Response Form 1.1

Information for this questionnaire will be obtained from answering questions pertaining to the case study from the practical demonstration of skills. Information pertains to skills, and will be gathered through a structured interview and observation.

| • | ervation. | interview and |
|--|--|------------------------------------|
| | | For official use Respondent no 1-2 |
| | | Batch no 1 3 |
| | | Rater no 4 |
| SE | CTION A | Card no 1 5 |
| 4 1/ | Albert in views date of history | |
| 1 V | What is your date of birth? Day Month Year | 6-11 |
| Mrs She who thes Sibu "yes wan than she him | Serudu has brought her 5-year-old son, Sibusiso to you for help. has noticed that he is developing slower than the neighbour's son is about the same age. Although he can sit, walk and even run, e skills only developed at a late stage. Her major concern is that isiso is not talking well. He can only say "Mama" and "Eee" to indicate ". He also shows her his empty plate when he has finished eating and ts her to clap hands for him. She thinks that he understands more he is able to say. Mrs Serudu has a spaza shop at her house and finds it difficult if he interferes when she has customers. She wants to greet the customers properly. | |
| 2 | Current abilities | |
| | Think of Sibusiso when you answer the following questions | |
| 2.1 | Which different ways of communication does Sibusiso use at present? <i>(communication means)</i> | 12 |
| | Pointing/Indicating with finger | 13 |
| | Gestures, e.g. clapping hands, waving | |
| | Mime/Acting/Gross body movements/Actions | 14 |
| | Facial expressions | 15 |
| | Vocalisations (e.g. sounds, "eee") | 16 |
| | Crying | 17 |
| | Speech (e.g. words, Mama) | |
| | Use of objects, e.g. shows plate | 18 |

Other

| 2.2 | What is Sibusiso trying to say with the things he does? |
|-----|---|
| | (e.g. what reasons for communication does he have?) |
| | (communication functions) |

| | | | _ | |
|-----|---|---|-------|-------|
| | Expressing wants and needs, e.g. hungry | | 22 | |
| | Expressing emotions, e.g. happy | | 23 | |
| | Trying to draw attention to himself, e.g. call "Mama" | | 24 | |
| | Requesting interaction, e.g. wants to play, seeking partners, socialising | | 25 | |
| | Requesting objects, e.g. food | | 26 | |
| | Protesting, e.g. not satisfied | | 27 | |
| | Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for him, say "yes" | | 28 | |
| | Naming, e.g. this is a plate, names of family members | | 29 | |
| | Politeness, e.g. "thank you" (please) | | 30 | |
| | Greeting, e.g. making contact with others, hallo | | 31 | |
| | Other | | 3 | 32-33 |
| 2.3 | Who are the people with whom Sibusiso communicates? (communication partners) | | | |
| | Parents | | 34 | |
| | Siblings | | 35 | |
| | Other children, e.g. neighbourhood children, peers | | 36 | |
| | Extended family | | 37 | |
| | Unfamiliar adults | | 38 | |
| | Customers | | 39 | |
| | Other | | 40 | |
| | <u> </u> | _ | _ | |

SECTION C

RECOMMENDATIONS 3

3.1 If you were the nurse working with Sibusiso and Mrs Serudu, what advice would you give her?

| | 41-42 |
|--|-------|
| | 43-44 |
| | 45-46 |
| | 47-48 |
| | 49-50 |

| 3.2 | Which different ways of communication do you think Sibusiso should still learn? (communication means) | 51-52 53-54 55-56 57-58 59-60 |
|-----|---|--|
| 3.3 | Which other reasons for communication will you encourage Sibusiso to learn? (e.g. what does he want to say with what he does) (communication functions) | 61-62 63-64 65-66 67-68 69-70 |
| 3.4 | How can you change things in Sibusiso's environment to give him more opportunities to communicate with? (communication opportunities) | 71-72 73-74 75-76 77-78 79-80 Respondent no |
| 3.5 | How can you increase the number of people with whom Sibusiso can communicate? (communication partners) | Card no 2 3 4-5 6-7 8-9 10-11 12-13 |

4 PRACTICAL DEMONSTRATION OF SKILLS

Each participant will be allowed seven minutes to demonstrate her skills pertaining to the different communication means. A stopwatch will be used to keep the length of time consistent.

4.1 Show me how you would use each of the following things to encourage Sibusiso to make a choice. Start with the easiest, and move to the most difficult. (Objects, Photographs, Communication Board, Manual Signs and EasyTalk 4)

| | Not attempte d | Poor | Averag e | Good |
|-------------------------------------|----------------|------|-------------|------|
| Correctness of perceptual | <u> </u> | | | |
| grading | | | | |
| OBJECTS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of objects | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial | | | | |
| expressions | | | | |
| PHOTOGRAPHS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of | | | | |
| photographs | | | | |
| Incorporation on speech | | | | |
| Incorporation of facial | | | | |
| expressions | | | | |
| COMMUNICATION BOARDS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of | | | | |
| communication boards | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial | | | | |
| expressions | | | | |
| MANUAL SIGNS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of signs | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |

| EASYTALK 4 OPTION | |
|--|---------------|
| Type of messages selected | 31 |
| Clarity on the use of the | 32 |
| EasyTalk Incorporation of speech | 33 |
| · | |
| Incorporation of facial expressions | 34 |
| 4.2 How much prompting was required? | 35 |
| Extensive Average Minimal | |
| 4.3 Overall impression of nurse's confidence in facilitating com | munication 36 |
| Poor Average Good | |
| SECTION E 5 GENERAL | |
| | |
| 5.1 Have you used the protocol with any of your patients? | 37 |
| Yes/No | |
| If Yes, please specify with how many | 38-39 |
| 5.2 Have you had contact with any of your colleagues regather use of the protocol? | arding 40 |
| Yes/No | |
| If Yes, please specify how often | 41-42 |

Response Form 1.2

Information for this questionnaire will be obtained from answering questions pertaining to the case study from the practical demonstration of skills. Information pertains to skills, and will be gathered through a structured interview and observation.

| | | Respondent no 1-2 Batch no 1 3 |
|--|--|--------------------------------|
| | | Rater no 4 |
| <u>SE</u> | ECTION A | Card no 1 5 |
| 1 V | What is your date of birth? | |
| | Day Month Year | 6-1 |
| Cas | e study | |
| She broth deversis no Whe she under and Kara to be | Kekana has brought her 5-year-old daughter, Karabo to you for help. has noticed that Karabo is developing slower than her 4-year-old her Although Karabo can sit, walk and even run, these skills only eloped at a late stage. Mrs Kekana's major concern is that Karabo of talking well. She can only say "uh" to indicate "yes" and "Mama". In she is thirsty she will show her cup. When she finishes any task want the family to clap hands. Mrs Kekana thinks that Karabo erstands more than she is able to say. Mrs Kekana works from home does repairs and alterations to clothing. She finds it difficult when abo interferes when she is busy with a client She wants Karabo e polite and greet the clients properly. | |
| 2 | Current abilities Think of Karabo when you answer the following questions | |
| 2.1 | Which different ways of communication does Karabo use at present? (communication means) | 12 |
| | Pointing/Indicating with finger | 14 |
| | Gestures, e.g. clapping hands, waving | 15 |
| | Mime/Acting/Gross body movements/Actions | 16 |
| | Facial expressions | |
| | Vocalisations (e.g. sounds, "eee") | 17 |
| | Crying | 18 |
| | Speech (e.g. words, Mama) | 19 |
| | Use of objects, e.g. shows plate | 20.21 |
| | Other | 20-21 |
| | | Appendix L 6 |

1

| 2.2 | What is Karabo trying to say with the things she does? |
|-----|--|
| | (e.g. what reasons for communication does she have?) |
| | (communication functions) |

| Expressing wants and needs, e.g. hungry Expressing emotions, e.g. happy Trying to draw attention to herself, e.g. call "Mama" Requesting interaction, e.g. wants to play, seeking partner socialising Requesting objects, e.g. food | 22 23 24 | |
|---|----------------------------|-------|
| Trying to draw attention to herself, e.g. call "Mama" Requesting interaction, e.g. wants to play, seeking partner socialising | | |
| Requesting interaction, e.g. wants to play, seeking partner socialising | 24 | |
| socialising | | |
| Requesting objects, e.g. food | S, 25 | |
| rioquoding objects, e.g. 1000 | 26 | |
| Protesting, e.g. not satisfied | 27 | |
| Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for her, say "yes" Naming, e.g. this is a plate, names of family members | 28 | |
| | 29 | |
| Politeness, e.g. "thank you" (please) | 30 | |
| Greeting, e.g. making contact with others, hallo | 31 | |
| Other | | 32-33 |
| 2.3 Who are the people with whom Karabo communicates (communication partners) | ? | |
| | | |
| Parents | 34 | |
| Parents Siblings | 34 35 | |
| | | |
| Siblings | 35 | |
| Siblings Other children, e.g. neighbourhood children, peers | 35 36 | |
| Siblings Other children, e.g. neighbourhood children, peers Extended family | 35 36 37 | |
| Siblings Other children, e.g. neighbourhood children, peers Extended family Unfamiliar adults | 35 36 37 38 | |
| Siblings Other children, e.g. neighbourhood children, peers Extended family Unfamiliar adults Customers | 35 36 37 38 39 | |
| Siblings Other children, e.g. neighbourhood children, peers Extended family Unfamiliar adults Customers Other | 35 36 37 38 39 | |

45-46

47-48

49-50

| 3.2 | Which different ways of communication do you think Karabo should still learn? (communication means) | 51-52 53-54 55-56 57-58 59-60 |
|-----|---|--|
| 3.3 | Which other reasons for communication will you encourage Karabo to learn? (e.g. what does she want to say with what she does) (communication functions) | 61-62 63-64 65-66 67-68 69-70 |
| 3.4 | How can you change things in Karabo's environment to give her more opportunities to communicate with? (communication opportunities) | 71-72 73-74 75-76 77-78 79-80 Respondent no |
| 3.5 | How can you increase the number of people with whom Karabo can communicate? (communication partners) | 4-5 6-7 8-9 10-11 12-13 |

PRACTICAL DEMONSTRATION OF SKILLS

Each participant will be allowed seven minutes to demonstrate her skills pertaining to the different communication means. A stopwatch will be used to keep the length of time consistent.

4.1 Show me how you would use each of the following things to encourage Karabo to make a choice. Start with the easiest, and move to the most difficult. (Objects, Photographs, Communication Board, Manual Signs and EasyTalk 4)

| | Not attempted | Poor | Average | Good |
|-------------------------------------|---------------|------|---------|------|
| Correctness of perceptual grading | | | | |
| DBJECTS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of objects | | | | |
| ncorporation of speech | | | | |
| ncorporation of facial expressions | | | | |
| PHOTOGRAPHS | | | | • |
| Type of messages selected | | | | |
| Clarity on the use of | | | | |
| ohotographs | | | | |
| ncorporation on speech | | | | |
| ncorporation of facial | | | | |
| expressions | | | | |
| COMMUNICATION BOARDS | | T | T | |
| Type of messages selected | | | | |
| Clarity on the use of | | | | |
| communication boards | | | | |
| ncorporation of speech | | | | |
| ncorporation of facial | | | | |
| expressions | | | | |
| MANUAL SIGNS | | | | l |
| Type of messages selected | | | | |
| Clarity on the use of signs | | | | |
| ncorporation of speech | | | | |
| Incorporation of facial expressions | | | | |

| EASYTALK 4 OPTION | | | |
|---|--------------------|------------------|-------|
| Type of messages selected | | | 31 |
| Clarity on the use of the EasyTalk | | | 32 |
| Incorporation of speech | | | 33 |
| Incorporation of facial expressions | | | 34 |
| 4.2 How much prompting was re Extensive Average Minima | 35 | | |
| 4.3 Overall impression of nurse's | ation 36 | | |
| Poor Average Good | | | |
| SECTION E | | | |
| <u>SECTION L</u> | | | |
| 5 GENERAL | | | |
| 5.1 Have you used the protoco | ol with any of you | r patients? | 37 |
| Yes/No | | | |
| If Yes, please specify with he | ow many | | 38-39 |
| 5.2 Have you had contact with the use of the protocol? | any of your colle | eagues regarding | 40 |
| Yes/No | | | |
| If Yes, please specify how o | ften | | 41-42 |

Response Form 1.3

Information for this questionnaire will be obtained from answering questions pertaining to the case study from the practical demonstration of skills. Information pertains to skills, and will be gathered through a structured interview and observation.

| | or varion. | | | | | | | | | | | | | ficial ndent | | |
|---|--|--|---|---|---|--|---|---|---|---|---------------------------------|-------------|-------|-----------------|--------|-----|
| | | | | | | | | | | | | Bat | tch i | no 🛚 | 1 | 3 |
| | | | | | | | | | | | | Ra | ter r | าо [| | 4 |
| SE | CTION A | <u> </u> | | | | | | | | | | Са | rd n | 0 | 1 5 | 5 |
| 1 \ | What is y | our date | of birth? | • | | | | | | | | | | | | |
| | Day | Month | Year | | | | | | | | | | | \Box | \top | 6-1 |
| | | | | | | | | | | | | Н | | | | |
| Mrs She Alth a la well Whe she und at h with prop | Mahlango has notice ough Mar te stage. She car en she is le wants the erstands of er house. In a custor perly. | ced that Mia can sit, Mrs Mahl n only ma hungry sh e family to more thar She find mer. She | laria is de , walk and langu's ma ke a noise le will sho lo clap han la she is at s it difficu | eveloped ever lajor contained to say the say low here ands. Moreon to say the | oing slo n run, t concerr ay "yes r spoor Mrs Ma say. M en Mar | ower these in is the s" and own which is with the second to the second t | han | ner 4-y only of aria is says he fini nks thangu has s whe | year-develonet to the most to the most to the most manager to the most most most most most most most most | old s lope alkir na". her aria nair e is | sister. d at ag food salon busy | | | | | |
| <u>31</u> 2 | Current | abilities | on vou or | nowon | tha fa | llowin | NG GIV | oction | 0 | | | | | | | |
| 2.1 | Which o | lifferent v | en you ar ways of c nunication | comm | nunicat | | | | | at | | | | 12 13 | | |
| | Pointing | /Indicating | g with fing | ger | | | | | | | | | | 14 | | |
| | | | pping har | | vaving | | | | | | | | | 15 | | |
| | | <u> </u> | s body m | | | ctions | S | | | | | | | 16 | | |
| | Facial ex | xpression | S | | | | | | | | | | | 17 | | |
| | | itions (e.g | . sounds, | , "eee' | ") | | | | | | | $ \cdot $ | | | | |
| | Crying | | | | | | | | | | | | | 18 | | |
| | | | ds, Mama | | | | | | | | | | | 19 | | |
| | | bjects, e. | g. shows | plate | | | | | 1 | | | | | | 20 | -21 |
| | Other | | | | | | | | | | | _ | | | | |

Appendix L 11

1

| 2.2 | What is Maria trying to say with the things she does? (e.g. what reasons for communication does she have?) (communication functions) | |
|-----|--|-------|
| | Expressing wants and needs, e.g. hungry | 22 |
| | Expressing emotions, e.g. happy | 23 |
| | Trying to draw attention to herself, e.g. call "Mama" | 24 |
| | Requesting interaction, e.g. wants to play, seeking partners, socialising | 25 |
| | Requesting objects, e.g. food | 26 |
| | Protesting, e.g. not satisfied | 27 |
| | Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for her, say "yes" | 28 |
| | Naming, e.g. this is a plate, names of family members | 29 |
| | Politeness, e.g. "thank you" (please) | 30 |
| | Greeting, e.g. making contact with others, hallo | 31 |
| | Other | 32-33 |
| 2.3 | Who are the people with whom Maria communicates? (communication partners) | |
| | Parents | 34 |
| | Siblings | 35 |
| | Other children, e.g. neighbourhood children, peers | 36 |
| | Extended family | 37 |
| | Unfamiliar adults | 38 |
| | Customers | 39 |
| | Other | 40 |
| | SECTION C | |
| 3 | RECOMMENDATIONS | |
| 3.1 | If you were the nurse working with Maria and Mrs Mahlangu, what | 41-42 |
| | advice would you give her? | 43-44 |

47-48

49-50

| 3.2 | Which different ways of communication do you think Maria should still learn? (communication means) | 51-52 53-54 55-56 57-58 59-60 |
|-----|--|---|
| 3.3 | Which other reasons for communication will you encourage Maria to learn? (e.g. what does she want to say with what she does) (communication functions) | 61-62 63-64 65-66 67-68 69-70 |
| 3.4 | How can you change things in Maria's environment to give her more opportunities to communicate with? (communication opportunities) | 71-72 73-74 75-76 77-78 79-80 |
| | | Respondent no 1-2 Card no 2 3 |
| 3.5 | How can you increase the number of people with whom Maria can communicate? (communication partners) | 4-5 6-7 8-9 10-11 12-13 |

4 PRACTICAL DEMONSTRATION OF SKILLS

Each participant will be allowed seven minutes to demonstrate her skills pertaining to the different communication means. A stopwatch will be used to keep the length of time consistent.

4.1 Show me how you would use each of the following things to encourage Maria to make a choice. Start with the easiest, and move to the most difficult. (Objects, Photographs, Communication Board, Manual Signs and EasyTalk 4)

| | Not attempted | Poor | Average | Good |
|--|---------------|------|---------|------|
| Correctness of perceptual grading | | | | |
| OBJECTS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of objects | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| PHOTOGRAPHS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of photographs | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| COMMUNICATION BOARDS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of communication boards | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| MANUAL SIGNS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of signs | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| EASYTALK 4 OPTION | | | | |
| Type of messages selected | | | | |
| Clarity on the use of the EasyTalk | | | | |

| Inco | rporation of speech | | | | | |
|-----------|--|--------------|-----------|-------------|-----------|-------|
| | rporation of facial | | | | | 34 |
| expr | essions | | | | | |
| 4.2 | How much prompting was re | equired? | | | | 35 |
| Exte | ensive Average Minima | al | | | | |
| 4.3 | Overall impression of nurse' | s confidence | in facili | tating comi | municatio | on |
| Poo | r Average Good | | | | | 36 |
| | | | | | | |
| | | | | | | |
| <u>SE</u> | CTION E | | | | | |
| 5 6 | BENERAL | | | | | |
| 5.1 | Have you used the protoco | ol with any | of your | patients? | | 37 |
| | Yes/No | | | | | |
| | If Yes, please specify with he | ow many | | | | 38-39 |
| 5.2 | Have you had contact with the use of the protocol? | any of you | r collea | gues rega | rding | 40 |
| | Yes/No | | | | | |
| | If Yes, please specify how o | ften | | | | 41-42 |

Response Form 1.4

Information for this questionnaire will be obtained from answering questions pertaining to the case study from the practical demonstration of skills. Information pertains to skills, and will be gathered through a structured interview and observation.

| | | | | | | espo | ficial onden | | |
|--|---|---|---|--|-------------------|---------------|-----------------|-----|------|
| | | | | | E | 3atch | no | 1 3 | |
| | | | | | F | Rater | no | 4 | |
| <u>SE</u> | CTION A | <u> </u> | | | C | Card | no [| 1 5 | |
| 1 \ | What is y | our date | of birth? | | | | | | |
| | Day | Month | Year | | | П | | | 6-11 |
| | | | | | | $\perp \perp$ | | | |
| son run, cond sout his r him to sa she whe gree | who is ab these ski cern is tha nd to say mug. Wh Mrs Shi ay. Mrs S makes "b | pout the sails only deat Joseph "yes" and en he finish bambu the Shibambu bunny choosy with tomers pr | ame age. eveloped is not tall he says shes his finks that has a smow". She tall a custome | developing slower than the neighbour's Although Joseph can sit, walk and ever at a late stage. Mrs Shibambu's major king well. He can only make a "aaa" "Mama". When he is thirsty he will show food he wants the family to clap hands for Joseph understands more than he is abluall catering business at her house where finds it difficult when Joseph interferes er. She wants Joseph to be polite and | , e | | | | |
| 2 | | abilities Joseph v | vhen you | answer the following questions | | | | | |
| 2.1 | | | • | communication does Joseph use at <i>n means)</i> | | | 12 13 | | |
| | Pointing | /Indicating | g with fing | ger | | | 14 | | |
| | | | | nds, waving | | | 15 | | |
| | | | | ovements/Actions | | | | | |
| | | xpression | | | | | 16 | | |
| | Vocalisa | itions (e.g | ı. sounds, | "eee") | | | 17 | | |
| | Crying | | | | $\perp \mid \mid$ | | 18 | | |
| | Speech | (e.g. word | ds, Mama |) | | | 19 | | |
| | l llea of o | hiacte a | a shows | nlate | 11 | | | | |

Appendix L 16

| | Other | 20-21 |
|-----|---|-------|
| 2.2 | What is Joseph trying to say with the things he does? (e.g. what reasons for communication does he have?) (communication functions) | |
| | Expressing wants and needs, e.g. hungry | 22 |
| | Expressing emotions, e.g. happy | 23 |
| | Trying to draw attention to himself, e.g. call "Mama" | 24 |
| | Requesting interaction, e.g. wants to play, seeking partners, socialising | 25 |
| | Requesting objects, e.g. food | 26 |
| | Protesting, e.g. not satisfied | 27 |
| | Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for him, say "yes" | 28 |
| | Naming, e.g. this is a plate, names of family members | 29 |
| | Politeness, e.g. "thank you" (please) | 30 |
| | Greeting, e.g. making contact with others, hallo | 31 |
| | Other | 32-33 |
| 2.3 | Who are the people with whom Joseph communicates? (communication partners) | |
| | Parents | 34 |
| | Siblings | 35 |
| | Other children, e.g. neighbourhood children, peers | 36 |
| | Extended family | 37 |
| | Unfamiliar adults | 38 |
| | Customers | 39 |
| | Other | 40 |
| | SECTION C | |
| 3 | RECOMMENDATIONS | |
| 3.1 | If you were the nurse working with Joseph and Mrs Shibambu, what advice would you give her? | 41-42 |
| | advice would you give hel! | 43-44 |
| | | 45-46 |
| | | 47-48 |
| | | 49-50 |

Appendix L 17

| 3.2 | Which different ways of communication do you think Joseph should still learn? (communication means) | 51-52 53-54 55-56 57-58 59-60 |
|-----|---|---|
| 3.3 | Which other reasons for communication will you encourage Joseph to learn? (e.g. what does he want to say with what he does) (communication functions) | 61-62 63-64 65-66 67-68 69-70 |
| 3.4 | How can you change things in Joseph's environment to give him more opportunities to communicate with? (communication opportunities) | 71-72 73-74 75-76 77-78 79-80 |
| | no | Respondent 1-2 Card nq 2 3 |
| 3.5 | How can you increase the number of people with whom Joseph can communicate? (communication partners) | 4-5 6-7 8-9 10-11 12-13 |

4 PRACTICAL DEMONSTRATION OF SKILLS

Each participant will be allowed seven minutes to demonstrate her skills pertaining to the different communication means. A stopwatch will be used to keep the length of time consistent.

4.1 Show me how you would use each of the following things to encourage Joseph to make a choice. Start with the easiest, and move to the most difficult. (Objects, Photographs, Communication Board, Manual Signs and EasyTalk 4)

| | Not attempted | Poor | Average | Good |
|--|---------------|------|---------|------|
| Correctness of perceptual grading | | | | |
| OBJECTS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of objects | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| PHOTOGRAPHS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of photographs | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| COMMUNICATION BOARDS | | | | |
| Type of messages selected | | | | |
| Clarity on the use of communication boards | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| MANUAL SIGNS | 1 | | | |
| Type of messages selected | | | | |
| Clarity on the use of signs | | | | |
| Incorporation of speech | | | | |
| Incorporation of facial expressions | | | | |
| EASYTALK 4 OPTION | | | | |
| Type of messages selected | | | | |
| Clarity on the use of the FasyTalk | | | | |

| Inco | rporation of speech | | | | | | 33 | |
|--------------------------------------|--|--------------|-----------|------------|-----------|------|--------|-------|
| | rporation of facial ressions | | | | | | 34 | |
| 4.2 How much prompting was required? | | | | | | | 35 | |
| Exte | ensive Average Minima | al _ | | | | | | |
| 4.3 | Overall impression of nurse' | s confidence | in facili | tating com | municatio | on 🗀 | 36 | |
| Poo | r Average Good | | | | | | • | |
| | | | | | | | | |
| | | | | | | | | |
| <u>SE</u> | CTION E | | | | | | | |
| 5 (| 5 GENERAL | | | | | | | |
| 5.1 | Have you used the protoco | ol with any | of your | patients? | | | 37 | |
| | Yes/No | | | | | | · - | |
| | If Yes, please specify with h | ow many | | | | | | 38-39 |
| 5.2 | Have you had contact with the use of the protocol? | any of you | r collea | gues rega | rding | | 40 | |
| | Yes/No | | | | | | · | |
| | If Yes, please specify how o | ften | | | | | | 41-42 |