

APPENDIX L

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.

For official use

Respondent no

<input type="text"/>	<input type="text"/>	1-2
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Batch no 3

Rater no 4

Card no 5

SECTION A

1 What is your date of birth?

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6-11
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Case study

Mrs Serudu has brought her 5-year-old son, Sibusiso to you for help. She has noticed that he is developing slower than the neighbour's son who is about the same age. Although he can sit, walk and even run, these skills only developed at a late stage. Her major concern is that Sibusiso is not talking well. He can only say "Mama" and "Eee" to indicate "yes". He also shows her his empty plate when he has finished eating and wants her to clap hands for him. She thinks that he understands more than he is able to say. Mrs Serudu has a spaza shop at her house and she finds it difficult if he interferes when she has customers. She wants him to greet the customers properly.

SECTION B

2 Current abilities

Think of Sibusiso when you answer the following questions

2.1 Which different ways of communication does Sibusiso use at present? (*communication means*)

Pointing/Indicating with finger	<input type="text"/>
Gestures, e.g. clapping hands, waving	<input type="text"/>
Mime/Acting/Gross body movements/Actions	<input type="text"/>
Facial expressions	<input type="text"/>
Vocalisations (e.g. sounds, "eee")	<input type="text"/>
Crying	<input type="text"/>
Speech (e.g. words, Mama)	<input type="text"/>
Use of objects, e.g. shows plate	<input type="text"/>
Other	<input type="text"/>

<input type="text"/>	12
<input type="text"/>	13
<input type="text"/>	14
<input type="text"/>	15
<input type="text"/>	16
<input type="text"/>	17
<input type="text"/>	18
<input type="text"/>	19
<input type="text"/>	20-21

**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		
Expressing emotions, e.g. happy		
Trying to draw attention to himself, e.g. call "Mama"		
Requesting interaction, e.g. wants to play, seeking partners, socialising		
Requesting objects, e.g. food		
Protesting, e.g. not satisfied		
Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for him, say "yes"		
Naming, e.g. this is a plate, names of family members		
Politeness, e.g. "thank you" (please)		
Greeting, e.g. making contact with others, hallo		
Other		

	22
	23
	24
	25
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	28
	29
	30
	31
	32-33

**2.3 Who are the people with whom Sibusiso communicates?
(communication partners)**

Parents		
Siblings		
Other children, e.g. neighbourhood children, peers		
Extended family		
Unfamiliar adults		
Customers		
Other		

	34
	35
	36
	37
	38
	39
	40

SECTION C

3 RECOMMENDATIONS

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

		1-2
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Card no

2

 3

3.5 How can you increase the number of people with whom Sibusiso can communicate? (*communication partners*)

		4-5
		6-7
		8-9
		10-11
		12-13

SECTION D

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 attempted	Poor	Average	Good	
Correctness of perceptual grading					<input type="checkbox"/> 14
OBJECTS					
Type of messages selected					<input type="checkbox"/> 15
Clarity on the use of objects					<input type="checkbox"/> 16
Incorporation of speech					<input type="checkbox"/> 17
Incorporation of facial expressions					<input type="checkbox"/> 18
PHOTOGRAPHS					
Type of messages selected					<input type="checkbox"/> 19
Clarity on the use of photographs					<input type="checkbox"/> 20
Incorporation on speech					<input type="checkbox"/> 21
Incorporation of facial expressions					<input type="checkbox"/> 22
COMMUNICATION BOARDS					
Type of messages selected					<input type="checkbox"/> 23
Clarity on the use of communication boards					<input type="checkbox"/> 24
Incorporation of speech					<input type="checkbox"/> 25
Incorporation of facial expressions					<input type="checkbox"/> 26
MANUAL SIGNS					
Type of messages selected					<input type="checkbox"/> 27
Clarity on the use of signs					<input type="checkbox"/> 28
Incorporation of speech					<input type="checkbox"/> 29
Incorporation of facial expressions					<input type="checkbox"/> 30

EASYTALK 4 OPTION				
Type of messages selected				
Clarity on the use of the EasyTalk				
Incorporation of speech				
Incorporation of facial expressions				

31

32

33

34

4.2 How much prompting was required?

35

Extensive	Average	Minimal
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4.3 Overall impression of nurse's confidence in facilitating communication

36

Poor	Average	Good
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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 regarding the use of the protocol?

40

Yes/No

If Yes, please specify how often _____

41-42

APPENDIX L

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.

SECTION A

1 What is your date of birth?

Day	Month	Year

Case study

Mrs Kekana has brought her 5-year-old daughter, Karabo to you for help. She has noticed that Karabo is developing slower than her 4-year-old brother. Although Karabo can sit, walk and even run, these skills only developed at a late stage. Mrs Kekana’s major concern is that Karabo is not talking well. She can only say “uh” to indicate “yes” and “Mama”. When she is thirsty she will show her cup. When she finishes any task she want the family to clap hands. Mrs Kekana thinks that Karabo understands more than she is able to say. Mrs Kekana works from home and does repairs and alterations to clothing. She finds it difficult when Karabo interferes when she is busy with a client.. She wants Karabo to be polite and greet the clients properly.

SECTION B

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*)

Pointing/Indicating with finger	
Gestures, e.g. clapping hands, waving	
Mime/Acting/Gross body movements/Actions	
Facial expressions	
Vocalisations (e.g. sounds, “eee”)	
Crying	
Speech (e.g. words, Mama)	
Use of objects, e.g. shows plate	
Other	

For official use

Respondent no

1-2

Batch no 1 3

Rater no 4

Card no 1 5

6-11

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20-21

**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 partners, socialising		
Requesting objects, e.g. food		
Protesting, e.g. not satisfied		
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		
Politeness, e.g. "thank you" (please)		
Greeting, e.g. making contact with others, hallo		
Other		

	22
	23
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	25
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	28
	29
	30
	31
	32-33

**2.3 Who are the people with whom Karabo communicates?
(communication partners)**

Parents		
Siblings		
Other children, e.g. neighbourhood children, peers		
Extended family		
Unfamiliar adults		
Customers		
Other		

	34
	35
	36
	37
	38
	39
	40

SECTION C

3 RECOMMENDATIONS

3.1 If you were the nurse working with Karabo and Mrs Kekana, 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 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

		1-2
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Card no

2

 3

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

SECTION D

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 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					<input type="checkbox"/> 14
OBJECTS					
Type of messages selected					<input type="checkbox"/> 15
Clarity on the use of objects					<input type="checkbox"/> 16
Incorporation of speech					<input type="checkbox"/> 17
Incorporation of facial expressions					<input type="checkbox"/> 18
PHOTOGRAPHS					
Type of messages selected					<input type="checkbox"/> 19
Clarity on the use of photographs					<input type="checkbox"/> 20
Incorporation on speech					<input type="checkbox"/> 21
Incorporation of facial expressions					<input type="checkbox"/> 22
COMMUNICATION BOARDS					
Type of messages selected					<input type="checkbox"/> 23
Clarity on the use of communication boards					<input type="checkbox"/> 24
Incorporation of speech					<input type="checkbox"/> 25
Incorporation of facial expressions					<input type="checkbox"/> 26
MANUAL SIGNS					
Type of messages selected					<input type="checkbox"/> 27
Clarity on the use of signs					<input type="checkbox"/> 28
Incorporation of speech					<input type="checkbox"/> 29
Incorporation of facial expressions					<input type="checkbox"/> 30

EASYTALK 4 OPTION				
Type of messages selected				
Clarity on the use of the EasyTalk				
Incorporation of speech				
Incorporation of facial expressions				

31

32

33

34

4.2 How much prompting was required?

35

Extensive	Average	Minimal
------------------	----------------	----------------

4.3 Overall impression of nurse's confidence in facilitating communication

36

Poor	Average	Good
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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 regarding the use of the protocol?

40

Yes/No

If Yes, please specify how often _____

41-42

APPENDIX L

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.

For official use

Respondent no

1-2

Batch no 3

Rater no 4

Card no 5

SECTION A

1 What is your date of birth?

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6-11
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Case study

Mrs Mahlangu has brought her 6-year-old daughter, Maria to you for help. She has noticed that Maria is developing slower than her 4-year-old sister. Although Maria can sit, walk and even run, these skills only developed at a late stage. Mrs Mahlangu’s major concern is that Maria is not talking well. She can only make a noise to say “yes” and she says “Mama”. When she is hungry she will show her spoon. When she finishes her food she wants the family to clap hands. Mrs Mahlangu thinks that Maria understands more than she is able to say. Mrs Mahlangu has a hair salon at her house. She finds it difficult when Maria interferes when she is busy with a customer. She wants Maria to be polite and greet the customers properly.

SECTION B

2 Current abilities

Think of Maria when you answer the following questions

2.1 Which different ways of communication does Maria use at present? (*communication means*)

Pointing/Indicating with finger	<input type="text"/>
Gestures, e.g. clapping hands, waving	<input type="text"/>
Mime/Acting/Gross body movements/Actions	<input type="text"/>
Facial expressions	<input type="text"/>
Vocalisations (e.g. sounds, “eee”)	<input type="text"/>
Crying	<input type="text"/>
Speech (e.g. words, Mama)	<input type="text"/>
Use of objects, e.g. shows plate	<input type="text"/>
Other	<input type="text"/>

<input type="text"/>	12
<input type="text"/>	13
<input type="text"/>	14
<input type="text"/>	15
<input type="text"/>	16
<input type="text"/>	17
<input type="text"/>	18
<input type="text"/>	19
<input type="text"/> <input type="text"/>	20-21

**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		
Expressing emotions, e.g. happy		
Trying to draw attention to herself, e.g. call "Mama"		
Requesting interaction, e.g. wants to play, seeking partners, socialising		
Requesting objects, e.g. food		
Protesting, e.g. not satisfied		
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		
Politeness, e.g. "thank you" (please)		
Greeting, e.g. making contact with others, hallo		
Other		

	22
	23
	24
	25
	26
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	28
	29
	30
	31
	32-33

**2.3 Who are the people with whom Maria communicates?
(communication partners)**

Parents		
Siblings		
Other children, e.g. neighbourhood children, peers		
Extended family		
Unfamiliar adults		
Customers		
Other		

	34
	35
	36
	37
	38
	39
	40

SECTION C

3 RECOMMENDATIONS

3.1 If you were the nurse working with Maria and Mrs Mahlangu, 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 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
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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

SECTION D

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					<input type="checkbox"/> 14
OBJECTS					
Type of messages selected					<input type="checkbox"/> 15
Clarity on the use of objects					<input type="checkbox"/> 16
Incorporation of speech					<input type="checkbox"/> 17
Incorporation of facial expressions					<input type="checkbox"/> 18
PHOTOGRAPHS					
Type of messages selected					<input type="checkbox"/> 19
Clarity on the use of photographs					<input type="checkbox"/> 20
Incorporation of speech					<input type="checkbox"/> 21
Incorporation of facial expressions					<input type="checkbox"/> 22
COMMUNICATION BOARDS					
Type of messages selected					<input type="checkbox"/> 23
Clarity on the use of communication boards					<input type="checkbox"/> 24
Incorporation of speech					<input type="checkbox"/> 25
Incorporation of facial expressions					<input type="checkbox"/> 26
MANUAL SIGNS					
Type of messages selected					<input type="checkbox"/> 27
Clarity on the use of signs					<input type="checkbox"/> 28
Incorporation of speech					<input type="checkbox"/> 29
Incorporation of facial expressions					<input type="checkbox"/> 30
EASYTALK 4 OPTION					
Type of messages selected					<input type="checkbox"/> 31
Clarity on the use of the EasyTalk					<input type="checkbox"/> 32 <input type="checkbox"/> 33

Incorporation of speech				
Incorporation of facial expressions				

34

4.2 How much prompting was required?

35

Extensive	Average	Minimal
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4.3 Overall impression of nurse's confidence in facilitating communication

Poor	Average	Good
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36

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 regarding the use of the protocol?

40

Yes/No

If Yes, please specify how often _____

41-42

APPENDIX L

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.

For official use

Respondent no

1-2

Batch no 3

Rater no 4

Card no 5

SECTION A

1 What is your date of birth?

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

6-11

Case study

Mrs Shibambu has brought her 5-year-old son, Joseph to you for help. She has noticed that Joseph is developing slower than the neighbour’s son who is about the same age. Although Joseph can sit, walk and even run, these skills only developed at a late stage. Mrs Shibambu’s major concern is that Joseph is not talking well. He can only make a “aaa” sound to say “yes” and he says “Mama”. When he is thirsty he will show his mug. When he finishes his food he wants the family to clap hands for him. Mrs Shibambu thinks that Joseph understands more than he is able to say. Mrs Shibambu has a small catering business at her house where she makes “bunny chow”. She finds it difficult when Joseph interferes when she is busy with a customer. She wants Joseph to be polite and greet the customers properly.

SECTION B

2 Current abilities

Think of Joseph when you answer the following questions

2.1 Which different ways of communication does Joseph use at present? (*communication means*)

Pointing/Indicating with finger	<input type="text"/>
Gestures, e.g. clapping hands, waving	<input type="text"/>
Mime/Acting/Gross body movements/Actions	<input type="text"/>
Facial expressions	<input type="text"/>
Vocalisations (e.g. sounds, “eee”)	<input type="text"/>
Crying	<input type="text"/>
Speech (e.g. words, Mama)	<input type="text"/>
Use of objects, e.g. shows plate	<input type="text"/>

12
 13
 14
 15
 16
 17
 18
 19

Other		
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		20-21
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**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		
Expressing emotions, e.g. happy		
Trying to draw attention to himself, e.g. call "Mama"		
Requesting interaction, e.g. wants to play, seeking partners, socialising		
Requesting objects, e.g. food		
Protesting, e.g. not satisfied		
Affirmation, e.g. rewards, appreciation, agreement, wants others to clap hands for him, say "yes"		
Naming, e.g. this is a plate, names of family members		
Politeness, e.g. "thank you" (please)		
Greeting, e.g. making contact with others, hallo		
Other		

	22
	23
	24
	25
	26
	27
	28
	29
	30
	31
	32-33

**2.3 Who are the people with whom Joseph communicates?
(communication partners)**

Parents		
Siblings		
Other children, e.g. neighbourhood children, peers		
Extended family		
Unfamiliar adults		
Customers		
Other		

	34
	35
	36
	37
	38
	39
	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
		43-44
		45-46
		47-48
		49-50

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
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Card no

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

SECTION D

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					<input type="checkbox"/> 14
OBJECTS					
Type of messages selected					<input type="checkbox"/> 15
Clarity on the use of objects					<input type="checkbox"/> 16
Incorporation of speech					<input type="checkbox"/> 17
Incorporation of facial expressions					<input type="checkbox"/> 18
PHOTOGRAPHS					
Type of messages selected					<input type="checkbox"/> 19
Clarity on the use of photographs					<input type="checkbox"/> 20
Incorporation of speech					<input type="checkbox"/> 21
Incorporation of facial expressions					<input type="checkbox"/> 22
COMMUNICATION BOARDS					
Type of messages selected					<input type="checkbox"/> 23
Clarity on the use of communication boards					<input type="checkbox"/> 24
Incorporation of speech					<input type="checkbox"/> 25
Incorporation of facial expressions					<input type="checkbox"/> 26
MANUAL SIGNS					
Type of messages selected					<input type="checkbox"/> 27
Clarity on the use of signs					<input type="checkbox"/> 28
Incorporation of speech					<input type="checkbox"/> 29
Incorporation of facial expressions					<input type="checkbox"/> 30
EASYTALK 4 OPTION					
Type of messages selected					<input type="checkbox"/> 31
Clarity on the use of the EasyTalk					<input type="checkbox"/> 32

Incorporation of speech				
Incorporation of facial expressions				

<input type="checkbox"/>	33
<input type="checkbox"/>	34

4.2 How much prompting was required?

<input type="checkbox"/>	35
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Extensive	Average	Minimal
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4.3 Overall impression of nurse's confidence in facilitating communication

<input type="checkbox"/>	36
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Poor	Average	Good
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SECTION E

5 GENERAL

5.1 Have you used the protocol with any of your patients?

<input type="checkbox"/>	37
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Yes/No

If Yes, please specify with how many _____

<input type="checkbox"/>	<input type="checkbox"/>	38-39
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5.2 Have you had contact with any of your colleagues regarding the use of the protocol?

<input type="checkbox"/>	40
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Yes/No

If Yes, please specify how often _____

<input type="checkbox"/>	<input type="checkbox"/>	41-42
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