








## Appendix M

### Peer panel review PCS results (n=6)










1 = A lot

2 = A little

3 = Not at all














PCS	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Total score
<b>Let me</b>							
	1	2	1	2	1	1	<b>8</b>
<b>Put it on</b>							
	2	1	2	2	1	2	<b>10</b>
<b>Uh oh</b>							
	1	1	2	3	1	1	<b>9</b>
<b>They're dirty</b>							
	1	1	1	1	1	1	<b>6</b>
<b>Hold this please</b>							
	2	2	3	1	1	2	<b>11</b>
<b>It looks bad</b>							
	1	1	1	1	1	2	<b>7</b>
<b>Put it in the washing basket</b>							
	1	1	1	2	1	1	<b>7</b>



<b>We forgot</b>	1	2	2	2	1	1	<b>9</b>
							
<b>What a mess</b>	1	1	2	3	1	1	<b>9</b>
							
<b>Let's get the bed made</b>	1	3	2	1	1	1	<b>10</b>
							
<b>Help me please</b>	1	1	1	1	1	2	<b>7</b>
							
<b>Need to pull it</b>	2	3	3	2	1	1	<b>12</b>
							
<b>The pillow case</b>	1	1	1	3	1	1	<b>8</b>
							
<b>The blanket</b>	2	3	2	1	1	2	<b>11</b>
							
<b>It's nice and soft</b>	1	1	3	2	1	1	<b>9</b>
							
<b>Looks good</b>	1	2	1	1	1	1	<b>8</b>
							






## Appendix N

### *PCS changes made from the results of the peer panel review*

Original PCS and glosses with nine point or more	Changed to:	Type of PCS manipulation
The blanket 	The blanket 	PCS replacement
Uh oh 	Uh oh 	PCS replacement
It looks bad 	Look at this 	PCS removal
What a mess 	What a mess 	PCS replacement
Let's get the bed made 	Let's get the bed made 	PCS modification
Help me please 	Help me please 	PCS modification
We forgot 	We forgot 	PCS modification

## Appendix O

### *The final 16 PCS and glosses used in the pilot and main studies*

Symbol number	Gloss	PCS	Symbol number	Gloss	PCS
1	Put it on		9	It's nice and clean	
2	Let's get the bed made		10	Put it in the washing basket	
3	The blanket		11	Looks good	
4	They're dirty		12	The pillow	
5	Look at this		13	Let me	
6	Help me please		14	What a mess	
7	Need to pull it		15	Hold this please	
8	Uh oh		16	We forgot	

Appendix P

*The final training and trial overlay*





*Consent letter to the principal of the school involved in the pilot study*

Centre for Augmentative and Alternative Communication  
Sentrum vir Aanvullende en Alternatiewe Kommunikasie

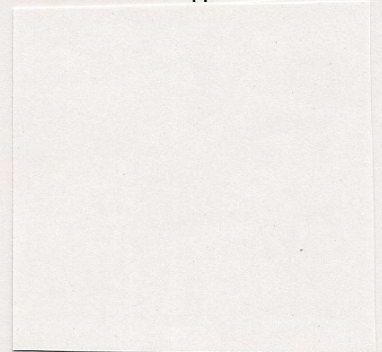
&  
INTERFACE

- 2006 Laureate Award, Education Innovation for the Fofa Project
- 2004 T-Systems Age of Innovation & Sustainability Awards: Excellence in Innovation and Sustainability: Social
- 2003 National Science & Technology Awards: Corporate Organization over the last ten years.
- 2002 Shirley McNaughton Award for Exemplary Communication received from the International Society for Augmentative and Alternative Communication
- 1998 Rolex Award for Enterprise: Associate Laureate
- 1995 Education Africa Presidential Award for Special Needs



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Humanities  
Fakulteit Geesteswetenskappe



20 July 2011

The Principal and Trustees of

**RE: REQUEST TO CONDUCT RESEARCH AT YOUR INSTITUTION**

I hereby request permission to conduct my proposed research pilot study at your institution.

**Research topic:**

The iconicity of Picture Communication Symbols (PCS) for children with English additional language (EAL) and intellectual disability.

**Rationale for the study:**

Normal communication involves speech and reading and writing. However, many individuals with intellectual and/or motoric disabilities have little or no functional speech (LNFS). Augmentative and alternative communication (AAC) provides methods to communicate using other means, such as pictures, symbols, signs and gestures. Picture and symbol sets form a very important part of most AAC systems, and there is a wide range of picture and symbol sets available for AAC.

Centre for Augmentative and Alternative Communication  
(CAAC), Communication Pathology Building  
University of Pretoria, Lynnwood Road  
PRETORIA, 0002  
Republic of South Africa

Fax/Faks: +27 86 719 2666  
Tel: +27 12 420 - 2001

[juan.bormman@up.ac.za](mailto:juan.bormman@up.ac.za)  
[www.caac.up.ac.za](http://www.caac.up.ac.za)

Sentrum vir Aanvullende en Alternatiewe Kommunikasie  
(SAAK), Kommunikasie Patologie gebou  
Universiteit van Pretoria, Lynnwoodweg  
PRETORIA, 0002  
Republiek van Suid Afrika



Choosing an appropriate picture/symbol set is one of the most important considerations when implementing AAC for individuals with LNFS.

Iconicity refers to the degree to which a picture/symbol looks like what it is representing. There is evidence that iconicity enhances the learning and retention of pictures/symbols for communication in individuals with LNFS. Also, information regarding the iconicity of picture/symbol sets is important in countries where there are low levels of literacy, such as South Africa. Literate communication partners of individuals using picture/symbol sets to communicate can read the word under the picture/symbol and therefore understand what is being communicated. However, illiterate communication partners will have to rely on the iconicity of the picture/symbol to understand its meaning.

Picture Communication Symbols (PCS) is a commercially available symbol set consisting of about 3000 pictures that can be used for communication. It is readily available and widely used in South Africa, as it can be used with inexpensive, low technology AAC systems. Therefore, information regarding its iconicity within the South African context is valuable. Also, there is a need to identify picture/symbol sets that are highly iconic for learners with disabilities, to reduce the learning time it may take to teach the picture/symbol set.

This study, into the way in which children with EAL and intellectual disabilities relate to PCS, could provide valuable information regarding the use of PCS within a South African context for children following atypical development.

#### **What are the objectives of this study?**

The main objective of this study is to determine how iconic PCS are to children with EAL and intellectual disability.

The following sub-aims were formulated to attain the main objective:

- To design a survey tool in the form of a 16 PCS A4 overlay within the bed-making theme which does not contain concepts alien to the EAL participants with mild intellectual disabilities.
- To apply the survey to determine the number and percentage of participants that chose the correct PCS in response to its spoken label. That is, to determine how iconic each of the 16 PCS is to the participants.

#### **What will be expected of us as an institution?**

Upon approval of this request, you will grant the researcher permission to conduct the proposed research pilot study using the learners at your school. The pilot study should take about 12 hours over 7 - 10 working days, and is planned to take place in July 2011. You, as principal, will be consulted regarding all times and days for data collection involving the learners.

In addition, you will also grant permission to the researcher to access the Learner

Centre for Augmentative and Alternative Communication  
(CAAC), Communication Pathology Building  
University of Pretoria, Lynnwood Road  
PRETORIA, 0002  
Republic of South Africa

Fax/Faks: +27 86 719 2666  
Tel: +27 12 420 - 2001

[juan.bornman@up.ac.za](mailto:juan.bornman@up.ac.za)  
[www.caac.up.ac.za](http://www.caac.up.ac.za)

Sentrum vir Aanvullende en Alternatiewe Kommunikasie  
(SAAK), Kommunikasie Patologie gebou  
Universiteit van Pretoria, Lynnwoodweg  
PRETORIA, 0002  
Republiek van Suid Afrika



Profiles of each learner as to enable the researcher to identify possible participants. Only relevant information regarding the age, date of birth, gender, hearing status, therapy records and diagnosed disabilities will be accessed by the researcher. All information will be treated as strictly confidential.

Information and consent letters will be sent to all parents of the selected children and assent to participate will also be obtained from the children themselves.

Furthermore, you will be granting the researcher permission to use your premises as the main site for the conduction of the research.

All identifying information of Frances Vorweg School and participating learners will remain strictly confidential.

**Will we have access to the research results?**

The research results will be made available upon request following the completion of the project. The research data will be stored both as hard copy as well as in electronic format at the University of Pretoria for 15 years as part of the ethical requirements of the University. Results may also be shared with other professionals in article format.

**Who can be contacted if we have any further questions?**

Should you require any further information, you are welcome to contact the researcher at \_\_\_\_\_ (South Africa) or \_\_\_\_\_ (France) or [alicehuguet19@gmail.com](mailto:alicehuguet19@gmail.com).

I trust that this letter has provided you with sufficient information to allow you to make an informed decision regarding your institution's participation in this study.

Please inform me in writing of your decision.

Yours sincerely,

Alice Huguet  
Researcher

Dr. Shakila Dada  
Supervisor