work taught him to pay attention to detail and to self-correct and to edit his work at school." "The purpose of shared reading was to increase literature exposure and experience. I was also able to model literacy enjoyment,	literacy conventions and concept development were always drawn, which was linked to his own writing." Shared reading helped (Name) with developing skills and strategies for reading, such as prediction, problem-solving and evaluation of the text." "Construction tasks helped (Name) with sequencing, planning, problem-solving, inferencing and concept development." "(Name) does not appear to generalise information outside of the learning support classroom - the rules and strategies for writing, publishing, reading, etc. in learning support are clear, but	focused on interaction, prediction and eliciting meaning from the text. This was mostly executed with books and articles of (Name's) interests, that I read to him." "Furthermore, (Name) developed his skills to plan and predict from texts, resulting in increased reading comprehension ability." Sound families is an activity that emphasizes the different sounds found in words. This helped (Name) with decoding words, instant word recognition and rhyming."	we accomplished encouraged (Name) to activate new concepts, link them to old concepts thereby bridging this information and adding to his general knowledge and vocabulary." "(Name) was encouraged to use metacognitive strategies learnt in his sessions of planning, self-correcting and self-monitoring and paying attention to detail. He also had to predict and problem solve in the stories read to him."	struggled to pay attention to detail and the tracking exercises encouraged her to do this. In addition it aided in developing her successive processing skills." "Paired reading increased (Name's) motivation to read and assisted her in developing reading skills such as expression, intonation, and paying attention to detail in print such as full stops and commas. Furthermore discussion about the book encouraged (Name) to make inferences, prediction and link the story to experiences she may have had."	and usage of the following cognitive processing strategies were evident– self monitoring, self correcting, planning, prediction, sequencing and successive processing. Concepts development or general knowledge – schema's and concepts have significantly improved"	exploiting these benefits of shared reading, I also used the shared reading experience to encourage (Name) to develop metacognitive strategies such as inferencing and predicting, and drawing meaning form the context and visual clues in the text. To this end, I drew her attention to the pictures, and tried to model the kind of thinking inferencing and predicting involves, to encourage her to give her own ideas and opinions in a similar format. I also tried to link aspects of the text to experiences and feelings she might have had."	was constructed from a sound family group was read and the literacy conventions were discussed e.g. full stops, capital letters etc and the sound families were underlined and sounded out." "Tracking was done to help her practice visual discrimination between individual letters and to encourage her to observe each letter carefully."

help him become more aware of his own processes."	reading with expression and literacy conventions. Other metacognitive strategies taught during shared reading were: using the context, prediction, recapping from the previous week in order to link new knowledge with existing knowledge."	outside the class they don't apply."						

ELS 10	**ELS 11**
"The use of mediated strategies of bridging and linking to the meaning of the text and self-regulation was of importance to (Name). This was done as (Name's) simultaneous processing style is well equipped to this, as he needs to be able to find the meaning of the text in order to fully grasp the detail in the words found within the text as well as from many other sources at once." "Self-regulation came into play with (Name), as he is slow to approach by nature and when confronted with new situations he can become distracted and indecisive. The CATLI provided sufficient opportunity to teach self-regulation as it is linked to (Name's) interest therefore motivation was continuous."	"The publishing activity was particularly beneficial for (Name). She quickly caught on to the necessary steps that we followed during the publishing and was soon brainstorming and planning without prompting. (Name) was also able to sequence her ideas logically and she was therefore able to create coherent and comprehensive pieces of text with the aid of mind mapping graphic organisers."

TD 1	**TD 2**	**TD 3**	**TD 4**	**TD 5**	**TD 6**	**TD 7**	**TD 8**	**TD 9**
Client 1: 12 years old - Grade 6 *"Comprehension of texts has improved greatly as Client 1 is more able to use metacognitive strategies that he has been taught*	Client 2: 12 years old - Grade 6 *Word Recognition* A grade improvement in visual memory was noted (Durrell) as well as a 7% increase in word	Client 3: 9 years old - Grade 3 (English Additional Language) Qualitative results indicate that he sounded out unknown and difficult words	Client 4: 14 years old - Grade 6 (English Additional Language) *"After introducing the CATLI, Client 4 progressed with Shared reading*	Client 5: 12 years old - Grade 4 (English Additional Language) Qualitative data suggests that Client 5 is using the pictures to problem-solve	Client 6: 8 years old - Grade 2 <u>READING</u> *Reading Comprehension* Client 6's Reading Comprehension on the SDRT	Client 7: 8years old - Grade 2 *Word Recognition* Reading fluency increased by 14% in instant word recognition highlighting an improved motivation to read	Client 8: 14 years old - Grade 7 (English Additional Language) <u>READING</u> *Reading Comprehension* Client 8 has show considerable	Client 9: 12 years old - Grade 6 (English Additional Language) <u>READING</u> *Reading Comprehension* No grade improvement was

and his good simultaneous processing skills, to comprehend written texts. Client 1 seems to understand what he reads and this has made the world of difference to his self-confidence and motivation." *Word Recognition* Enhanced visual memory was noted in fewer errors in reading tasks requiring visual memory, as reading fluency improved to the extent that Client 1 was able to comprehend texts at a Grade 5 level and improving his visual memory (Durrell) to a grade appropriate level. With Client 1's improved word recognition, he was able to focus more on the meaning of texts. <u>WRITING</u> *Planning* There is some evidence of	recognition, which indicates a better sight word pool and increased motivation to read aloud. *Spelling and Punctuation* *"He makes use of literacy conventions such as paragraphs and punctuation."* Though not always successful in the correct spelling of words, Client 2 makes constant use of phonics in his attempts to convey meaning.	and used the pictures (context) to predict words and gain some meaning from the text. *"Shared reading helped Client 3 with developing skills and strategies for reading, such as prediction, problem-solving and evaluation of text."* *Word Recognition* Results indicate an improvement in visual memory by one grade (Durrell). This improvement was confirmed by his 4% increase in instant word recognition of irregularly spelled words as well as meaningful words, which signifies his focus on the meaning of the text. *"Repeated reading helped his self-monitoring and paying attention to visual detail and prediction of*	*from a Grade 3 to a Grade 4 level book. It developed his reading, word recognition, comprehension, metacognitive strategies and bridging of knowledge."* His Informal Reading Assessment indicates some improvement in several attempts at problem solving and phonics usage through the context and sounding out of words to access the meaning of the text. *Knowledge and use of phonics* A considerable improvement of two grades was noticed on the SDRT Auditory Discrimination subtest and is verified by his improved pronunciation of words as a result of improved ability to discriminate	and to link it to his existing vocabulary. *Word Recognition* Client 5 has achieved a 16% increase in instant word recognition in the Informal Reading assessment, which means that he was reading at a level, good enough to enable him to access meaning from the text. He has shown considerable improvement in recognising more meaningful and irregularly spelled words in the text. *Knowledge and use of phonics* Qualitative data indicates an improved ability to pay attention to detail in print. *"Client 5 has definitely improved these last five months. His word recognition is more accurate and he always tries to sound the words out and*	improved by two grades, which places her comprehension at a grade 3 level. Qualitative evidence suggests that she has gained the strategy of prediction and in using the context to gain meaning from the text. *"Through aspects of the CATLI such as repeated reading which encourages children to pay attention to visual detail and tracking which provides practice in paying attention to phonetic detail, Client 6 was able to focus on the written print which aided her comprehension. Furthermore the skill of self-monitoring would have contributed to her success in this activity."* *Word Recognition* Client 6's instant word recognition has considerably	aloud. Decreased errors were noticed in reading activities that required visual discrimination, and improvement of 1 grade level for visual memory. *"Improvement and usage of the following cognitive processing strategies were evident in Client 7's reading and writing– self monitoring, self correcting, planning, prediction, sequencing and successive processing. Concepts development or general knowledge – schemas and concepts have significantly improved"* *Knowledge and use of phonics* The client showed a 1 grade improvement in the Phonetic Analysis subtest of the SDRT.	improvement of 2 grades in the Reading Comprehension subtest of SDRT. She would at times recognize a word in one context but not in another, suggesting she is using meaning to help her decode. She was using phonics while silently sounding out words in an attempt to gain meaning. There was a marked improvement in her ability to answer both literal and inferential questions in the Informal Reading assessment *Word Recognition* Client 8, though still not reading at a grade appropriate level, has shown a substantial increase in words instantly recognized, and has improved her instant word recognition by	noticed on any subtests of the SDRT, but improvement was found in the qualitative observations of increased attempts made to use the context for gaining meaning from the text. *Word Recognition* Although no real improvement in instant word recognition is evident from the data, some improvement in visual memory and visual discrimination was evident in the respective qualitative tests. <u>WRITING</u> *Planning* Some cognitive planning reported. *Meaning & Vocabulary* From the Informal Writing assessment, improvement in the use of vocabulary is evident. Her story had substantially more

cognitive planning as the sequence of the story was deliberated orally before writing it down. *Meaning* The logical sequencing of thoughts and improved usage of grammar helped to give more meaning to the story.		*text"* *"Client 3 uses the strategies of sounding out the words and the pictures simultaneously to try and make sense of the whole word."* WRITING *Planning* Some qualitative evidence of cognitive planning, that was not evident before, was noted in his informal writing assessment which aided the meaning of his story. *Spelling and Punctuation* While only one attempt at a paragraph was made in the Informal Writing assessment, a distinct improvement in his use of capital letters, commas and periods was evident. His spelling also seemed to improve, which is linked to his	between sounds. *Meaning & Vocabulary* Though Client 4's writing is well below grade 6, there was a slight improvement in conveying meaning in his writing. *"Through publishing, he developed in conveying meaning when writing and in using literacy conventions. He progressed from dictating and me writing to Client 4 writing himself."* BEHAVIOURAL / EMOTIONAL *"Through our various interactions it was noted that Client 4 seems to be motivated to learn if a personal interest is taken onto his interests. This appears to assist with developing concepts for him. Furthermore, positive affirmation,*	*self-correct. He perseveres and his pronunciation has improved and also his phonics as a result."* WRITING *Planning* *"He was able to sequence his writing by using a GO which gave him a little more confidence to write on his own. Planning definitely helps him to construct his sentences and add meaning to them.* *Meaning & Vocabulary* In his Informal Writing assessment, Client 5 wrote a story from a picture that he linked to an activity which he has done a while ago. His active involvement in this authentic activity made it possible for him to acquire new vocabulary and although not all the words were spelled correctly,	improved to a level where she is able to adequately access meaning from a grade 3 level text. She has also shown improvement in the use of expression in her oral reading and is able to recognize substantially more irregularly spelled words than before. *Knowledge and use of phonics* Client 6 has shown improvement in her use of phonics in reading as she is sounding out the words more readily than before. WRITING *Planning* There was no evidence of a written plan but she is reported to have spent some time thinking about her story before starting, so some cognitive planning was noted. *Meaning &*	This improvement is also evident in his increased sounding out of words while reading. *"Learning support has helped him with phonetic strategies."* Improvement was seen in his attention to detail evidenced in his improvement in visual discrimination and instant word recognition." *Spelling and Punctuation* *"Improvement and usage of the following cognitive processing strategies were evident in Client 7's reading and writing– self monitoring, self correcting, planning, prediction, sequencing and successive processing. Concepts development or*	16%, which resulted in more fluent reading and a reading level adequate for understanding of the text. An increase of 1 grade in visual memory (Durrell) was noted as well. This implies that her visual memory has improved. *Knowledge and use of phonics* Though not always successful, she showed increased attempts to sound out words while reading. Her use of literacy conventions has also increased with her improved attention to punctuation, as she was reported to pause more consistently at full stops. WRITING *Planning* Some evidence of planning was found in her verbal rehearsal of information in the correct	content and sentences were more complex. Meaning however was hindered by the omission of several words. *Spelling and Punctuation* There is some improvement in the use of punctuation and a title for her story was provided.

		increased visual memory and enhanced descriptive vocabulary. *"Publishing helped with improvements in informal writing - incorporated strategies of what was learnt in Learning Support into his own writing."* *"Client 3 was able to calculate answers fairly quickly and accurately using strategy of drawing and counting circles and counting on fingers."* *"Client 3 can absorb and analyse information fairly well after using strategies, e.g. counting on fingers, etc. (Mental Computation)"*	*unconditional positive regard and behaviour modification elicits learning and motivation for him. Moreover, affirmation that it is okay to need help would further develop learning for him."*	some phonetic knowledge was used creatively to convey his message. He was able to use more complex sentences and descriptive vocabulary which aided in conveying meaning successfully, and the sentences were sequenced in a logical order. *Spelling and Punctuation* Client 5 wrote down the words according to the sound of his own incorrect pronunciation, which still resulted in poor spelling but indicates that he uses his phonics knowledge while writing. He has also shown improvement of literacy conventions in his use of headings and accentuated full stops.	*Vocabulary* It was evident that client 6 made use of sequence and vocabulary in her written work. Marked improvement was noticed in the detail included in the story and enhanced vocabulary aided the meaning of the story. *Spelling and Punctuation* She has shown improvement in the spelling of regularly spelled words (Schonell). *"This improvement in the spelling of regularly spelled words can be attributed to the use of the sound family approach in teaching in teaching spelling since it has been found that this approach benefits children who either have a marked attentional problem or temperamental problem of paying*	*general knowledge – schemas and concepts have significantly improved."* Even though he was still at a below grade 1 level in spelling, Client 7's spelling errors (Schonell) decreased substantially. The improved use of literacy conventions such as capitalization and use of commas and periods can be attributed to his increased usage of self monitoring and self correcting strategies. *"It should be noted that Client 7 was unable to complete any written piece in his pre-assessments."* <u>NUMERACY</u> Client 7 has shown considerable improvement in his mathematical	sequence of events. *Meaning & Vocabulary* Her improved and more descriptive vocabulary helped her to improve the meaning conveyed. She started including abstract concepts and showed improved usage of verbs in the correct tense. She has also used more complex sentences. *Spelling and Punctuation* Her spelling (Schonell) has improved but not as much as by one year. She has shown improvement in the use of punctuation (full stops) and has provided a title for her story in the Informal Writing assessment. <u>BEHAVIOURAL / EMOTIONAL</u> *"Client 8's improved informal reading*	

					attention to detail."	reasoning ability as evidenced in an improvement of 2 grades in both the Numerical Reasoning and Word Problems subtests, as well as a 1 grade improvement in the Numeration of the KeyMath. These results highlight his improvement with meaning based tasks. *"He seems to linking new concepts and schema."*	*and her writing seem to suggest not only progress in literacy skills, but also a reduction in anxiety related to these tasks. She also seems to have gained in confidence, tackling the writing task with less hesitation than the first one. She also corrected me on occasion when I left a word out of the sentence I wrote for her, indicating less anxiety in interacting and speaking, and greater confidence in her abilities.*	

TD10	**TD11**
Client 10: 13 years old - Grade 7 READING *Reading Comprehension* The client was retested on a higher SDRT level in the post-test. Results from the both the Auditory Vocabulary and Reading Comprehension subtests of the SDRT indicate a substantial improvement of 3 grades in the client's comprehension while reading. Qualitative data suggests that he was able to give possible endings to stories (prediction) he read and that he was able to link his existing knowledge to that in the text. His phonic usage improved and he was able to sound out unfamiliar words and self-corrected when the incorrect word did not make sense in the text.	Client 11: 11.9 years old - Grade 6 (English Additional Language) READING *Reading Comprehension* Though still below grade level, scores on the SDRT Auditory Vocabulary indicate 1 year improvement. An improvement of about 6 months was noticed on the SDRT Reading Comprehension subtest. Client 11's improved scores signified a greater understanding of terminology across several subjects. Qualitative evidence suggests that she uses the context for meaning when reading. It appears as though her ability to discern the meaning of a word based on the context in which it occurs has improved.

Word Recognition
Although Client 10 previously managed an adequate instant word recognition to access meaning from text, his instant word recognition has improved by 8% at a grade appropriate level. He was reported to still read too fast but was more aware of punctuation (increased attention to detail) which aided his comprehension of the text and his expression when reading orally.

Knowledge and use of phonics
Client 10 used learnt strategies from the sound family approach to sound out or break down unfamiliar words and thus developed strategies to strengthen his successive processing skills.

<u>WRITING</u>
Planning
No written planning was evident but the story has a clear beginning, middle and end, so some cognitive planning seems to have occurred this time. He was reported to have made use of oral planning though.

Meaning & Vocabulary
His increased descriptive vocabulary (verified by the SDRT: Auditory Vocabulary) as well as improved literacy conventions allowed him to convey meaning through writing very successfully.

"These improvements can be attributed to the use of the CATLI process. The internalisation of mediated strategies of self-monitoring and self-regulation were done in his writing. This was observed while he would copy down the dictated sentences; here he would regularly check for spelling mistakes and punctuation. This furthered the development of successive processing skills that he is naturally weaker in. The aid of the tracking exercises allowed Client 10 with self-monitoring and self-correction as he was able to go back and correct his mistakes by himself."

Spelling and Punctuation
A marked improvement was noticed on the Schonell dictation test, which raised his spelling to a grade appropriate level. Even though his use of punctuation is still somewhat inconsistent and unnecessary at times, he has exhibited some improvement in this area. He also showed improvement in the use of paragraphs and provided a creative title for the written piece.

<u>NUMERACY</u>
No math assessments done. However the LSS played table matching games to aid the client's audio-visual memory during the LS sessions.

"On an occasion a concrete lesson of how to measure square meters was done. Here the

Spelling and Punctuation
No data from the Schonell assessments were recorded and included in the exam equivalent. However, the informal reading post-data indicate some extent of improved spelling and punctuation compared to the pre-test, which suggests that strategies to promote attention to detail were employed.

learning support specialist used a tape measure and a big room to help Client 10 with the explanation of how to measure an area for a room in squared meters. This approach to mathematics was enjoyable and helped to reduce his usual conditioned response to mathematical issues."	

Overall a detailed analysis of the findings suggests that all LSS tried to teach metacognitive strategies, and that a high majority considered they had enabled the clients to internalise these strategies. In addition, most LSS explained which step of the CATLI encouraged the mediation of these strategies.

This finding suggests that the majority of the students were convinced largely that the metacognitive strategies were helpful for the clients, though one commented that she struggled with how to teach metacognitive strategies (ELS1)

In addition, one LSS commented that her client seemed unable to generalise the metacognitive strategies out of the LSS sessions (ELS 3), and a few commented that their clients were only just beginning to use metacognitive strategies (LSSQ 7, ELS 1, TD1)
Strategies taught and mostly internalised:

- Self-monitoring (LSSQ 3,5,7, ELS7,10, TD 3,6,7,10)
- Attention to detail (LSSQ 5, ELS 2, 5, 6, 9,10; TD 3, 5, 7,11)
- Sequencing (LSSQ 5, 7, ELS 1, 2, 3, 7, 11, TD 1, 5, 6, 7, 8)
- Linking old to new concepts (LSSQ 5, ELS 2, 6, 8 TD 7, 10)
- Self-correcting (LSSQ 7, ELS 2, 5, 7 TD 5, 7)
- Planning (LSSQ 7, ELS 1, 2, 4, 5, 7, 11, TD 1, 3, 5, 7, 8, 9,10)
- Using the context to predict (LSSQ 7 ELS 2, 3, 4, 5, 6, 8; TD 3, 6, 7, 10, 11)
- Decision making (ELS 2)
- Problem solving (ELS 3, 5, TD 3, 4)
- Evaluation of text (ELS 3, TD 3)
- Inferencing (ELS 3,6,8)

Research Aim 2: Evaluating the CATLI's Success in Improving Literacy Learning in a South African Context

EFFECTS OF HARCOMBE'S CATLI ON CLIENTS' DEVELOPMENT

Appendix D

TABLE 8: THEME 8: PERCEPTIONS OF PARTICIPANTS (LSSs AND PARENTS) ON THE EFFECTS OF HARCOMBE'S CATLI PROCESS ON THE LEARNER

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"I have learnt to adapt the CATLI for individual needs." "I think it works because it is centered around what interests the child and this helps improve the child's self esteem and self worth. The child has a certain amount of control and the lessons are enjoyable, so half the battle is won before you even start." "The CATLI process works very well. However, in some cases, my client's needs were very specific and did not require the	"Learning support is cleverly designed to look at the child's interests as they often get bored at school either because they cannot understand or because the work does not interest them. Therefore in getting to know the child's interests it is easier to help them as you use things that they enjoy and keep them motivated." "The ecosystemic assessment and the learning support process... empowered me to help the child as well as empowered the	"It allowed be *(me)* to consider possible resources/ support I could draw on for additional support outside of the Learning Support programme and to predict possible areas of weakness as a result of his learning style and emotional functioning." "My client needed additional one-on-one support, and suffered from performance anxiety as a result of his struggle to keep up with the classroom requirements. Thus the LS programme was perfectly suited	"It also focuses on specific areas of difficulty (this is supported by the pre-assessment: SDRT) which assists learners' specific areas of weakness." Cognitively my client seemed to have improved, e.g. their reading, writing and spelling. This is supported by post-assessments. *(reason)* ...my client's needs being met holistically as well their literacy skills improving which impacts on their self-esteem." "My learner's areas of difficulty	"Excellent methods were used to encourage the pupil to painlessly acquire literacy and mathematical proficiency. It also encompasses the need to be given recognition and unconditional positive regard." "An excellent and thorough approach in addressing the needs and strengths of my client." "I was given insight into how to approach my client by understanding his interests, and working on a programme which	"The final assessment showed that the client's literacy development improved. My client became more self-confident and self-assured during the process. She was more eager and motivated to participate and her sentence construction improved." "The process is non-threatening and is pitched at the child's level which puts them at ease thereby creating a comfortable relaxed atmosphere in which to learn.	"The CATLI had a great impact on his literacy development which was evident in his pre and post intervention scores. However, cognitively, my client needed further mediation and was only beginning to use meta-cognitive strategies. The CATLI uses a certain amount of behaviour modification. The CATLI process proved to be interlinked in many ways. By allowing my client to engage with literacy tasks in an unthreatening manner he was	"Knowledge of the clients' interests, anxieties and home circumstances enabled me to plan activities to interest and motivate them – and so support learning better than would have been possible with a less holistic approach." "Scores on pre and post tests suggested that both clients' literacy and other levels improved; The themes we used, and the shared reading, built vocabulary – they were able to speak and write about more concepts than	"It's more personal and allows you to focus more on the problem at hand." "The CATLI makes learning more interesting and deals with everything at once without the client realising it."

whole process. It has taken me some time but I have learnt to adapt the CATLI for individual needs. One gets the impression while studying that the CATLI is unchangeable but it can and should be adapted for each client. Having said that though, it provides an excellent base from which to start. Especially the behaviour modification."	child." "It gives insight into the child's 'life' and 'practises' thus making me see where the child needed encouragement and praise. It also gave me insight into the needs of the child thus allowing me to design lessons to suit his/her needs." "With my clients I fund that they improved immensely" "With my client's I feel that it had a positive experience as they felt empowered by the work we did. Positive reinforcement is very important in anyone's life but especially children. My client's showed huge improvement in their literacy as when they first came to me their reading was very slow and	for his learning needs, and to help him develop the tools he needed to reduce anxiety in the classroom, and bridge the gap between his learning style and the pace of the classroom." "I noticed a marked improvement on all fronts. He loved the programme and enjoyed the autonomy of the process in the reward system, being able to choose the order of the activities, etc... He was a highly motivated child and he worked well with the graphs, monitoring his own success. He drove himself. The programme ran smoothly, and at the end of the year it was very rewarding to analyse the improvement made." "The reading and writing *(needs*	could have been addressed. My client's reading difficulty, writing difficulty, visual discrimination difficulty could be addressed through the CATLI, seeing that my client was motivated to participate as their interests were included in a session and my client felt supported and understood." "The CATLI also focuses on learners' specific areas of weakness using results from pre-assessment." "It helps the teacher to appropriately support the learners, furthermore the learners gain support on a suitable level."	could involve him and accommodate his temperament, motivation, cognition and emotion." "The pupil benefiting immensely from it, and lead to his enjoyment of his education." "CATLI had an immense and positive effect on my client's literacy and general development. He was encouraged to use metacognitive strategies of paying attention to detail, self-monitoring and self-correcting, sequencing, linking old concepts to new etc to add to his proficiency, and started doing them naturally and the little rewards he accumulated each lesson for effort and achievement encouraged him further."	Also the CATLI moves from actually doing something which makes it real for the child, thereby allowing them to connect with what is happening." "Other programs usually start from the bottom-up, thereby lacking meaning. The CATLI on the other hand is top down, incorporating meaning into the process. Also all of the parts are interlinked which is different to other programmes where writing, spelling, reading are dealt with in isolation."	able to engage more readily in the tasks." "His poor successive processing was addressed by allowing him to engage with more simultaneous and meaning based tasks. The writing was also unthreatening as he was able to copy meaningful words without having to remember spelling which would cause him great anxiety. "The CATLI is dynamic and flexible. It focuses and is adaptable according to the child's needs. Other literacy programs tend to focus on bottom up approaches which tend to accommodate the successive learners. The aim of the CATLI is to target all kinds of learners, and therefore facilitating the learning process	before the intervention." "Some fundamental issues associated with being a poor successive processor were targeted in the tracking and work recognition games; Sound families were a more useful approach than a straight phonetics approach." "Attention was paid to concept development in a context of interest to the child – through shared reading and the theme based construction tasks Work was contextualised in a topic of interest to the particular child, and reading and writing skills were integrated; Attention was paid to developing metacognitive skills The child was allowed some control over the	

	'stuttered' and spelling was poor. By the time their learning support was over they were able to read more clearly and their spelling had improved immensely. This also had a positive effect on their behaviour as they were now more motivated and very thus happy as they could understand and do the work that they were previously struggling with." "All children learn differently and traditional literacy instruction works on a specific procedure which does not address all children and their needs. Client's needs need to be recognised individually and addressed. The CATLI allows for this as you learn about the child holistically and are able to work with every need as well as	*were addressed)*. We were able to go at a slower pace, concentrating on topics of my client's interest. This lowered anxiety, and allowed him to develop the necessary tools at his pace, rather than attempting to frantically keep up with the class. He loved the Big Book, Small Book exercise the best." "It encourages collaboration, creativity and participation. If followed correctly, it can be incorporated into any environment (private lessons or the classroom) and it hones in on the learner's strengths rather than weaknesses when developing skill. The aim is to reduce anxiety rather than cause anxiety." Children in the South African clinics have great		*(Needs addressed)* "His need for recognition and his need to achieve ...to improve his literacy. ... to be rewarded, and receive encouragement and unconditional positive regard. His enjoyment of the lessons because he took an active part and was often in control His great interest of the stories read to him The 75 minutes during his lessons were filled with interesting activities, which kept him motivated and busy." "The important aspects of his learning needs which were supported are: An understanding that he is at the concrete level and needs outings and activity-based tasks His need to build up concepts and link or bridge the		for any child needing assistance." 	learning process, enhancing self esteem." "By integrating top down and bottom up approaches, the CATLI allows a range of needs to be addressed, with different activities in the CATLI addressing different needs. Also because learning is contextualised in a theme of interest to the child, motivation is increased."	

	strength." "The CATLI allows you to develop with the child thus making them feel empowered and able to do the work without them feeling discouraged. It also allows them to use their strength when they are struggling with something as it is not compartmentalised, like other literacy instructions are."	gaps in literacy knowledge and skill, and this programme hones in on these gaps in a constructive, encouraging way.		old and the new (a number of visits) Learn new vocabulary, and the correct spelling(sound families) Taught metacognitive strategies which in turn could be used for life in general His need to express himself in English, by speaking about his news and activities His need to actively participate in tasks, talk about them, and construct and write down sentences and then read them L.S.S., parents and teachers. Multi-level teaching which made the lessons fun: repeated reading of own constructed books and games of word matching and learning new vocabulary His need for recognition and unconditional positive regard."				

				"The CATLI approach uses the Top-Down meaning based approach as well as the Bottom-Up, attention to details approach which I think is a far more comprehensive and proficient way of learning."				
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
"The whole process I think it is good and helped my son a lot to be better in school." "It helped me and I can now rest to know my son he will pass his grades. He is very proud to know he can read." "She help him to read. He is now very proud he can do all the reading and is better than his older brother to understand things. He also like school more and want to pass well."	"It was so helpful for (Name) and he just started doing well at school." She *(LSS)* really tried very hard to understand (Name's) problems and what his needs were and made reading and writing so much easier for him so he could actually enjoy it." "It has helped him with his reading and writing. His maths has improved as well. It is really a good program to help children perform better at school."	"Marks improved. Assisted with English comprehension." "Helped improve marks and reading skills improved."	"It help my child to improve studies at school I think it going well cause my child is doing well at school." "My child knows reading and writing and knows how to speak english." "Now my child knows how to write and read."	"Informative and helpful to the learner." "Strengths and needs were discussed at length and problems were addressed promptly." "Increased confidence in the classroom." "Helped (Name) with English." "It is a positive addition to what is learnt in the classroom."	"In the first two terms of Grade 3 (2008), her marks did improve, so there probably was a long term benefit."	"I thought it was excellent as we have done great results from an overall perspective. The learner support has definitely helped my son immensely and he had very good results." "My son has had excellent result with the learner support. It assisted him immensely with his reading and mathematics. It taught him that learning can be fun and how to adapt his way of thinking." "With learner support, my son	"He has made remarkable progress at school and passed the year well." "The learning support was excellent." "She *(LSS)* knew exactly which areas to target and we believe that's why he was able to improve so much. He loved coming for learning support and thoroughly enjoyed the classes." "We also give him prizes and privileges when he is diligent and this works to encourage him."	"She *(LSS)*could help the girl to read and she did now *(know)* where to help her in her schoolworks." "It works to help the child learn better in the school." "The effect is that the child can read much better in the school. Her words are spelled correct more now."

						has had excellent results"		

Analysis of the findings indicate that trainees LSS and parents alike considered the CATLI/LS to have very positive results. For example, both sets of respondents made comments like, excellent method, works very well, whole process is excellent (LSSQ 1, 5 and PQ 1, 2, 7.) Parents showed insight and understanding of the process, as well as documenting the effects the CATLI had on their children. LSS also showed insightful appreciation of the CATLI process and its results.

LSS perceptions:

- Clients showed good improvements in literacy skills (LSSQ 2,4,5,6,7,8)
- Clients showed positive improvements in general development (LSSQ 5)
- Clients showed positive improvements in motivation ,behaviour, self-esteem, emotion, self-confidence (LSSQ 2,4,5,6)
- Clients loved programme (LSSQ 3)
- Client benefited immensely (LSSQ 5)
- CATLI makes learning more interesting (LSSQ 9)

CATLI is dynamic and flexible to suit all needs (LSSQ 7)
CATLI structure enables one to design to suit all learners needs (LSSQ 2, 3, 4, 5, 8)

Parents' perceptions

- Child doing better in school, getting better grades, passing (PQ 1,2,3,4,6,7)
- Child likes school, is more confident at school (PQ 1,5)
- Helped son immensely (PQ7, 5)
- Loved coming, thoroughly enjoyed sessions (PQ 8)
- Taught him that learning can be fun (PQ 7)
- Positive addition to what learnt in classroom (PQ 5)
- Problems addressed promptly (PQ 5)
- Can read and write better (PQ 2,3,4,7,9)
- Made reading and writing easier so he could enjoy it (PQ 2)
- Knows how to speak English better (PQ 4 and 5)
- Taught him how to adapt his thinking (PQ 7)
- Better than his older brother to understand things now (PQ 1)

Appendix D

TABLE 9: THEME 9: PERCEPTIONS AND EVIDENCE OF PARTICIPANTS ON THE EXTENT OF CLIENTS' DEVELOPMENT OF MOTIVATION TO LEARN DURING LEARNING SUPPORT AND WHY

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
-	"This *(academic improvement)* also had a positive effect on their behaviour as they were now more motivated and very thus happy as they could understand and do the work that they were previously struggling with. ...in getting to know the child's interests it is easier to help them as you use things that they enjoy and keep them motivated." "It is a snowball effect. Once the client can do one thing correctly and feel good about it, they start to feel empowered and this makes them happy and keeps them motivated."	"It reduces anxiety and encourages motivation."	"Emotionally & motivationally my client seemed to have shown growth as well. This could possibly be due to their self-confidence improved, which impacted positively on their emotional, motivational and behavioural development." "My client was motivated to participate as their interests were included in a session and my client felt supported and understood."	I was given insight into how to approach my client by understanding his interests, and working on a programme which could involve him and accommodate his temperament, motivation, cognition and emotion." "Lessons were filled with interesting activities, which kept him motivated and busy received encouragement and unconditional positive regard. His need for recognition and his need to achieve" *(were addressed)*	"The programme could be tailored to enhance these using the child's specific interests resulting in increased motivation." "My client became more self-confident and self-assured during the process. She was more eager and motivated to participate and her sentence construction improved." "The process is non-threatening and is pitched at the child's level which puts them at ease thereby creating a comfortable relaxed atmosphere in which to learn."	"The child I was supporting had a very low motivation and high anxiety. The activities that I formulated, according to principles of the CATLI, allowed me to focus specifically in these two areas of need. Once these two areas were targeted the learning process was a lot easier." "Even more remarkable was the marked improvements in his motivational and behavioural development. His anxiety lessened considerably and found the tasks enjoyable and rewarding." "By allowing my client to engage with literacy tasks in an	"Knowledge of the clients' interests, anxieties and home circumstances enabled me to plan activities to interest and motivate them."	-

						unthreatening manner he was able to engage more readily in the tasks. His motivation increased. But due to his motivation increasing he engaged more readily with the reading and writing tasks." "His low motivation was addressed using unthreatening games, fun activities as well as me scribing texts for him."		
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
"He is very **proud** to know he can read." "He like her *(LSS)* very much also. She is not like his teacher *(different instruction)* and he **like to do work** with her." "He is now very **proud** he can do all the reading and is better than his older brother to understand things. He also **like school more and**	"It made reading and writing so much easier for him so he could actually **enjoy** it."	-	-	-	"My daughter was very **enthusiastic** about attending each week."	-	"He works well with someone who treats him well and still talks about the things the student taught him. His teacher at the time said that he had **come out of his shell** and was a lot more **enthusiastic to participate in class activities**."	-

want to pass well."								
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"Because of (Name's) low motivation, very interesting lessons based on his love for wrestling had to be created. Much research was conducted about wrestling because it was sensed that (Name) would be very wary of a therapist who appeared to be insincere. The research helped to prepare the lessons, to be authentic. Since his knowledge on wrestling is so vast, reading about things he knows made him feel knowledgeable and important and empowered him." "The aspect of carefully choosing a theme based on the child's interests, has proven to be an enormous contributor to motivating the	"(Name) would re-read the books that he had written himself as well as the book we read together for shared reading. Reading his own work increased his motivation to read as the work was his own, it increased his vocabulary and connected vocabulary to meaning thereby making the task of reading authentic. Reading his writing also helped increase his fluency in while reading, thus further improving his motivation."	"Behaviour modification worked so well with (Name) and he was eager to work out his points at the end of each session. It motivated him to try harder each week." "He is more motivated to read and to participate in the other activities that usually cause him anxiety."	"In order for (Name) to gain more comprehension from reading he needed to be appropriately motivated. This motivation was on both an intrinsic and extrinsic level as his motivation seemed extremely low. The focus was on changing the factors that have subdued his inborn motivation to read and write. These factors possibly relate to his background. Therefore (Name) needed enthusiastic modelling about reading and interacting about text." "To reinforce motivation for reading it was suggested that he reads / be read to both at home and school. This co-operative method would assist (Name's)	"Always encouraging (Name) and giving him unconditional positive regard was an aspect which improved his motivation." Behaviour modification took the form of choosing rewards for points accumulated during each lesson." "(Name's) motivation improves with praise and unconditional positive regard, and this was also encouraged when given the choice of the progression of his lesson, and receiving rewards at the end of the lesson. It would give him more control in each session."	"For behaviour modification, (Name) coloured blocks in for completing various activities during each session. The blocks were added up at the end of the session and she was allowed to bank the blocks or choose an item which was worth the number of blocks she received during the session." "(Name) enjoyed receiving rewards and took pleasure in colouring in blocks on her behaviour modification sheet. I used this technique to encourage her to pay more attention to detail specifically when doing sound families and repeated reading, as she received bonus blocks for improved	"Improvement in reading [The Stanford Test] was attributed to experiencing less anxiety. Through reconditioning (Name) learnt to become aware of his achievements and work towards rewards. Thus, his conditioned response of poor motivation from poor performance was changed to confidence. This allowed improvements to be made in reading and writing." "(Name's) interests were targeted and thus increasing his motivation to most reading and writing tasks." "(Name) is very shy and does seem to like talking. He needs a lot of motivation to overcome anxiety	"(Name) found the CATLI activities exciting and fun and this served to motivate her to do the tasks and develop the skills associated with them." "The behaviour modification process served a very useful purpose in focusing (Name) on particular areas of competence where she needed to pay attention, and learn to self monitor and correct. It was also of great benefit in motivating (Name), and also played a role in creating positive attitudes and emotions with regard to reading and writing."	"Progress was made due to the fact that (Name) was very interested in what we did, participated in all activities and was always willing to try any new activities."

client. It was challenging to try and create a theme around the client's interests but very worthwhile in motivating the child" "The effectiveness of behaviour modification was more than I expected. (Name) responded so well to this reward system. It gave him structure and gave him self-discipline, as well as improving his mental computation skills. He really worked hard to achieve his goals"			temperament as well as develop his comprehension skills." "Behaviour modification, unconditional positive regard as well as positive affirmation was used to accommodate (Name's) anxiousness, self esteem and underdeveloped cognitive needs. This was executed using a point system to increase his motivation and participation in tasks."		attempts." "The behaviour modification also had a positive impact on her task orientation since she was motivated to get blocks and was therefore more focused."	and so one of his needs is to focus on his individual interests by targeting his love for animals and the outdoors."		

ELS 10	**ELS 11**
"As the CATLI approach allows the tasks to be closely linked to the learners interests and needs this allowed for motivation and interest to remain optimal and therefore for the continuous development and enjoyment of reading and writing." "Behaviour modification worked really well for (Name) as it improved his motivation to do tasks that he did not enjoy. The behaviour modification has also worked in motivating him to do better in his schoolwork as his mom has promised to give him an I-pod if he continuous to show such great improvements in his next report as he has done in the previous one." "Behaviour modification was used to promote motivation, increase and strengthen (Name's) positive response to the task as the points were appointed immediately after the task was	"Behaviour modification was introduced to provide for emotional development and the enhancement of her self-esteem. (Name) was encouraged and positive outcomes were immediately acknowledged prior to the introduction of new tasks." "Behaviour modification was used to enhance her self-esteem and confidence while simultaneously attempting to alleviate some of her anxiety. I established a reward structure for responses and performance during the process. (Name) embraced the idea and became enthusiastic about her points scored relative to potential reward. Each lesson culminated with her totalling up scores. This enabled her to determine her overall performance which in turn enhanced her level of confidence. This also encouraged mathematical application."

completed."								
TD1	**TD2**	**TD3**	**TD4**	**TD5**	**TD6**	**TD7**	**TD8**	**TD9**
Client 1: 12 years old - Grade 6 *"Comprehension of texts has improved greatly as Client 1 is more able to use metacognitive strategies that he has been taught and his good simultaneous processing skills, to comprehend written texts. Client 1 seems to understand what he reads and this has made the world of difference to his self-confidence and motivation."*	Client 2: 12 years old - Grade 6 *"Despite his anxieties for writing he has really worked hard at it and it is reflected in his work."* The above implies improved motivation for doing unfavourable tasks. *"His motivation and enthusiasm towards tasks has improved significantly."*	Client 3: 9 years old - Grade 3 (English Additional Language) *"He responded extremely well to his behaviour modification file, and enjoyed working out his points at the end of each session, and working out the prize he would receive."* *"He learnt to enjoy reading and writing and became very proud of how much he had produced and the level of the work he was producing."*	Client 4: 14 years old - Grade 6 (English Additional Language) *"In Repeated reading, Client 4 developed his pronunciation of words and instant word recognition. He progressed from reluctance to read to an eagerness to read."* *"Through our various interactions it was noted that Client 4 seems to be motivated to learn if a personal interest is taken onto his interests. This appears to assist with developing concepts for him. Furthermore, positive affirmation, unconditional positive regard and behaviour modification elicits learning and motivation for him.*	Client 5: 12 years old - Grade 4 (English Additional Language) *"He perseveres and his pronunciation has improved and also his phonics as a result."* *"Client 5's motivation improved with praise and unconditional positive regard, and this was also encouraged when given the choice of the progression of his lesson, and receiving rewards at the end of the lesson. It would give him more control in each session."*	-	Client 7: 8years old - Grade 2 *"Client 7's interests were targeted and thus increased his motivation to most reading and writing tasks."* Reading fluency increased by 14% in instant word recognition highlighting an improved motivation to read aloud. *It was evident that he was very proud and satisfied with his rewards and work. He gained a sense of confidence, for being rewarded not only for work that was correct, but for his efforts. In this way the conditioned response of poor motivation because of performance anxiety was lifted."*	-	Client 9: 12 years old - Grade 6 (English Additional Language) *"A lot of progress was made during the Learning Support Sessions, however the results will not reflect it as her parents recently separated and this has had a negative effect on both her and her results."*

			Moreover, affirmation that it is okay to need help would further develop learning for him."					

TD10	**TD11**
Client 10: 13 years old - Grade 7 *"As the learning support was done according to the CATLI process, motivation and participation was always guaranteed in some way. This is achieved as all the learning support sessions are based around and linked to the learner's interests and kept at a level that will both challenge and add interest to the activity at hand.* *Behaviour modification was also used as an aid to the process. The enjoyment of each task added to the motivation and willingness Client 10 had when doing each task.* *As he became more comfortable with the environment and the procedure of the tasks his motivation increased. This was particularly noticed in the informal writing assessment where he did not hesitate to begin with the next session."*	Client 11: 11.9 years old - Grade 6 (English Additional Language) *"As Client 11 is an exceptionally well behaved child, behaviour modification was introduced in order to enhance her self-esteem and confidence while simultaneously attempting to alleviate some of her anxiety. A reward system was introduced whereby Client 11 would receive points for all the tasks she performed during the learning support sessions. At the end of each session her points would be tailored and could either be banked until the next session or exchanged for a gift. Client 11 thoroughly enjoyed this process as well as the opportunity to determine for herself whether she would bank or use her points immediately."*

LLS commented frequently on motivation improving during the course of learning support, offering comments like "as the learning support was done according to the CATLI process, motivation and participation was always guaranteed"(TD 10), "there was marked improvement in motivation" (LSSQ 7, ELS 2,7, TD 2) and "he was more motivated to read" (ELS 3). One of the main thrusts of the CATLI process was to use a multi modal framework to underpin improvements in motivation and it is interesting to note that the LSS's comments on motivation tend to cover the many aspects targeted. The CATLI emphasis on using their interests in planning and execution of the CATLI were most often cited as a reason for this improvement (LSSQ 2, 3, 4, 6, 7, 8, ELS 1, ELS 7, 10, TD 4, 5, 10).

Element of fun, etc.

- CATLI activities fun and exciting increased motivation (ELS 8, TD 5)
- Interesting activities kept him motivated (LSSQ 5)

Good literacy methods

- Using unthreatening literacy tasks and games improved his motivation (LSSQ 7)
- Reading own work (i.e. small books) increased motivation to read (ELS 2)
- Increasing reading fluency and understanding while reading increased motivation (ELS 2, TD 1,7)
- Excellent modelling when reading to child increased motivation (ELS 4)

Emotional support

- Feeling supported and understood increased motivation (LSSQ 4)
- Encouragement, praise, giving unconditional positive regard, improved motivation (ELS 5, TD 4,5)
- Once he adapted to environment and procedure motivation increased (TD 10)
- Given autonomy, choices improved motivation

Behaviour modification

- provided good motivation (ELS 3, 4 ,8, 10, TD 4, 5,10)

Improved work and knowledge

- Improved self confidence (due to improved reading, etc.) contributed to improved motivation (LSSQ 4)
- As he can do work he previously couldn't his motivation increased (LSSQ 2)

Appendix D

TABLE 10: THEME 10: PERCEPTIONS AND EVIDENCE OF PARTICIPANTS REGARDING THE EXTENT OF CLIENTS' DEVELOPMENT OF EMOTION AND BEHAVIOUR AND WHY

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
"I think it works because it is centered around what interests the child and this helps improve the child's self esteem and self worth."	"It empowered the child" "His teachers had commented on improvement at school both academically and emotionally" "He felt empowered by the work we did. Positive reinforcement is very important in anyone's life but especially children. This *(academic improvement)* also had a positive effect on their behaviour as they were now more motivated and very thus happy as they could understand and do the work that they were previously struggling with."	"My client needed additional one-on-one support, and suffered from performance anxiety as a result of his struggle to keep up with the classroom requirements. Thus the LS programme was perfectly suited for his learning needs, and to help him develop the tools he needed to reduce anxiety in the classroom, and bridge the gap between his learning style and the pace of the classroom." "It was rewarding for him both emotionally and academically." "We were able to go at a slower pace, concentrating on topics of my client's interest. This lowered anxiety"	"Emotionally & motivationally my client seemed to have shown growth as well. This could possibly be due to their self-confidence improved, which impacted positively on their emotional, motivational and behavioural development." "I think this is due to various possible reasons. Some of these being my client's needs being met holistically as well their literacy skills improving which impacts on their self-esteem." "My client was motivated to participate as their interests were included in a session and my client felt supported and understood."	"Many excellent methods were used to encourage the pupil to painlessly acquire literacy and mathematical proficiency. It also encompasses the need to be given recognition and unconditional positive regard." "I was given insight into how to approach my client by understanding his interests, and working on a programme which could involve him and accommodate his temperament, motivation, cognition and emotion." "Lessons were filled with interesting activities, which kept him motivated and busy received encouragement and unconditional	"My client became more self-confident and self-assured during the process. She was more eager and motivated to participate and her sentence construction improved." "The process is non-threatening and is pitched at the child's level which puts them at ease thereby creating a comfortable relaxed atmosphere in which to learn."	"The child I was supporting had a very low motivation and high anxiety. The activities that I formulated, according to principles of the CATLI, allowed me to focus specifically in these two areas of need. Once these two areas were targeted the learning process was a lot easier." "Even more remarkable was the marked improvements in his motivational and behavioural development. His anxiety lessened considerably and found the tasks enjoyable and rewarding." "By allowing my client to engage with literacy tasks in an unthreatening manner he was	"Knowledge of the clients' interests, anxieties and home circumstances enabled me to plan activities to interest and motivate them." "By the end of the session; her self confidence grew, and she was proud of her work which built her self esteem." "The child was allowed some control over the learning process, enhancing self esteem"	"The client's confidence increased"

		"It reduces anxiety and encourages motivation."		positive regard." "His need for recognition and his need to achieve" *(were addressed).*		able to engage more readily in the tasks. His motivation increased. But due to his motivation increasing he engaged more readily with the reading and writing tasks."		
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
"He is very proud to know he can read." "He like her *(LSS)* very much also. She is not like his teacher *(different instruction)* and he like to do work with her." "He is now very proud he can do all the reading and is better than his older brother to understand things. He also like school more and want to pass well."	"It has helped him to build his self concept and with his reading and writing." "It made reading and writing so much easier for him so he could actually enjoy it. Through the process, I could also understand better where his academic problems lie."	-	-	"It gave (Name) confidence and boosted his self-esteem. It gave me pointers as to how and best help (Name)." "Increased self-esteem. Increased confidence in the classroom."	"My daughter was very enthusiastic about attending each week." "My daughter received a lot of positive feedback at each session and I think that this boosted her confidence."	"My son has a lot more confidence I know understand the challenges my son faces a lot more, therefore it has allowed me to assist my son a lot more." "Making him feel comfortable, which is one of the reasons why I think he had such great results from the learner support and a lot of positive reinforcement."	"He is a whole lot more confident than before. He works well with someone who treats him well and still talks about the things the student taught him. His teacher at the time said that he had come out of his shell and was a lot more enthusiastic to participate in class activities. We have also learnt a lot as a family of how to support him in his schoolwork and with his feelings and are very satisfied with him." "She *(LSS)* knew exactly which areas to target and we believe that's	"She is a more happy girl in school and with her family." "It is a very good way to help the child because she was getting a hard time at school."

							why he was able to improve so much. He loved coming for learning support and thoroughly enjoyed the classes." "Before, he was very shy to read and would often give up trying something if he felt he could not do it. During the learning support and at present, he is positive about school and tries harder to do well. We also give him prizes and privileges when he is diligent and this works to encourage him."	
ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"(Name) seemed to blossom under the extra positive attention he received at Learning Support and he became much less disruptive and distracted in class. Even his posture seemed to improve slightly, as he appeared more alert and he	"There are financial constraints and this causes an emotional worry for (Name) as he worries about his parents." "I would often ask him how he was feeling before we started so I could get a feeling of how he would	"Allowing (Name) to create the concepts and themes within the learning support sessions allowed for his creativity to come to the fore, his confidence to be boosted and his anxieties regarding writing to be reduced. This was	"The CATLI also assisted (Name) with his social and emotional needs." "From an emotional perspective the activities mediated (Name) to express his feelings as this was continuously evaluated. This	"He demonstrated his anxiety when he had to do the Informal Writing exercise for post-testing. One can see by his writing that he felt this, but I did encourage him to continue on his own after we had made a simple G.O. together. he was far more	"An increase in (Name's) confidence was noted as the learning support sessions progressed. She was more confident in her interactions with the learning support specialist as well as in her approach to tasks."	"The CATLI addressed the anxiety and difficulty with reading by allowing (Name) to be slowly introduced to content through the use of picture cues, paired, shared and repeated reading activities."	"Although the learning support sessions are suitable for more than one learner at a time, I think (Name) benefited from having close personal attention, and the space to develop her confidence in speaking in a safe and affirming situation."	"My client was making good progress until her parents separated. This was very difficult on all of them, which led her to blaming herself for the separation. I took some time out of the sessions to talk to her about it."

seemed to enjoy the fact that someone was interested in him and thought he was a competent worthwhile child. He became more animated and relaxed in Learning Support sessions, he started to smile more and laugh more. He was much more confident in completing work and seemed to have found more self-worth and behaved in a more confident manner." "The CATLI seems to address all those needs, even the less obvious ones, such as emotional."	cope with the session. I would allow him some time to relax so he could be focused and able to concentrate better."	observed increasingly as the construction tasks graduated weekly form being more constructive to more representative in nature. (Name) responded to this by offering more of his own opinions, insights and desire to publish his own works. At the end of each session (Name) would reflect back on his published work with pride, satisfied with the work he had produced. This further possibly contributed to his confidence levels surrounding literacy-based activities and his desire to 'better himself' the following week."	promoted his self-awareness and self-esteem. This also developed his personal social flexibility, as he was able to truly express his thoughts and feelings about situations instead of seeking interpersonal approval."	relaxed when he wrote the sentences in his small book because we had planned them together for the Big Book."	"Initially, (Name's) performance anxiety limited her ability to answer questions where there were no right or wrong answers. As the sessions progressed, (Name) came to realize that her views were acceptable and she would not be chastised for 'incorrect' answers as a result of the constant encouragement and reassurance I gave her."	"(Name) experienced less anxiety and significant improvement was seen in his identifying of emotions in learner support, using emotion cards." "(Name) is very shy and does seem to like talking. He needs a lot of motivation to overcome anxiety and so one of his needs is to focus on his individual interests by targeting his love for animals and the outdoors. (Name) has poor social skills; and therefore needs for his unique temperament to be understood. In so doing he needs to be part of a group that would accommodate his low PSF. Furthermore, as anxiety also seems to be a factor contributing to (Name's) poor peer relations, he	"In order to develop (Name's) confidence to lessen her anxiety about her ability to read and write, I attempted to make everything she did within her grasp so that she would succeed at the tasks."	

						needs a lot of unconditional positive regard, providing him the right emotional environment, to help develop emotionally. Once anxiety has lifted he may feel more confident to form such relationships." Post testing observations from the Stanford Reading Test revealed that (Name) is experiencing far less anxiety. Anxiety caused difficulties in (Name) completing two subtests. Post testing observations made by the author revealed that (Name) was experiencing far less anxiety. During post testing (Name) was able to complete the Stanford Test highlighting his improvement not only in reading comprehension but also		

						emotionally, anxiety may have lifted to some extent from pre-assessment."		

ELS10	**ELS11**
"(Name's) mother's emotional needs often were an issue for him. This factor had a large role in the discussions of home life we would have during most of the learning support sessions. It was not an easy facet to deal with. The best I could do was to keep in contact with her *(mother)* and reassure that (Name) was doing superbly in the learning support sessions. I would also mediate and encourage positive regard and affirmation for the work he has been doing as well as for the great improvements he has made."	"(Name) expressed her desire to excel and was understandably finding the language barrier a significant hurdle culminating in frustration and anxiety. A system of behaviour modification was introduced in order to increase self-esteem and confidence." "Her depth of language usage became less stilted, more descriptive and was indeed more in keeping with her enhanced level of confidence."

TD1	**TD2**	**TD3**	**TD4**	**TD5**	**TD6**	**TD7**	**TD8**	**TD9**
Client 1: 12 years old - Grade 6 *"Client 1 seemed to blossom under the extra positive attention he received at Learning Support and he became much less disruptive and distracted. Even his posture seemed to improve slightly, as he appeared more alert and he seemed to enjoy the fact that someone was interested in him and thought he was a competent worthwhile child. He became more animated and relaxed in*	Client 2: 12 years old - Grade 6 *"Despite his anxieties for writing he has really worked hard at it and it is reflected in his work."* The above implies improved motivation for doing unfavourable tasks. *"Client 2's anxiety around writing has alleviated to a large extent. He has become more outgoing as he is not as shy as he was in the initial learning support*	Client 3: 9 years old - Grade 3 (English Additional Language) *"Client 3's anxiety in the classroom lowered considerably. He responds well to one-on-one attention. He responded extremely well to his behaviour modification file, and enjoyed working out his points at the end of each session, and working out the prize he would receive. He learnt to enjoy reading and writing and*	Client 4: 14 years old - Grade 6 (English Additional Language) *"In Repeated reading, Client 4 developed his pronunciation of words and instant word recognition. He progressed from reluctance to read to an eagerness to read."* *"Through our various interactions it was noted that Client 4 seems to be motivated to learn if a personal interest is taken onto his interests. This appears to*	Client 5: 12 years old - Grade 4 (English Additional Language) *"He was able to sequence his writing by using a GO which gave him a little more confidence to write on his own.*	Client 6: 8 years old - Grade 2 *"Increased attention, less distraction, decreased performance anxiety and increased self-confidence was noted."*	Client 7: 8years old - Grade 2 *"Post testing observations revealed that Client 7 is experiencing far less anxiety. Significant improvement was found in his ease to identify emotions he was experiencing with learning support, using the emotions card."* *"It is evident that Client 7 is able to respond in a positive way in a safe environment where unconditional positive regard is offered. It was*	Client 8: 14 years old - Grade 7 (English Additional Language) *"Client 8's improved informal reading and her writing seem to suggest not only progress in literacy skills, but also a reduction in anxiety related to these tasks. She also seems to have gained in confidence, tackling the writing task with less hesitation than the first one. She also corrected me on occasion when I left a word out of*	Client 9: 12 years old - Grade 6 (English Additional Language) *"A lot of progress was made during the Learning Support Sessions, however the results will not reflect it as her parents recently separated and this has had a negative effect on both her and her results."*

Learning Support sessions, he started to smile more and laugh more. He was much more confident in completing work and seemed to have found more self-worth and behaved in a more confident manner."	*sessions. His motivation and enthusiasm towards tasks has improved significantly. There has been a huge shift on an emotional level for Client 2. He has a greater sense of self confidence and self worth as he no longer finds it difficult to talk about his feelings and his positive attributes"* (rapport established). *"He often initiates conversations with me which shows that he has grown socially as well. Initially he would only make small chat if I initiated it, but by the end of learning support he would always talk to me a lot about anything that was on his mind"*	*became very proud of how much he had produced and the level of the work he was producing."*	*assist with developing concepts for him. Furthermore, positive affirmation, unconditional positive regard and behaviour modification elicits learning and motivation for him. Moreover, affirmation that it is okay to need help would further develop learning for him."*			*evident that he was very proud and satisfied with his rewards and work. He gained a sense of confidence, for being rewarded not only for work that was correct, but for his efforts. In this way the conditioned response of poor motivation because of performance was lifted."*	*the sentence I wrote for her, indicating less anxiety in interacting and speaking, and greater confidence in her abilities.*	

TD10	**TD11**
Client 10: 13 years old - Grade 7 *"As the learning support was done according to the CATLI process, motivation and*	Client 11: 11.9 years old - Grade 6 (English Additional Language) *"As Client 11 is an exceptionally well behaved child, behaviour modification was*

participation was always guaranteed in some way. This is achieved as all the learning support sessions are based around and linked to the learner's interests and kept at a level that will both challenge and add interest to the activity at hand. *Behaviour modification was also used as an aid to the process. The enjoyment of each task added to the motivation and willingness Client 10 had when doing each task.* *As he became more comfortable with the environment and the procedure of the tasks his motivation increased. This was particularly noticed in the informal writing assessment where he did not hesitate to begin with the next session."*	*introduced in order to enhance her self-esteem and confidence while simultaneously attempting to alleviate some of her anxiety. A reward system was introduced whereby Client 11 would receive points for all the tasks she performed during the learning support sessions. At the end of each session her points would be tailored and could either be banked until the next session or exchanged for a gift. Client 11 thoroughly enjoyed this process as well as the opportunity to determine for herself whether she would bank or use her points immediately."*(Autonomy)

Even though there were many generalised comments regarding improved emotional development, only a small minority commented using the terminology normally used to describe emotional development such as self-esteem, various emotions etc, which means there is not enough evidence to show, in terms of this terminology, that the majority of clients' emotional development improved. However, the more common term 'self-confidence' was used by the majority of participants about the majority of clients which tentatively suggests that emotional development improved for the majority of clients .

However, those LLS who did comment on improved emotional development largely attributed it to strategies built into in the CATLI process in general (ELS 1 4), though many specific strategies, which are also very much part of the CATLI, were also mentioned.

There were very few positive behavioural changes mentioned (LSSQ 7, ELS), which were given from a largely general view point. One specific comment noted that the client was reported as being 'less disruptive and distracted in class' (TD1)

An in-depth analysis of the comments regarding emotional development show:

- Considerable improved self-esteem and self-worth in some clients (only a few clients not the majority) (LSSQ 1, 2, 8, PQ 2, 5, ELS 1, 4, TD 2)
- Reduced anxiety, both generalised and performance anxiety plus more relaxed (once again only a few clients not the majority) (LSSQ 3, 6, ELS 6, 7; TD 2, 3, 6, 7, 8).
- Improved self-confidence (a reasonable majority of clients) LSSQ 4, 6, 8, 9, PQ 1, 5, 6, 7, 8, ELS 1, 3, 6, 8, 11, TD 2, 6, 7, 8)
- Happier, smile more, laugh more, more alert, more animated i.e. elevation of mood (only a few clients) (PQ 9, ELS 1, TD1)

These improvements were perceived as being due to certain aspects of the CATLI, namely:

- Interests (LSSQ 1, 3, 4, 7, TD 10)
- Needs using learners' being met holistically (LSSQ 4)
- Improvement in academic/work skills (LSSQ 2, 4)
- Unconditional positive regard, acceptance, praise, encouragement, attention, supported, understood (ELS 1, 4, 6, 7,10,11)
- Behaviour management process (LSSQ 2, PQ 7, ELS 1,11
- Due to suiting pace to child's needs (LSSQ 3)
- Understanding and accommodating clients' unique temperament (ELS 7)
- CATLI Process non-threatening and pitched at child's level (LSSQ 6, PQ 8, ELS 8, LSSQ 3, TD11)
- Reading own published work (ELS 3)
- Taking time to talk to parent to relieve her stress, so kid will worry less (ELS 9, 10)

Appendix D

TABLE 11: THEME 11: THE EXTENT OF LITERACY (READING) SKILLS DEVELOPED AND WHY

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
-	"My client's showed huge improvement in their literacy as when they first came to me their reading was very slow and 'stuttered' and spelling was poor. By the time their learning support was over they were able to read more clearly and their spelling had improved immensely." "It is a snowball effect. Once the client can do one thing correctly and feel good about it, they start to feel empowered and this makes them happy and keeps them motivated."	"The reading and writing. *(Aspects addressed)* We were able to go at a slower pace, concentrating on topics of my client's interest. This lowered anxiety, and allowed him to develop the necessary tools at his pace, rather than attempting to frantically keep up with the class. He loved the Big Book, Small Book exercise the best."	"Cognitively my client seemed to have improved, e.g. their reading, writing and spelling. This is supported by post-assessments." "I think this is due to various possible reasons. Some of these being my client's needs being met holistically as well their literacy skills improving which impacts on their self-esteem." "My client's reading difficulty, writing difficulty, visual discrimination difficulty could be addressed through the CATLI, seeing that my client was motivated to participate as their interests were included in a session and my client felt supported and	"The important aspects of his learning needs which were supported are Multi-level teaching which made the lessons fun: repeated reading of own constructed books and games of word matching and learning new vocabulary"	"The final assessment showed that the client's literacy development improved."	"The CATLI had a great impact on his literacy development which was evident in his pre and post intervention scores." "However, cognitively, my client needed further mediation and was only beginning to use meta-cognitive strategies" "The CATLI process proved to be interlinked in many ways. By allowing my client to engage with literacy tasks in an unthreatening manner he was able to engage more readily in the tasks. His motivation increased. But due to his motivation increasing he engaged more readily with the reading and	"Scores on pre and post tests suggested that both clients' literacy and other levels improved" "The themes we used, and the shared reading, built vocabulary – they were able to speak and write about more concepts than before the intervention" "Attention was paid to concept development in a context of interest to the child – through shared reading and the theme based construction tasks. Work was contextualised in a topic of interest to the particular child, and reading and writing skills were integrated; Attention was paid to developing metacognitive	"Very positive effect."

			understood."			writing tasks."	skills."	
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
"He is very proud to know he can read. She *(LSS)* help him to read. He is now very proud he can do all the reading and is better than his older brother to understand things."	"She really tried very hard to understand (Name's) problems and what his needs were and made reading and writing so much easier for him so he could actually enjoy it." "It has helped him to build his self concept and with his reading and writing."	"Marks improved. Assisted with English comprehensions." "Helped improve marks and reading skills improved."	"Now my child knows how to write and read." "My child knows reading and writing and knows how to speak english."	"Helped (Name) with English."	-	"It assisted him immensely with his reading and mathematics."	"Before, he was very shy to read and would often give up trying something if he felt he could not do it."	"She could help the girl to read and she did now where to help her in her schoolworks." "The effect is that the child can read much better in the school."
TD 1	**TD 2**	**TD 3**	**TD 4**	**TD 5**	**TD 6**	**TD 7**	**TD 8**	**TD 9**
Client 1: 12 years old - Grade 6 <u>READING</u> Reading Comprehension An indication of improvement in reading comprehension was evident in the SDRT Reading Comprehension Subtest, where scores improved by one grade.	Client 2: 12 years old - Grade 6 <u>READING</u> *Reading Comprehension* Although Client 2's reading comprehension is still one grade below Grade 6, he has nevertheless improved with one grade on the SDRT Reading Comprehension Subtest. This	Client 3: 9 years old - Grade 3 (English Additional Language) <u>READING</u> *Reading Comprehension* While Client 3's SDRT Reading Comprehension level is still one grade below the expected level, and no improvement was	Client 4: 14 years old - Grade 6 (English Additional Language) <u>READING</u> *Reading Comprehension* Though scores were still well below Grade 6 level, improvement of about 6 months were noticed on the SDRT	Client 5: 12 years old - Grade 4 (English Additional Language) <u>READING</u> *Reading Comprehension* Even as Client 5's scores on the SDRT Reading Comprehension subtest indicate a grade level two years below Grade 4, he has	Client 6: 8 years old - Grade 2 <u>READING</u> *Reading Comprehension* Client 6's Reading Comprehension on the SDRT improved by two grades, which places her comprehension at a grade 3 level. Qualitative	Client 7: 8years old - Grade 2 <u>READING</u> *Reading Comprehension* Although Client 7's Reading Comprehension score on the SDRT suggests a grade level below Grade 2, he has shown improvement of one grade in the Auditory	Client 8: 14 years old - Grade 7 (English Additional Language) <u>READING</u> *Reading Comprehension* Client 8 has show considerable improvement of 2 grades in the Reading Comprehension subtest of SDRT. She would at	Client 9: 12 years old - Grade 6 <u>READING</u> *Reading Comprehension* No grade improvement was noticed on any subtests of the SDRT, but improvement was found in the qualitative observations of increased attempts made to use the

"Comprehension of texts has improved greatly as Client 1 is more able to use metacognitive strategies that he has been taught and his good simultaneous processing skills, to comprehend written texts. Client 1 seems to understand what he reads and this has made the world of difference to his self-confidence and motivation." Word Recognition Enhanced visual memory was noted in fewer errors in reading tasks requiring visual memory, as reading fluency improved to the extent that Client 1 was able to comprehend texts at a Grade 5 level and improving his visual memory (Durrell) to a grade appropriate level. With Client 1's improved word recognition, he	improvement is supported by the grade increase in his verbal concept development (SDRT Auditory Vocabulary Subtest). *Word Recognition* A grade improvement in visual memory was noted (Durrell) as well as a 7% increase in word recognition, which indicates a better sight word pool and increased motivation to read aloud. *"Since the beginning of learning support his number of miscues decreased which implies that his reading has improved and is still improving. He now also reads more fluently with little hesitation. He displays greater instant word recognition, and he reads with more expression*	noted in his Auditory Vocabulary Subtest, the score on the SDRT Reading Comprehension improved by one grade. Qualitative results indicate that he sounded out unknown and difficult words and used the pictures (context) to predict words and gain some meaning from the text. *"Shared reading helped Client 3 with developing skills and strategies for reading, such as prediction, problem-solving and evaluation of text."* *Word Recognition* Results indicate an improvement in visual memory by one grade (Durrell). This improvement was confirmed by his 4% increase in instant word recognition of	Reading Comprehension subtest. *"After introducing the CATLI, Client 4 progressed with Shared reading from a Grade 3 to a Grade 4 level book. It developed his reading, word recognition, comprehension, metacognitive strategies and bridging of knowledge."* His Informal Reading Assessment indicates some improvement in several attempts at problem solving and phonics usage through the context and sounding out of words to access the meaning of the text. *Word Recognition* Client 4 showed a slight improvement in the Visual Memory assessment but	made an improvement of approximately 6 months in this area. Qualitative data suggests that Client 5 is using the pictures to problem-solve and to link it to his existing vocabulary. *Word Recognition* Client 5 has achieved a 16% increase in instant word recognition in the Informal Reading assessment, which means that he was reading at a level, good enough to enable him to access meaning from the text. He has shown considerable improvement in recognising more meaningful and irregularly spelled words in the text. *Knowledge and use of phonics* Qualitative data indicates an improved ability to pay attention to detail in print.	evidence suggests that she has gained the strategy of prediction and in using the context to gain meaning from the text. *"Through aspects of the CATLI such as repeated reading which encourages children to pay attention to visual detail and tracking which provides practice in paying attention to phonetic detail, Client 6 was able to focus on the written print which aided her comprehension. Furthermore the skill of self-monitoring would have contributed to her success in this activity."* *Word Recognition* Client 6's instant word recognition has considerably improved to a level where she is able to adequately access meaning from a grade 3 level text. She	Vocabulary subtest. *Word Recognition* Reading fluency increased by 14% in instant word recognition highlighting an improved motivation to read aloud. Decreased errors were noticed in reading activities that required visual discrimination, and improvement of 1 grade level for visual memory. *"Improvement and usage of the following cognitive processing strategies were evident in Client 7's reading and writing– self monitoring, self correcting, planning, prediction, sequencing and successive processing. Concepts development or general knowledge – schemas and concepts have*	times recognize a word in one context but not in another, suggesting she is using meaning to help her decode. She was using phonics while silently sounding out words in an attempt to gain meaning. There was a marked improvement in her ability to answer both literal and inferential questions in the Informal Reading assessment. *Word Recognition* Client 8, though still not reading at a grade appropriate level, has shown a substantial increase in words instantly recognized, and has improved her instant word recognition by 16%, which resulted in more fluent reading and a reading level adequate for understanding of	context for gaining meaning from the text. *Word Recognition* Although no real improvement in instant word recognition is evident from the data, some improvement in visual memory and visual discrimination was evident in the respective qualitative tests. *Knowledge and use of phonics* No test data available.

was able to focus more on the meaning of texts. Knowledge and use of phonics No improvement noted.	*and his pronunciation of words is a lot clearer."* *Knowledge and use of phonics* Data incomplete. No evidence of improvement found in the Exam Equivalent.	irregularly spelled words as well as meaningful words, which signifies his focus on the meaning of the text. *"Repeated reading helped his self-monitoring and paying attention to visual detail and prediction of text"* *Knowledge and use of phonics* No improvement was noted on the SDRT Auditory Discrimination subtest; however marked improvement of two grades was shown in the scores of the SDRT Phonetic Analysis subtest, which is verified by qualitative results specifying an increased knowledge and usage of phonics. *"Client 3 uses the strategies of sounding out the words and the pictures simultaneously to try and make*	was able to read and understand text on one grade above the text used in the pre-assessment. *"In Repeated reading, Client 4 developed his pronunciation of words and instant word recognition. He progressed from reluctance to read to an eagerness to read."* *Knowledge and use of phonics* A considerable improvement of two grades was noticed on the SDRT Auditory Discrimination subtest and is verified by his improved pronunciation of words as a result of improved ability to discriminate between sounds.	*"Client 5 has definitely improved these last five months. His word recognition is more accurate and he always tries to sound the words out and self-correct. He perseveres and his pronunciation has improved and also his phonics as a result."*	has also shown improvement in the use of expression in her oral reading and is able to recognize substantially more irregularly spelled words than before. *Knowledge and use of phonics* Client 6 has shown improvement in her use of phonics in reading as she is sounding out the words more readily than before.	*significantly improved"* *Knowledge and use of phonics* The client showed a 1 grade improvement in the Phonetic Analysis subtest of the SDRT. This improvement is also evident in his increased sounding out of words while reading. *"Learning support has helped him with phonetic strategies."* Improvement was seen in his attention to detail evidenced in his improvement in visual discrimination and instant word recognition."	the text. An increase of 1 grade in visual memory (Durrell) was noted as well. *Knowledge and use of phonics* Though not always successful, she showed increased attempts to sound out words while reading. Her use of literacy conventions has also increased with her improved attention to punctuation, as she was reported to pause more consistently at full stops.	

		sense of the whole word."						

TD 10	**TD 11**
Client 10: 13 years old - Grade 7 READING *Reading Comprehension* The client was retested on a higher SDRT level in the post-test. Results from the both the Auditory Vocabulary and Reading Comprehension subtests of the SDRT indicate a substantial improvement of 3 grades in the client's comprehension while reading. Qualitative data suggests that he was able to give possible endings to stories he read and that he was able to link his existing knowledge to that in the text. His phonic usage improved and he was able to sound out unfamiliar words and self-corrected when the incorrect word did not make sense in the text. *Word Recognition* Although Client 10 previously managed an adequate instant word recognition to access meaning from text, his instant word recognition has improved by 8% at a grade appropriate level. He was reported to still read too fast but was more aware of punctuation which aided his comprehension of the text and his expression when reading orally. *Knowledge and use of phonics* Client 10 used learnt strategies from the sound family approach to sound out or break down unfamiliar words and thus developed strategies to strengthen his successive processing skills.	Client 11: 11.9 years old - Grade 6 (English Additional Language) READING *Reading Comprehension* Though still below grade level, scores on the SDRT Auditory Vocabulary indicate 1 year improvement. An improvement of about 6 months was noticed on the SDRT Reading Comprehension subtest. Client 11's improved scores signified a greater understanding of terminology across several subjects. Qualitative evidence suggests that she uses the context for meaning when reading. It appears as though her ability to discern the meaning of a word based on the context in which it occurs has improved. *Word Recognition* Her instant word recognition has improved by 8% and to a level where she is able to access meaning from text. *Knowledge and use of phonics* No test data available.

ELS 1	**ELS 2**	**ELS 3**	**ELS 4**	**ELS 5**	**ELS 6**	**ELS 7**	**ELS 8**	**ELS 9**
"The shared reading aspect was a huge help in showing the child that reading can be equated to relaxing and enjoyment, (Name) really enjoyed our books that we read each session. At first (Name) listened	"(Name) would re-read the books that he had written himself as well as the book we read together for shared reading. Reading his own work increased his motivation to read as the work was his own, it	Shared reading helped (Name) with developing skills and strategies for reading, such as prediction, problem-solving and evaluation of the text."	"These activities resulted in (Name) improving his reading ability seeing that he started developing decoding and predicting strategies as well as linking his knowledge to texts, which	"(Name) was able to do the Stanford (SDRT-Red level) on his own with a little support in the comprehension Part B. Not being able to accomplish this last year shows his improvement in his cognitive	"It was noted that (Name) read with very little to no expression during the pre-testing, yet made use of this strategy to enhance her reading at post-testing. This was a result of reading which was modelled by the	"Concept development was promoted using the shared reading aspect of the CATLI. I found this a good time to reflect and emphasize literacy conventions, by increasing (Name's)	"Although (Name) did not make dramatic improvement in some of the scores, she made solid progress overall. Several components of the CATLI contributed to this progress."	-

to me read but as the sessions progressed, he would read silently with me. Towards the middle of the process, I noticed that (Name) would laugh or smile even before I had read something amusing, which meant that he was reading ahead of me and comprehending what he was reading. This improvement in reading pace is largely due to the tracking exercises that (Name) enjoyed so much, as well as the repeated reading 'races' he completed each session."	increased his vocabulary and connected vocabulary to meaning thereby making the task of reading authentic. Reading his writing also helped increase his fluency in while reading, thus further improving his motivation."		improved his reading comprehension."	ability and understanding English now." "His reading ability has greatly improved and he shows better word recognition and a better understanding of sounding out words to get meaning."	Learning Support Specialist during shared reading and repeated reading activities. It was also interesting to note that (Name) was able to both instantly recognise and read words that were above her age level. This occurred during the learning support as well as at post-testing. This can be attributed to her improved attention to written text."	experience of books, titles, genres and punctuation. What I found beneficial was the chance to reinforce sound families within the context."		

ELS 10	**ELS 11**
"Observations made with regard to (Name's) reading showed an improvement in fluency, word recognition, pace and general quality of reading conventions. This was seen in his informal reading assessments."	"(Name) would often identify the different sound families while reading from the texts. As sessions progressed, she became increasingly confident with her reading and began to include different tones and expressions into her reading. It is therefore likely that (Name) was able to decipher the meaning of the content she had just read from a more emotional standpoint."

Analysis of these findings indicate that the high majority of the clients surveyed showed good to very good improvement in their reading skills, as both quantitative and qualitative evidence from the clients' assessments, as well as the parents and LSS's perceptions support this finding (LSSQ 2,4,6,8, PQ 1,2,3,4,5,9 as well as test data). This finding is particularly remarkable because the intervention was fairly short (only ± 12 and a fair majority spoke English as a second language). The LSS's largely attributed

this success to the various strategies woven into the CATLI process, though it is clear from their answers that the high majority of the LSS's do not have an in-depth understanding of how the principles that underpin the CATLI link to the improvement of literacy skills.

READING COMPREHENSION

Overall, results showed that the high majority of clients (7 out of 11) improved their comprehension of the SDRT text from 1 year to 3 years from only 6 months of learning support sessions. This indicates improvement of literal (attention to detail) and inferential comprehension skills, plus since only up to 6 months intervention was given, this improvement is above and beyond normal development.

- 4 clients improved their reading comprehension by about one year on the SDRT, which (TD 1,2,3,7,)
- 3 clients improved their comprehension skills by 2-3 year on the SDRT, which is well beyond normal development and indicates, amongst many things, excellent case management and mediational effort on the LSS's part (TD 6, 8,10)

On the other hand, a minority of clients (4) showed either 6 months improvement on the SDRT (TD 4,5,11) or no improvement (TD 9) and since 6 months intervention was given, and only 6 months improvement showed, obviously some aspects interfered with improvement.

Qualitative analysis showed that LSS and parents attributed these improvements in comprehension due to improved concept development (LSSQ 8, TD 8, 11, ELS 5), improved English language in general (PQ 3,4,5, ELS 5), and vocabulary in particular (LSSQ 8, TD 2,11,10), improved knowledge and usage of metacognitive strategies especially prediction / using the context and problem-solving(LSSQ 8, TD 1,3,4,5,6,10,11, ELS 3,4) and improved word recognition (TD1). The LSS did not really examine in much depth how these improvements came about, but some commented that the following aspects of the CATLI helped with comprehension, i.e. shared reading (ELS 1, 2, 6) and the strategy of integrating reading and writing skills (LSSQ 8).

WORD RECOGNITION

On the whole, informal assessment indicated that some clients (5) word recognition skills showed good improvement (TD 1,5,6,7,8), while some clients made fair improvement in word recognition (TD 2,3,4) while one client did not really make any progress (TD 9). Analysis indicated that one client read with less stuttering (LSSQ 2), others more fluently (TD 2, ELS 10), while others used more expression (TD 2,6,10, ELS 6, 11). A few LSS attributed these improvements to the CATLI process of repeated reading of their own publications (ELS 1, 2, 6)

LITERACY CONVENTIONS

Qualitative improvements in using phonics to sound out words while reading were found for some clients (TD 3, 5,6,7,8,10), while some clients did not evidence improvements in using phonics (TD 1, 9, 11). Only 2 clients were shown to have improved on the SDRT one of whom made an improvement of 2 grades (TD 3) and 1 grade (TD 7). Some LSS's commented on improved usage of punctuation while reading (TD 2,4,5). Only a few LSS attributed these improvements to CATLI processes, i.e. tracking (ELS 1) and Sound Families (ELS 11), while some attributes it to improved processing such as improved visual memory and discrimination (TD1,2,3,5,7,8,9,6) and auditory discrimination (TD 4).

Appendix D

TABLE 12: THEME 12: THE EXTENT OF LITERACY (WRITING) SKILLS DEVELOPED AND WHY

LSSQ 1	LSSQ 2	LSSQ 3	LSSQ 4	LSSQ 5	LSSQ 6	LSSQ 7	LSSQ 8	LSSQ 9
-	"My client's showed huge improvement in their literacy as when they first came to me their reading was very slow and 'stuttered' and spelling was poor. By the time their learning support was over they were able to read more clearly and their spelling had improved immensely." "It is a snowball effect. Once the client can do one thing correctly and feel good about it, they start to feel empowered and this makes them happy and keeps them motivated."	"The reading and writing. *(Aspects addressed)* We were able to go at a slower pace, concentrating on topics of my client's interest. This lowered anxiety, and allowed him to develop the necessary tools at his pace, rather than attempting to frantically keep up with the class. He loved the Big Book, Small Book exercise the best."	"Cognitively my client seemed to have improved, e.g. their reading, writing and spelling. This is supported by post-assessments." "I think this is due to various possible reasons. Some of these being my client's needs being met holistically as well their literacy skills improving which impacts on their self-esteem." "My client's reading difficulty, writing difficulty, visual discrimination difficulty could be addressed through the CATLI, seeing that my client was motivated to participate as their interests were included in a session and my client felt supported and	"The important aspects of his learning needs which were supported are His need to actively participate in tasks, talk about them, and construct and write down sentences and then read them to the L.S.S., parents and teachers. Learn new vocabulary, and the correct spelling (sound families)"	"The final assessment showed that the client's literacy development improved. My client became more self-confident and self-assured during the process. She was more eager and motivated to participate and her sentence construction improved."	"His low motivation was addressed using unthreatening games, fun activities as well as me scribing texts for him. The writing was also unthreatening as he was able to copy meaningful words without having to remember spelling which would cause him great anxiety." "The CATLI had a great impact on his literacy development which was evident in his pre and post intervention scores." "However, cognitively, my client needed further mediation and was only beginning to use meta-cognitive strategies" "The CATLI	"Scores on pre and post tests suggested that both clients' literacy and other levels improved" "The themes we used, and the shared reading, built vocabulary – they were able to speak and write about more concepts than before the intervention" "Attention was paid to concept development in a context of interest to the child – through shared reading and the theme based construction tasks. Work was contextualised in a topic of interest to the particular child, and reading and writing skills were integrated; Attention was paid to developing metacognitive	"Very positive effect."

			understood.”			process proved to be interlinked in many ways. By allowing my client to engage with literacy tasks in an unthreatening manner he was able to engage more readily in the tasks. His motivation increased. But due to his motivation increasing he engaged more readily with the reading and writing tasks.”	skills.”	
PQ 1	**PQ 2**	**PQ 3**	**PQ 4**	**PQ 5**	**PQ 6**	**PQ 7**	**PQ 8**	**PQ 9**
-	“She really tried very hard to understand (Name’s) problems and what his needs were and made reading and writing so much easier for him so he could actually enjoy it.” “It has helped him to build his self concept and with his reading and writing.”	-	“Now my child knows how to write and read.” “My child knows reading and writing and knows how to speak english.”	“Helped (Name) with English.”	-	-	-	Her words are spelled correct more now.”
TD 1	**TD 2**	**TD 3**	**TD 4**	**TD 5**	**TD 6**	**TD 7**	**TD 8**	**TD 9**

Client 1: 12 years old - Grade 6	Client 2: 12 years old - Grade 6	Client 3: 9 years old - Grade 3 (English Additional Language)	Client 4: 14 years old - Grade 6 (English Additional Language)	Client 5: 12 years old - Grade 4 (English Additional Language)	Client 6: 8 years old - Grade 2	Client 7: 8years old - Grade 2	Client 8: 14 years old - Grade 7	Client 9: 12 years old - Grade 6
<u>WRITING</u> Planning There is some evidence of cognitive planning as the sequence of the story was deliberated orally before writing it down. Meaning The logical sequencing of thoughts and improved usage of grammar helped to give more meaning to the story. Vocabulary No improvement noted. Spelling and Punctuation "Client 1 still struggles with spelling but seems to be able to use decoding and encoding strategies to work out what he needs, which he could not do satisfactorily before."	<u>WRITING</u> *Planning* No evidence of overt planning but logical sequence evident in the content. *"His writing has a plot and follows a coherent structure."* *Meaning & Vocabulary* Able to convey meaning through use of vocabulary and sentence construction, although grammar not too great. Meaning still clear though. *"The length of the story was adequate and he used creativity to hold the attention of the reader."* *Spelling and Punctuation* *"He makes use of literacy conventions such as paragraphs and punctuation."*	<u>RITING</u> *Planning* Some qualitative evidence of cognitive planning, that was not evident before, was noted in his informal writing assessment which aided the meaning of his story. *Meaning & Vocabulary* Although sentence structure was still simple, Client 3 attempted some creativity in his descriptive words used in the story. The story made sense but some words necessary for improved meaning were omitted. *Spelling and Punctuation* While only one attempt at a paragraph was made in the Informal Writing	<u>WRITING</u> *Planning* No evidence of any planning. *Meaning & Vocabulary* Though Client 4's writing is well below grade 6, there was a slight improvement in conveying meaning in his writing. *"Through publishing, he developed in conveying meaning when writing and in using literacy conventions. He progressed from dictating and me writing to Client 4 writing himself."* *Spelling and Punctuation* Slight improvement noticed in the use of headings.	<u>WRITING</u> *Planning* *"He was able to sequence his writing by using a GO which gave him a little more confidence to write on his own. Planning definitely helps him to construct his sentences and add meaning to them.* *Meaning & Vocabulary* In his Informal Writing assessment, Client 5 wrote a story from a picture that he linked to an activity which he has done a while ago. His active involvement in this authentic activity made it possible for him to acquire new vocabulary and although not all the words were spelled correctly, some phonetic	<u>WRITING</u> *Planning* There was no evidence of a written plan but she is reported to have spent some time thinking about her story before starting, so some cognitive planning was noted. *Meaning & Vocabulary* It was evident that client 6 made use of sequence and vocabulary in her written work. Marked improvement was noticed in the detail included in the story and enhanced vocabulary aided the meaning of the story. *Spelling and Punctuation* She has shown improvement in the spelling of regularly spelled words (Schonell). *"This improvement in*	<u>WRITING</u> *Planning* No evident planning in his writing. *Meaning & Vocabulary* No real improvement. Not much meaning conveyed in his writing, as very simple sentence structures were used. *Spelling and Punctuation* *"Improvement and usage of the following cognitive processing strategies were evident in Client 7's reading and writing– self monitoring, self correcting, planning, prediction, sequencing and successive processing. Concepts development or general knowledge –*	<u>WRITING</u> *Planning* Some evidence of planning was found in her verbal rehearsal of information in the correct sequence of events. *Meaning & Vocabulary* Her improved and more descriptive vocabulary helped her to improve the meaning conveyed. She started including abstract concepts and showed improved usage of verbs in the correct tense. She has also used more complex sentences. *Spelling and Punctuation* Her spelling (Schonell) has improved but not as much as by one year. She has shown improvement in the use of punctuation (full stops) and has	<u>WRITING</u> *Planning* Some cognitive planning reported. *Meaning & Vocabulary* From the Informal Writing assessment, improvement in the use of vocabulary is evident. Her story had substantially more content and sentences were more complex. Meaning however was hindered by the omission of several words. *Spelling and Punctuation* There is some improvement in the use of punctuation and a title for her story was provided.

	Though not always successful in the correct spelling of words, Client 2 makes constant use of phonics in his attempts to convey meaning. *"His spelling is still below grade-level, while his handwriting has improved. Despite his anxieties for writing he has really worked hard at it and it is reflected in his work."* The above implies improved motivation for doing unfavourable tasks.	assessment, a distinct improvement in his use of capital letters, commas and periods was evident. His spelling also seemed to improve, which is linked to his increased visual memory and enhanced descriptive vocabulary. *"Publishing helped with improvements in informal writing - incorporated strategies of what was learnt in Learning Support into his own writing."*		knowledge was used creatively to convey his message. He was able to use more complex sentences and descriptive vocabulary which aided in conveying meaning successfully, and the sentences were sequenced in a logical order. *Spelling and Punctuation* Client 5 wrote down the words according to the sound of his own incorrect pronunciation, which still resulted in poor spelling but indicates that he uses his phonics knowledge while writing. He has also shown improvement of literacy conventions in his use of headings and accentuated full stops.	*the spelling of regularly spelled words can be attributed to the use of the sound family approach in teaching in teaching spelling since it has been found that this approach benefits children who either have a marked attentional problem or temperamental problem of paying attention to detail."*	*schemas and concepts have significantly improved."* Even though he was still at a below grade 1 level in spelling, Client 7's spelling errors (Schonell) decreased substantially. The improved use of literacy conventions such as capitalization and use of commas and periods can be attributed to his increased usage of self monitoring and self correcting strategies. *"It should be noted that Client 7 was unable to complete any written piece in his pre-assessments."*	provided a title for her story in the Informal Writing assessment.	

Client 10: 13 years old - Grade 7 WRITING *Planning* No written planning was evident but the story has a clear beginning, middle and end, so some cognitive planning seems to have occurred this time. He did make use of oral planning *Meaning & Vocabulary* His increased descriptive vocabulary (verified by the SDRT: Auditory Vocabulary) as well as improved literacy conventions allowed him to convey meaning through writing very successfully. *"These improvements can be attributed to the use of the CATLI process. The internalisation of mediated strategies of self-monitoring and self-regulation were done in his writing. This was observed while he would copy down the dictated sentences; here he would regularly check for spelling mistakes and punctuation. This furthered the development of successive processing skills that he is naturally weaker in. The aid of the tracking exercises allowed Client 10 with self-monitoring and self-correction as he was able to go back and correct his mistakes by himself."* *Spelling and Punctuation* A marked improvement was noticed on the Schonell dictation test, which raised his spelling to a grade appropriate level. Even though his use of punctuation is still somewhat inconsistent and unnecessary at times, he has exhibited some improvement in this area. He also showed improvement in the use of paragraphs and provided a creative title for the written piece.	Client 11: 11.9 years old - Grade 6 (English Additional Language) WRITING *Planning* No planning was evident. *Meaning & Vocabulary* No improvement noticed. *Spelling and Punctuation* No data from the Schonell assessments were recorded and included in the exam equivalent. However, the informal reading post-data indicate some extent of improved spelling and punctuation compared to the pre-test.

ELS 1	ELS 2	ELS 3	ELS 4	ELS 5	ELS 6	ELS 7	ELS 8	ELS 9
"I found that (Name), who is very non-verbal, found it a lot easier, during the construction tasks, to relax and let his guard down. Because his and my attention was on the construction task, it took the pressure off him and it reduced his	"The sound family approach was used to increase (Name's) phonetic knowledge and instant word recognition. This approach worked well with (Name) as he is a simultaneous processor and the conventional approach to	"Construction tasks helped (Name) with sequencing, planning, problem-solving, inferencing and concept development." "Emphasis on literacy conventions and concept development were	"Furthermore, his writing seemed to have improved, as it appears as if he is writing more meaningful and sequentially structured pieces."	"He does demonstrate anxiety in with writing but with an awareness of the need to plan and talk about the activities before writing about them, enabled him to do them more confidently."	"The publishing tasks were tackled only after a brainstorm graphic organizer had been generated and sequenced. The sequencing aided (Name) in developing her successive processing skills and allowed her to generate	"Even though, improvement is seen within his reading, not much difference was seen in the writing process, including planning and therefore further support is much needed. However, it should be noted (Name) was unable to complete any	"Although (Name) did not make dramatic improvement in some of the scores, she made solid progress overall. Several components of the CATLI contributed to this progress."	"The results concerning the Learning Support showed that there has been progress made concerning her thinking and writing."

performance anxiety. (Name's) good simultaneous processing enabled him to find meaning in the construction tasks and transfer that meaning far more easily onto the written tasks."	teaching phonics does not work with clusters of information as sound families do. Thus it resulted in improved spelling." "(Name) would have also benefited from a spelling book which I did not make as I only realised too late that his spelling needed attention. I did however make little cards of new words he learnt for him to recap."	always drawn, which was linked to his own writing."			meaningful sentences more easily. She was therefore able to attend to the task of publishing because she already had the ideas in front of her and this counteracted her distractibility as the task was focused. Furthermore, by making use of a literacy conventions chart and discussing them verbally this area of weakness was tackled. (Name's) self-checking and self-correcting techniques were also used to enhance the quality of sentences that she produced."	written piece in the pre-assessments.		

ELS 10	**ELS 11**
"(Name's) ability to develop and plan a creative piece of work was much improved. The use of the provided strategies was evident. He could logically sequence thoughts and ideas into coherent sentences and eventual paragraphs using an introduction, body and conclusion. The use of descriptive and extensive vocabulary was utilised in his writings. This was seen in his informal writing assessment."	"The publishing activity was particularly beneficial for (Name). She quickly caught on to the necessary steps that we followed during the publishing and was soon brainstorming and planning without prompting. (Name) was also able to sequence her ideas logically and she was therefore able to create coherent and comprehensive pieces of text with the aid of mind mapping graphic organisers." "(Name's) writing skills moved from short, simple sentences to more detailed and broadly descriptive. Her sentence structure improved as did her punctuation and her reading skills."

Overall improvement in writing (LSSQ 4, 6, 8, P 2, 4, ELS 4, 9)
Improvement in planning (TD 1, 2, 3, 5, 6, 8, 9, 10, ELS 11)

Improvement in conveying meaning by:

1. improved sentence construction (LSSQ 6, TD 2,8,9, ELS 11)
2. improved logical sequencing of content (TD 1,6,8, ELS 4,5,10,11)
3. improved grammar (TD 1, 8)
4. Improved Vocabulary (TD 2,6,8,9,ELS 10)
5. Improved creativity (TD 2, 3, ELS 10)

Improved literacy conventions e.g.:

1. improved spelling (LSSQ 2, 4, PQ 9, TD,1, 2, 3, 5, 6, 7, 8,10)
2. improved punctuation (TD 2, 3, 5,7, 8, 9, 10, ELS 11)
3. Improved handwriting (TD 2)

Improvement due to which aspects of the CATLI?

1. Increased concepts (LSSQ 8, TD 7, ELS 3)
2. Increased language (PQ 4, 5)
3. Planning made writing easier (ELS 5, 6)
4. Metacognitive strategies (LSSQ 8, TD 7, 10, ELS 6)
5. Scribing text (LSSQ 7)
6. Copy not worrying re spelling (LSSQ 7)
7. Do to increased motivation due to CATLI process engaged more readily in writing (LSSQ 7)
8. Linking construction task to writing (ELS 1, ELS 3)
9. Sound Families to spelling (TD 6, ELS 2)
10. Tracking (TD 10)
11. Publishing process (TD 3, ELS 11)
12. Reading and writing skills integrated (LSSQ 8)