

1	Interviewer	Good day Participant 4, thank you for your time today. I'm going to just ask you a few questions and I want you to try to be as honest and open as possible.
3	Participant 4	No problem.
5	Interviewer	First question is: What is your understanding of colour vision deficiency ,which is often referred to as colour-blindness?
7	Participant 4	Basically the people can't distinguish between colours like red and green. I don't really have extensive knowledge on it. A lot of the time they often just see grey when it's supposed to be colour, I think.
9	Interviewer	Okay, so sometimes difficulty distinguishing between colours and sometimes only see in grey if it's severe.
11	Participant 4	Ja.
13	Interviewer	Tell me about your experiences teaching children who are colour-blind.
15	Participant 4	I haven't actually really had anybody in my class. But I have had another teachers ( <i>poor signal, cannot hear the rest of the sentence</i> ).
17	Interviewer	I'm really struggling to hear you.
19	Participant 4	Sorry, I didn't had one personally in my class, so it'll have to be a different teacher's encounter. It was an art student from this year, that they discovered is actually colour-blind. So it made their practical's a little bit more challenging.
21	Interviewer	Okay, so let me just make sure I've got this correct. You are the HOD of the Humanities Department and Art falls under this. So one of the teachers that work under you experienced this challenge.
23	Participant 4	Yes, that is correct.
25	Interviewer	So you say the practical's had to be adapted for this learner?
27	Participant 4	Well to a certain degree, yes. Or all they did was, she would actually just tell them what colours she had in mind and then they obviously just assisted her in that direction.
29	Interviewer	Okay, so then they just, for example, gave her that coloured paints of that colour art materials when she wanted to use it. Do I understand you correctly?
31	Participant 4	Yes.
33	Interviewer	Okay, that's interesting. Any other accommodations or other learners that you know that experience challenges like this?
35	Participant 4	Not actually, no. Sorry, I'm not being very helpful. But I actually don't have.
37	Interviewer	That fine. I think only certain subjects experience these challenges or face them, maybe. So tell me about how do you use colour when teaching? And how is colour involved in in after-school activities at the school you work at?
39	Participant 4	Uhm well with my teaching I think it relates to watching documentaries or videos. Another subject that falls under me is the Geography. That's very important to be able to distinguish colours there because of the maps. And ja with the posters, because they need to see certain things are written in bold or written in a different colour to create affect, like if they don't, you know, distinguish between colour, it's going to be a problem.
41	Interviewer	Mmm, so so in all subjects for a poster or specific subjects that you referring to?
43	Participant 4	Well, for my subjects, personally, because there is a lot of in-depth discussion with drawings and paintings because of primary sources and secondary sources but I think it links with all subjects anyway. Because they're not going to be able to see what stands out and what doesn't if everything is all grey.
45	Interviewer	That's so true. So basically, to highlight important information and to draw connections between sources.
47	Participant 4	Yeah.
49	Interviewer	Okay. Just to confirm you teach History to high school learners. Am I correct?
51	Participant 4	Yeah, that is correct yeah.
53	Interviewer	And in after the curricular activities that you're involved in how is colour used there?
55	Participant 4	Well, currently with the hockey,they always need to know we have different kinds of balls for practice. And then match balls are generally just white. So I don't think that would be too much of an issue, but sometimes the field markings, you know, use different colours with field markings. And also maybe to distinguish between a fellow teammate and an opponent, because if they're not seeing different coloured uniforms they're not always going to distinguish who's on their team.
57	Interviewer	Mmm, Definitely. I know you have already spoken about posters, but the next question might feel like I'm asking you that again. The question is how is colour used in resources for learning such as textbooks and posters. You have touched on the poster can just elaborate on the textbooks for me I'd appreciate it.
59	Participant 4	Okay well, we obviously adapted the textbooks that we bought because of our subjects. So previous textbooks the maps were black and white. So they just use a key to say what was what. So we read some textbooks that actually had a green to show a forest and the blue to show the river and those sort of things. So for a child that's battling to distinguish between colour, I suppose that's very problematic because we did it to help, but it would actually

3:1 Basic...

Awareness
Teacher support (training)
Understanding

3:2 I didn't had...

Becoming aware of learners who are colour blind
Challenges for learners who are CVD
physical barriers in scholastic resources
Practical examples of ho...rs who are colour blind

3:3 Or...

Accommodate learners who are colour blind
Learner support

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Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

3:5 And ja with the posters, because they need to s...

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Extra murals
physical barriers in scholastic resources

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Challenges for learners who are CVD
physical barriers in scholastic resources
use of colour during instruction

61	Interviewer	That's quite interesting. So is this for Geography or for History that you're talking about?
63	Participant 4	Well, for both. A lot of the History stuff we were lucky and we did have colour but there are combined textbooks for the juniors. So the Maxima are in colour. In posters your geographical things are in colour. And then obviously with the senior History, which I'm more familiar with all of the posters are in colour, so they can actually get visual, a better visual.
65	Interviewer	So there's actually a lot of colour used in the textbooks and in class?
67	Participant 4	Yeah, because it's also nice to distinguish between different uniforms. If there's been a bad call, you know, sometimes you can see blood or violence or something because of the use of colour.
69	Interviewer	Okay, according to you which challenges are faced by learners who are colour-blind within the school context?
71	Participant 4	I lost you there for a brief moment, sorry.
73	Interviewer	According to you, which challenges are faced by learners who are colour- blind within the school context?
75	Participant 4	I suppose there's quite a lot. I guess number one would affect their education, because maybe they're not going to interpret things in the correct way unless they've just learned to decipher for it on their own. Because somebody told them that this is the colour for this. So it should look like that. Yeah, and I guess going back to sports it's also going to hinder them, are they going to be successful in seeing a yellow ball coming at them or a white ball? Because there are different colours for every sport. So for me, I think it's a big challenge.
77	Interviewer	So it impacts scholastically but also extra-curricular activities especially the sports.
79	Participant 4	Yeah. I think in your everyday life it's going to affect things as well. So I'm not going to say yes to just that, but I just think it affects every spheres of their life.
81	Interviewer	Can you think of other spheres apart from the scholastic and the sports where you think it might impact them as well?
83	Participant 4	Uhm, well, I mean, driving is pretty important if you actually must see stop signs and robots and those sorts of things. I mean eventually when they do come of age to drive, that's going to affect them. I suppose the clothes they choose to wear uhm, yeay that would affect them. Those sorts of things, normal things that we take for granted but are they really actually experiencing that?
85	Interviewer	Definitely. I think about you mentioned the learner that is in your department in Art that is facing. What challenges does that specific learner face?
87	Participant 4	Uhm, she was very easy going and luckily she never really took the subject seriously. But by the time we actually figured it out, she was in Grade 11. And her biggest concern is that she was quite happy to just paint black and white pictures and we could never really understand why. But even when we assisted with the colour she was still far more comfortable sticking to black and white painting.
89	Interviewer	Sjo that's interesting, so almost sticking to her comfort zone?
91	Participant 4	Yeah.
93	Interviewer	Why do you think she would do that? Even though you assisted her with colour? .
95	Interviewer	(Lost participant 4 there for a second). Halo
97	Participant 4	Whether or not they feel comfortable with the teacher, like they can experiment.
99	Interviewer	So being comfortable with the teacher? Sorry, I lost you there for a second. I don't know.
101	Participant 4	No, no, no it's fine. I just think it boils down to being in their comfort zone and whether or not they feel they can trust their teacher to actually go out of their comfort zone and try something new.
103	Interviewer	Mmm, Definitely. Okay. How can schools accommodate learners who are colour-blind within the school system, and if you don't mind, please provide me with some practical examples or suggestions.
105	Participant 4	Again, a very tough one. I can only speak to the one that I've just told you about. I mean that the only thing we could do was to actually give her the colours that she asked for, and explain the colours to her if she wanted to go down that road.
107	Interviewer	Can you explain what what do you mean by giving her the colour she's asked for? So if she's busy with her painting how does that work?
109	Participant 4	Well, if she's busy with practical then she can always say, I've decided to do this section over here red. And you know, then we would actually then just have to show her that this is the red paint. And you need to put it in this section here. It's almost like you're prompting them. But anything you can really do, because our school is not really equipped for children with, or I suppose those kinds of needs.
111	Interviewer	Okay, so almost a providing that accommodation and saying, okay, this is the colour and this is what you want to use, and making sure she stays within that area. So becoming a prompter in that regard?
113	Participant 4	Yeah, because I mean, obviously, you know, with children with any kind of concessions, we need to be given the approval to actually do that. And were not always given those types of concessions.
115	Interviewer	So has concessions been given to this specific learner to be able to do that?

3:8 A lot of the...	Challenges for learners who are CVD
	physical barriers in scholastic resources
	use of colour during instruction

3:9 It ...	Challenges for learners who are CVD
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3:10 I suppose there's qu...	Challenges for learners who are CVD
	Extra murals
	physical barriers in scholastic resources

3:11 I mean, dri...	Challenges for learners who are CVD
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3:13 Uhm, she was very easy going and luckily she never real...	Emotional/ social impact
	Working with learners w...olour blind/ experience

3:12 she was very...	Awareness
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	physical barriers in
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3:14 I...	Accommodate learners who are colour blind
	Learner support
	Practical examples of ho...rs who are colour blind

3:15 Well, if she's...	Accommodate learners who are colour blind
	Challenges for learners who are CVD
	physical barriers in scholastic resources
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	Teacher support (training)

3:16 o...	Accommodate learners who are colour blind
	Challenges for learners who are CVD
	Learner support

117	Participant 4	She actually didn't want it and we sent her for the testing and she said, no, she was fine she didn't want it. So like I have just said she just continued to feel a lot more comfortable just doing things in black and white.
119	Interviewer	That's so interesting. So did you send her for testing to the department or where?
121	Participant 4	Uhm I'm not a 100% sure, because Mrs. XXX sort of deals with that we just refer and then Mrs. XXX will do it or the psychologist would then do it.
123	Interviewer	That's so interesting. Thank you for sharing that. If you think about your subject about History and thinking how you could possibly accommodate learners who are colour-blind do you have any suggestions?
125	Participant 4	When it comes to the sources, because they are, the majority of them are obviously texts sources. So that's not a train smash, but when it comes to, if we're going to print colour exams, because bear in mind it printed black and white so that's not an issue. They could do what they do with some of the words, they draw a little line and put a little block and say that if in case that's not bold enough. Maybe they could actually say viva written in red, you know, just to help them understand why would stick out a lot more. Because sometimes that helps with answering the question like what is the message or what is the effectiveness of that type of poster.
127	Interviewer	That's so interesting. Thank you so much for sharing. And then the last question is. How can teachers be supported to better accommodate learners who are colour-blind?
129	Participant 4	Well it's just like with anything, you can't really pretend to know what that child's going through. So they need to feel like they can trust you and tell you when things are a problem. And you have to do your best to try and meet them halfway so that they feel comfortable.
131	Interviewer	So with the teachers as well being open so that they can approach you, is that what you're saying?
133	Participant 4	Yes. So otherwise, I mean, as a teacher, you're just going to assume that maybe the child is just not interested and move little backward and in the meantime there's bigger issues there. Until you actually get them tested. You're not really going to know what the underlying issues are. So in my path of profession, I feel being approachable and trustworthy is probably the most important thing.
135	Interviewer	Definitely, definitely. Thank you for sharing. The question is how can teachers be supported? So if you think about teachers, what are their needs? How can we support them so that the teachers can better accommodate the learners?
137	Participant 4	Courses I suppose. Most of us have not actually been LSEN trained. So it would actually be nice if there were courses available if you were faced with a situation in your class, can tell you this is how you can maybe go about assisting the children or something like that but you as a teacher don't feel useless because there's nothing more annoying than you trying to help, but you actually probably making the situation worse because you don't know where to start.
139	Interviewer	So courses where they inform you what is the condition and how to support, how to identify the learners and how to support them?
141	Participant 4	Yes,
143	Interviewer	Okay, thank you so much. Is there anything else you would like to add?
145	Participant 4	I can't think of anything right now.
147	Interviewer	Thank you so much.

3:17 She...

Challenges for learners who are CVD
Practical examples of ho...rs who are colour blind
Working with learners w...olour blind/ experience

3:18 When it comes to the s...

Learner support
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3:19 Well it's...

Accommodate learners who are colour blind
Becoming aware of learners who are colour blind
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Emotional/ social impact

3:20 Yes. So of...

Accommodate learners who are colour blind
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3:21 Courses I suppos...

Accommodate learners who are colour blind
Teacher support (training)