

## **BYLAAG A**

### **BESKRYWING VAN DIE DEELNEMERS (FASE I)**

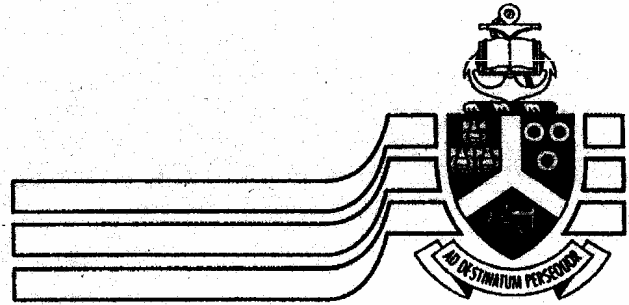


## Beskrywing van deelnemers (Fase I)

Deelnemer	Kwalifikasie(s)	Aantal jare werksondervinding	Beskrywing van werksondervinding
<b>Taalkundige</b>	<p>BA (Universiteit van Pretoria) Hoofvakke:</p> <ul style="list-style-type: none"> <li>• Afrikaans</li> <li>• Sotho</li> <li>• Spraakwetenskap</li> </ul> <p>BA (Honns.) in Spraakwetenskap (Universiteit van Pretoria)</p> <p>MA in Spraakwetenskap (Universiteit van Pretoria)</p> <p>Diploma in Tersiêre Onderwys</p>	41 jaar (Spraakwetenskap)	<p>Ondervinding in spraakwetenskap en onderrig in Kommunikasiepatologie:</p> <ul style="list-style-type: none"> <li>• Fonetiek</li> <li>• Fonologie</li> <li>• Normale taalontwikkeling</li> <li>• Ouditiewe spraakpersepsie</li> </ul>
<b>Klankingenieur</b>	<p>Nasionale Diploma (Technikon Pretoria) in:</p> <ul style="list-style-type: none"> <li>• Ingenieurswese Elektries</li> <li>• Kliniese Ingenieurswese</li> </ul>	<p>7 jaar (Kliniese ingenieur)</p> <p>15 jaar (Rekenaarprogrammering)</p>	<p>Ondervinding in kliniese ingenieurswese:</p> <ul style="list-style-type: none"> <li>• Siemens Medical Solutions</li> <li>• Herstel en implementering van mediese apparaat (bv. X-Straal masjiene)</li> </ul> <p>Ondervinding in klankingenieurswese:</p> <ul style="list-style-type: none"> <li>• Klankopnames by troues</li> <li>• Lesingopnames, met verwerking van kasette en kompakskywe (CDs)</li> <li>• Hoofklankingenieur by kerk</li> <li>• CD-opname van Cantamus Corde-koor o.l.v. Prof. Petru Gräbe se uitvoering van die Johannespassie in 2005</li> <li>• Tegnieuse verwerking van bogenoemde CD-opname</li> </ul> <p>Ondervinding in rekenaarprogrammering:</p> <ul style="list-style-type: none"> <li>• Ondervinding in gebruik van Steinberg Wavelab Lite rekenarsagteware (Steinberg Wavelab 5)</li> <li>• C++ rekenaarprogrammering</li> </ul>

**BYLAAG B**

**KORRESPONDENSIE MET PROF. ROBERT KEITH EN  
OOREENKOMS MET *THE PSYCHOLOGICAL CORPORATION***



## University of Pretoria

### Department of Communication Pathology Speech, Voice and Hearing Clinic

Tel : +27 12 420 2357  
Fax : +27 12 420 3517  
Email : shugo@postino.up.ac.za

6 July 2002

Dear Professor Keith

My name is Anel Visser and I am a Speech Language Pathologist currently busy with my Masters Degree in Communication Pathology at the Department of Communication Pathology, University of Pretoria, South Africa. I am working under the guidance of Mrs Nicole Campbell, as well as Professor Brenda Louw. Mrs Campbell is currently busy with her Doctoral Degree in the field of CAPD and ADHD, while Professor Louw's expertise is in the field of language and language disorders in children.

My special area of interest is the assessment and intervention of children with Central Auditory Processing Disorders (CAPD) and the application there-of in the South African context.

During a conference held in South Africa in October 2001, Professor Teri James Bellis presented a seminar on CAPD. In the seminar she focused on the assessment of children with CAPD and the profiling of these children based upon the CAPD test results to determine individualized intervention strategies. From

the literature, Prof. Bellis suggested a behavioural CAPD test battery consisting of two Dichotic Speech Tests (one lightly and one heavily loaded linguistic test), a Temporal Patterning/Processing Test, a Monaural-Low Redundancy Test and a Binaural Interaction Test. These tests can be supported by Electrophysiologic Measures if necessary.

Here in South Africa, we realize the importance of individualized intervention, as each child with CAPD presents a unique profile. However, currently there are no standardized or cultural specific measures available in South Africa to identify children with CAPD in order to profile them for specialized intervention. In South Africa we have eleven official languages and several different culture groups and because of language and cultural differences the use of standardized measures from other countries for the identification and profiling of children with CAPD in South Africa, is not possible. A possible solution for this problem can be continuing research on the translation of existing measures in our official languages and the cultural adaptation of it for our South African context.

The CAPD Taskforce of the South African Health Professions Council is currently busy developing measurements for the identification of children with CAPD, but these measurements were initially aimed at children of eight years and older. The literature, however, suggest children with CAPD must be identified as early as possible to eliminate CAPD problems before the child enters school. In South Africa, there is increasingly more emphasis on the early identification of children with CAPD problems. The *screening* of children in Grade R with possible CAPD problems, will be a good starting point.

I have studied the *SCAN: A Screening Test for Auditory Processing Disorders* and the *SCAN-C: Test of Auditory Processing Disorders in Children-Revised*. The different subtests included in these tests meet the requirements of three of the four categories for the behavioural CAPD test battery as suggested by Prof. Bellis and other literature and will provide information needed for the profiling of

children with CAPD in order to determine therapy goals for individualized intervention. The SCAN and SCAN-C is also a valuable tool for the *early identification* of children with CAPD problems.

In the light of the above mentioned I would like to request your permission for the translation and cultural adaptation of the SCAN-C into Afrikaans, one of our official languages, as well as to test its validity for a small group of Afrikaans-speaking children. This translation of the SCAN-C will not be made commercially available or used for personal or financial gain. Full credit will be given to the author of the test. I also undertake to give you written feedback of the results of my study as soon as it has been completed.

Your consideration of this request will be greatly appreciated. I am eagerly waiting for your approval for this intended research.

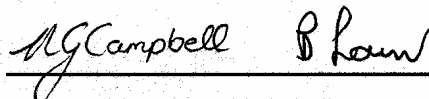
Kind regards



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**Anel Visser**

(Masters Student)



---

**Mrs Campbell & Prof Louw**

(Study Leaders)

### **CONTACT DETAILS**

Telephone number(s):

27 83 251 8541 or

27 12 664 0381

e-mail address:

krige.visser@freemail.absa.co.za

Postal address:

Anel Visser

P.O. Box 847

Rooihuiskraal

0154

SOUTH AFRICA

## Krige Visser

---

**From:** "Dr. Robert Keith" <Robert.Keith@UC.Edu>  
**To:** "krige.visser" <krige.visser@freemail.absa.co.za>  
**Sent:** Tuesday, September 24, 2002 4:24 PM  
**Subject:** Re: Letter of Approval regarding SCAN-C

Dear Anel Visser

My humble apologies for the delay in getting back to you. I am sorry that your email got misplaced in a backlog of correspondence that came while I was on summer holiday. In some ways email is a blessing, but when you get 40 per day it is a mixed blessing.

Here is my response to your request. In fact, legally the Psychological Corporation (TPC) owns the copyright for SCAN-C. Therefore they are the ones that grant the permission you need. As you must assume, several people have made similar requests, or have gone ahead and translated the test without asking permission.

In your case, TPC will grant permission to translate SCAN-C because you plan to use it for research, and you do not plan to make the test available commercially and you will not benefit financially or personally. I would make those points clear in your next request to them.

My advice is to begin working on the translation, and in the meantime contact TPC for their formal approval. Your contact person at TPC is:

Gay Lamey who was project director during the SCAN-C revision.

<Gay\_Lamey@harcourt.com>(Gay Lamey)

Again, I apologize for the late response. I hope you have not given up on this important project.

If I can be of any help please let me know. I'll look forward to hearing about your progress.

Bob

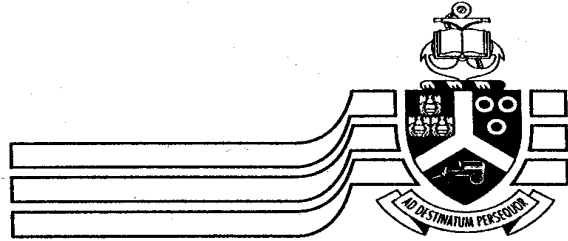
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Professor and Director  
Division of Audiology  
University of Cincinnati Medical Center  
P.O. Box 670528  
Cincinnati, Ohio 45267-0528  
Phone: 513-558-4863  
FAX: 513-558-5203  
[www.capdtest.com](http://www.capdtest.com)

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Robert W. Keith, Ph.D.

9/24/2002





## University of Pretoria

### Department of Communication Pathology Speech, Voice and Hearing Clinic

Tel : +27 12 420 2357  
Fax : +27 12 420 3517  
Email : shugo@postino.up.ac.za

2 December 2002

Dear Ms Lamey

My name is Anel Visser and I am a Speech Language Pathologist currently busy with my Masters Degree in Communication Pathology at the Department of Communication Pathology, University of Pretoria, South Africa. I am working under the guidance of Mrs Nicole Campbell, as well as Professor Brenda Louw. Mrs Campbell is currently busy with her Doctoral Degree in the field of CAPD and ADHD, while Professor Louw's expertise is in the field of language and language disorders in children.

My special area of interest is the assessment and intervention of children with Central Auditory Processing Disorders (CAPD) and the application there-of in the South African context.

Here in South Africa, we realize the importance of the identification of children with CAPD. However, currently there are no standardized or cultural specific measures available in South Africa to identify children with CAPD in order to determine therapy goals for individualized intervention. In South Africa we have eleven official languages and several different culture groups and because of language and cultural differences the use of standardized measures from other

countries for the identification of children with CAPD in South Africa, is not possible. A possible solution for this problem can be continuing research on the translation of existing measures in our official languages and the cultural adaptation of it for our South African context.

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I have studied the *SCAN: A Screening Test for Auditory Processing Disorders* and the *SCAN-C: Test of Auditory Processing Disorders in Children-Revised*. The different subtests included in these tests meet the requirements of three of the four categories for the behavioural CAPD test battery as suggested by literature on this subject and will provide information needed to determine therapy goals for individualized intervention. The SCAN and SCAN-C is also a valuable tool for the *early identification* of children with CAPD problems.

In view of the above mentioned I would like to request the permission of The Psychological Corporation for the translation and cultural adaptation of the SCAN-C into Afrikaans, one of our official languages, as well as to test its validity for a small group of Afrikaans-speaking children in Grade R. This translation of the SCAN-C will not be made commercially available or used for personal or financial gain. It will be used for research purposes only, as part of the objectives for the research project of my Masters Degree. Full credit will be given to the author of the test. I also undertake to give The Psychological Corporation written

feedback of the results of my study as soon as it has been completed, which will probably be by the end of 2003.

Lastly, I would like to request some information on how to obtain a copy of the SCAN-C, in order to do the translation and cultural adaptation. I especially need information on the method of payment and, due to the current Rand/Dollar exchange rate, the exact cost of the SCAN-C. I would appreciate it if you could provide me with the contact details of the person(s) or companies with which I can discuss these details.

The Psychological Corporation's consideration of my request to translate the SCAN-C, will be greatly appreciated. I am eagerly waiting for their approval for this intended research.

Kind regards

**Anel Visser**

(Masters Student)

**Mrs Campbell & Prof Louw**

(Study Leaders)

**CONTACT DETAILS**

Telephone number(s):

27 83 251 8541 or

27 12 664 0381

e-mail address:

krige.visser@freemail.absa.co.za

Postal address:

Anel Visser

P.O. Box 847

Rooihuiskraal

0154

SOUTH AFRICA

# Krige Visser

University of Pretoria etd - Visser, C M (2007)

**From:** gay\_lamey@harcourt.com  
**Sent:** Monday, December 09, 2002 3:36 PM  
**To:** Krige Visser  
**Cc:** linda\_murphy@harcourt.com  
**Subject:** Re: Translation of the SCAN-C



TPC Letter of  
Approval 1.ppt



TPC Letter of  
Approval 2.ppt



TPC Letter of  
Approval 3.ppt

Your permission request has been forwarded to our legal affairs department. They will review your request and get back with you.

Best Regards  
Gay  
Gay Lynn Lamey, OTR, PMP  
Project Manager

The Psychological Corporation  
19500 Bulverde Road  
San Antonio, Texas 78259

(210) 339-5315  
(800) 228-0752 extension 5315  
Fax (210) 339-5970  
email: gay\_lamey@harcourt.com

Web: www.psychcorp.com

"Krige Visser"  
<krige.visser@freemail.a  
bsa.co.za>

To: <Gay\_Lamey@harcourt.com>  
cc:  
Subject: Translation of the

SCAN-C

12/09/2002 03:30 AM

Dear Ms Lamey

Attached you'll find a letter for The Psychological Corporation, for their approval regarding translation of the SCAN-C Test. I have already spoken to Prof Keith regarding this matter and he has referred me to you. You'll see that each page of the approval letter is saved in a separate document file.

I hope to receive a reply soon.

Kind regards  
Anel Visser  
(See attached file: TPC Letter of Approval 1.ppt)  
(See attached file: TPC Letter of Approval 2.ppt)  
(See attached file: TPC Letter of Approval 3.ppt)

**From:** linda\_murphy@harcourt.com  
**Sent:** Wednesday, December 11, 2002 11:18 PM  
**To:** krige.visser@freemail.absa.co.za  
**Cc:** gay\_lamey@harcourt.com  
**Subject:** Re: Translation of the SCAN-C-Revised

Dear A. Visser:

Thank you for your e-mail to Gay Lamey concerning SCAN-C Revised. Your request was forwarded to Legal Affairs for reply because we process permission requests for the company.

We are unable to process your request because we need additional information. Please provide the following information and resubmit with your initial request:

1. Purpose for the translation and inclusive dates of the study.
2. Exact components that will need to be adapted and/or translated.
3. Qualifications of the individual(s) who will be conducting the translations, as well as qualifications of a separate individual who can back-translate the materials for our review and approval prior to use.
4. Qualifications of all individuals who will use the translated materials and where the test will be used.
5. What are your plans for distributing the translated tests? How do you intend to ensure (a) test security and (b) tracking of the numbers of reproductions for reporting to us for billing purposes.
6. Please provide an estimate of the number of reproductions of each component that you expect to make during the study.
7. A separate letter from either your faculty advisor or committee chair that endorses both the project and the use of the data. This letter should be on university letterhead and should provide assurance that research will be conducted under his or her direct supervision and that all data will remain secure.

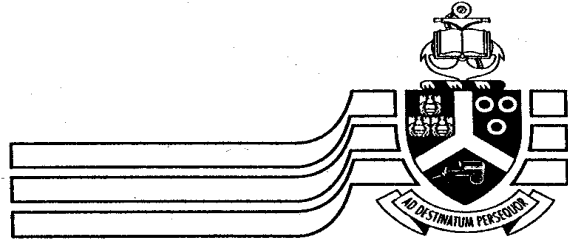
You may e-mail this information to me or send to Legal Affairs via fax at 210-339-5059.

The instrument may be ordered through our London office at the following address:

The Psychological Corporation Europe  
Harcourt Place  
32 Jamestown Road  
London NW1 7BY  
UNITED KINGDOM  
Tel 44 20 7424 4456  
Fax 44 20 7424 4457

Thank you for your interest. If you have any questions, please do not hesitate to contact me.

Sincerely,  
Linda Murphy  
Coordinator, Rights & Permissions  
The Psychological Corporation/Harcourt Educational Measurement  
19500 Bulverde Road  
San Antonio, TX 78259  
Phone: 210-339-5581  
Fax: 210-339-5059  
E-mail: linda\_murphy@harcourt.com



University of Pretoria

Department of Communication Pathology  
Speech, Voice and Hearing Clinic

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Fax : +27 12 420 3517  
Email : shugo@postino.up.ac.za

24 May 2003

The Psychological Corporation: Legal Affairs

Thank you for your reply to my request to translate the SCAN-C Revised that I sent to you via e-mail at the end of 2002. In my previous e-mail I requested the permission of The Psychological Corporation to translate the SCAN-C Revised into Afrikaans, one of South Africa's official languages. I apologise for not responding sooner to the e-mail I have received in reply from The Psychological Corporation. Below please find the information that you have requested:

**1. Purpose of the study and inclusive dates of study**

The purpose for the translation of the SCAN-C Revised, is to use the translated version of the SCAN-C Revised as a research project for my Masters Degree in Communication Pathology. I want to translate the SCAN-C Revised into Afrikaans, one of the eleven official South African languages. The reason why I want to use the SCAN-C Revised in particular, is that it can be used to identify auditory processing problems in the pre-school age group. The early identification of auditory processing problems is stressed in recent literature and I am therefore focussing on the pre-school age group for the purpose of this research project. When the translation is finished, my plan is

to conduct a study where I will test it on 40 Afrikaans-speaking pre-school children. The purpose of the study is to determine whether a translated version of the SCAN-C Revised will identify auditory processing problems in pre-school Afrikaansspeaking children. I have already started my studies at the beginning of 2002 and I am planning to finish it by May 2004.

## **2. Components of the SCAN-C Revised to be translated**

Components I would like to translate, include all four subtests of the SCAN-C Revised. The reason for this, is that within the South African context no behavioural auditory processing tests are currently available in languages other than English. A fully translated version of the SCAN-C Revised will thus provide speech-language therapists in South Africa with a screening tool for central auditory processing evaluation that will not only meet the requirements of three of the four categories for the behavioural CAPD test battery, as suggested by ASHA (1996) and other literature on the subject, but also test children in the pre-school age group. I foresee that there may be items included in the SCAN-C Revised that will not exist within the vocabulary, language or culture of the pre-school Afrikaans-speaking child, even when translated into Afrikaans. I therefore need the permission of The Psychological Corporation to change such items into stimuli that will exist in the vocabulary, language and culture of the target group I intend for this study.

## **3. Translation of the SCAN-C Revised**

The translation of the SCAN-C Revised will be done by myself, since I am fully bilingual. I am a qualified speech-language therapist / audiologist and I obtained the degree Baccalaureus in Communication Pathology in 1998 from the University of Pretoria, South Africa. Since qualifying I have worked in private practice and thus have four years of work experience. I mainly work with pre-school and school-aged children, of which most have auditory processing problems. Identification of auditory processing problems remains

problematic in South Africa due to the lack of available tests. This research thus is an important step in eventually providing speech-language therapists / audiologists in South Africa with auditory processing test material. However, the translation the SCAN-C Revised will be for research purposes only. Full credit will be given to the author of the SCAN-C Revised and ownership by The Psychological Corporation will be acknowledged continually.

#### **4. Back-translation**

The translation of the changed items back into English for your review, will be done by myself. I will have this back-translation reviewed by an independent individual who also is a qualified speech-language therapist / audiologist. This individual will write a report, in which the translation of the changed items will be discussed and confirmed. The translation of the changed items will be send to The Psychological Corporation and will be accompanied by the separate individual's report.

#### **5. Distribution of the translated SCAN-C Revised**

I am not planning on distributing the translated SCAN-C Revised in South Africa, since the translation and pilot study will be done for research purposes only. I will thus be the only person to use the translated materials and perform the tests on the participants of this study.

#### **6. Reproductions of the translated SCAN-C Revised**

Reproductions of the translated SCAN-C Revised will only be done in order to execute the field work of the research project. The number of reproductions of the different components will include the following:

- The programming of the full test and recording on CD will only be done once and I will be the only person to handle the test itself.
- Since I plan on executing the study on 40 participants, the score sheets of the translated SCAN-C Revised will be reproduced 40 times.



The details of my supervisors, Mrs Nicole Campbell and Prof. Brenda Louw, is included at the end of this letter. This research project is conducted under their direct supervision and they both endorse the project and the use of the data.

In conclusion, all research projects conducted at the University of Pretoria, must first be approved by an Ethical and Standards Committee in order to protect all participants as well as the rights of individuals or organizations whose material is being used for research projects. I have completed my ethical application, which will be submitted to the Ethical and Standards Committee of the University of Pretoria shortly. All the correspondence with Prof. Robert Keith as well as The Psychological Corporation, is included in this application.

The Psychological Corporation's consideration of my request to translate the SCAN-C Revised, will be greatly appreciated. As I have said before, full credit will be given to the author of the SCAN-C Revised and ownership by The Psychological Corporation will be acknowledged continually. I am eagerly waiting for the approval of The Psychological Corporation for this intended research

Kind regards

**Anel Visser**

**(Masters Student)**

Telephone numbers:

27 83 251 8541

21 12 664 0381

e-mail address:

krige.visser@absamail.co.za

**Prof Brenda Louw**

**(Supervisor)**

e-mail address:

[blouw@postino.up.ac.za](mailto:blouw@postino.up.ac.za)

**Mrs Nicci Campbell**

**(Supervisor)**

e-mail address:

[ptacoch@postino.up.ac.za](mailto:ptacoch@postino.up.ac.za)



A Harcourt Assessment Company

July 15, 2003

Via Fax (27) 12 664 0869  
Original to be mailed

Anel Visser  
P.O. Box 847  
Rooihuiskraal 0154  
SOUTH AFRICA

Dear Ms. Visser:

We have approved your request to translate, adapt and reproduce *SCAN-C: Test For Auditory Processing Disorders In Children – Revised* into Afrikaans for use in your master's level study.

Attached are two (2) original Fee Permission Agreements for your signature. Please sign and return both Agreements along with the minimum license fee. A countersigned original will be sent to you for your files.

Thank you for your interest in our clinical assessments. If you need additional assistance, please contact directly at (210) 339-5580 or via e-mail at [Cathy\\_Baker@Harcourt.com](mailto:Cathy_Baker@Harcourt.com)

Sincerely,

Catherine Amaro Baker  
Contract Specialist  
Legal Affairs

Attachments



## **FEE PERMISSION AGREEMENT**

This Agreement entered into as of **JULY 2, 2003** between The Psychological Corporation, a Harcourt Assessment Company, at 19500 Bulverde Road, San Antonio, Texas 78259 (herein "Publisher") and

NAME: **ANEL VISSER**  
ADDRESS: P.O. Box 847  
Rooihuiskraal 0154  
SOUTH AFRICA

(herein "Licensee"), WITNESSETH:

WHEREAS the Publisher is the copyright owner of the **SCAN-C: TEST FOR AUDITORY PROCESSING DISORDERS IN CHILDREN – REVISED** (herein the "Work"); and

WHEREAS the Licensee wishes to translate, adapt and reproduce the Work into Afrikaans for use in a master's level study to identify auditory processing problems in forty (40) pre-school children to determine if the translated version of the Work will identify auditory processing problems (herein the "Licensed Use").

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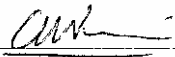
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18. This instrument contains the entire agreement between the parties and there are merged herein all prior and collateral understandings and agreements. No amendment or modification of this Agreement shall be valid unless in writing and signed by both parties.
19. Regardless of the place of its physical execution or performance, this Agreement shall be governed by and interpreted under the laws of the State of Texas, U.S.A..

**ANEL VISSER**


Licensee

C.M. Visser   
Name  
Miss  
Title

14/8/2003  
Date

**THE PSYCHOLOGICAL CORPORATION**

a Harcourt Assessment Company

  
Aurelio Prifitera, Ph.D. 9-14-07  
President Date



## **BYLAAG C**

**VERTAALDE TOETSINSTRUKSIES VAN DIE SCAN-C (KEITH,  
2000a)**

## **TOETSINSTRUKSIES: STOPA**

### **INSTRUKSIES WORD GEORDEN VOLGENS DIE SNITTE OP DIE KOMPAKSKYF (CD)**

#### **1 – Kalibrasietoon**

#### **SUBTOETS 1: GEFILTREERDE WOORDE**

#### **2 – Toetsinstruksies**

Spreker: Subtoets 1

Ek gaan jou vra om 'n paar woorde te sê. Dit gaan dalk moeilik wees om die woorde te verstaan. Kom ons luister vir die woord *kriek*. Dit gaan só klink: 'Sê die woord *kriek*.' Dan sê jy *kriek*. Maak seker dat jy die woord sê wat ek vir jou vra om te sê. As jy nie heeltemal seker is van die woord wat jy gehoor het nie, mag jy maar raai. Reg? Kom ons oefen.

#### **3 – Regteroor: Oefenitems**

#### **4 – Regteroor: Toetsitems**

Spreker: Goed, kom ons begin.

#### **5 – Linkeroor: Oefenitems**

#### **6 – Linkeroor: Toetsitems**



## **SUBTOETS 2: OUDITIEWE FIGUUR-GROND**

### **7 – Toetsinstruksies**

Spreker: Subtoets 2

Nou gaan ek jou vra om nog woorde te sê. Dit gaan dalk moeilik wees om die woorde te verstaan, want jy gaan ook ander mense hoor praat. Luister vir die woord *oud*. Dit gaan só klink: 'Sê die woord *oud*.' Moenie luister vir die mense wat praat nie; luister net vir die woord wat ek vir jou sê. As jy nie heeltemal seker is van die woord wat jy gehoor het nie, mag jy maar raai. Reg? Kom ons oefen.

### **8 – Regteroor: Oefenitems**

### **9 – Regteroor: Toetsitems**

Spreker: Goed, kom ons begin.

### **10 – Linkeroor: Oefenitems**

### **11 – Linkeroor: Toetsitems**

## **SUBTOETS 3: KOMPETERENDE WOORDE**

### **12 – Toetsinstruksies gerig op regteroor**

Spreker: Subtoets 3

Nou gaan ek jou vra om twee woorde te sê. Dit gaan dalk moeilik wees om die woorde te hoor, want jy gaan twee woorde op dieselfde tyd hoor. Jy gaan een woord in jou een oor hoor, en die ander woord in jou ander oor. Luister mooi. Ek wil hê dat jy altwee woorde vir my sê, maar sê eerste die

woord wat jy in jou regteroor hoor. Hierdie is jou regteroor.  
Wys my jou regteroor?

**13 – Oefenitem a.**

Spreker: Goed, kom ons oefen.

**14 – Oefenitem b.**

**15 – Toetsitems gerig op regteroor**

Spreker: Onthou, jy moet altwee woorde vir my sê. As jy nie heeltemal seker is van die woorde wat jy gehoor het nie, mag jy maar raai. Reg? Kom ons begin.

**16 – Toetsinstruksies gerig op linkeroor**

Spreker: Goed, nou gaan ons dit weer doen. Onthou, ek gaan twee woorde op dieselfde tyd sê en ek wil hê dat jy altwee woorde vir my sal sê. Maar hierdie keer wil ek hê dat jy eerste die woord wat jy in jou linkeroor hoor, sal sê. Hierdie is jou linkeroor. Wys my jou linkeroor?

**17 – Oefenitem a.**

Spreker: Goed, kom ons oefen.

**18 – Oefenitem b.**

**19 – Toetsitems gerig op linkeroor**

Spreker: Jy mag maar raai, al is jy nie heeltemal seker van die woorde wat jy gehoor het nie. Reg? Kom ons begin.

## **SUBTOETS 4: KOMPETERENDE SINNE**

### **20 – Toetsinstruksies gerig op regteroor**

Spreker: Subtoets 4

Nou gaan ek jou vra om vir my 'n sin te sê. Dit gaan dalk moeilik wees om die sin te hoor, want jy gaan een sin in jou een oor hoor, en die ander sin in jou ander oor. Luister mooi. Sê vir my net die sin wat jy in jou regteroor hoor. Hierdie is jou regteroor. Wys my die oor waarmee jy moet luister? Onthou, moenie met jou ander oor luister nie.

### **21 – Oefenitem a.**

Spreker: Goed, kom ons oefen.

### **22 – Oefenitem b.**

### **23 – Toetsitems gerig op regteroor**

Spreker: Goed, kom ons begin.

### **24 – Toetsinstruksies gerig op linkeroor**

Spreker: Goed, nou gaan ons dit weer doen. Onthou, jy gaan twee sinne hoor. Maar hierdie keer, moet jy net die sin sê wat jy in jou linkeroor hoor. Hierdie is jou linkeroor. Wys my die oor waarmee jy moet luister? Onthou, moenie met jou ander oor luister nie.

### **25 – Oefenitem a.**

Spreker: Goed, kom ons oefen.

### **26 – Oefenitem b.**

## 27 – Toetsitems gerig op linkeroor

Spreker: Goed, kom ons begin.

**BYLAAG D**

**STOPA-AANTEKENVORM**

**STOPA****Aantekenvorm****Siftingstoets vir ouditiewe  
prosesseringsafwykings**

Naam \_\_\_\_\_

Skool \_\_\_\_\_ Graad \_\_\_\_\_

Ouderdom \_\_\_\_\_ Geslag M V

Toetsafnemer \_\_\_\_\_

Hoedanigheid O S OW

Is Afrikaans die kind se eerste taal? Ja Nee

Hoedanigheid beskryf as oudioloog (O), spraak-taalterapeut (S) of onderwyser (OW)

Toetsdatum



\_\_\_\_\_  
JAAR MAAND DAG

Geboortedatum



\_\_\_\_\_  
JAAR MAAND DAG

Kronologiese ouderdom

\_\_\_\_\_  
JAAR MAAND DAG**Suiwertoondrempels**

		500 Hz	1000 Hz	2000 Hz	4000 Hz
	R				
	L				

**Timpanogram**

		Druk	Grafiek
	R		
	L		

Middeloordruk in mm H<sub>2</sub>O of daPa.

Timpanogramgrafiek beskryf as piek (P), gerond (R) of afgeplat (A).



**Gedragswaarneming**

# Opsomming van toetsresultate

Ouderdom _____	Roupunt	Standaard-telling (ST)	Standaardtelling Betroubaarheidsinterval 95% Betroubaarheidsvlak	Persentiel
<b>Gefiltreerde woorde</b>				
<b>Ouditiewe figuur-grond</b>				
<b>Kompeterende woorde</b>				
<b>Kompeterende sinne</b>				
<b>Som van standaardtelling</b>				
<b>Saamgestelde standaardtelling</b>				

SS	Gefiltreerde woorde	Ouditiewe figuur-grond	Kompeterende woorde	Kompeterende sinne	Saamgestelde ST
+2 SA 16	•	•	•	•	• 130
+1 SA 13	•	•	•	•	• 115
Mediaan 10					100
-1 SA 7	•	•	•	•	• 85
-2 SA 3	•	•	•	•	• 70
-3 SA 1	•	•	•	•	• 55

## Oor voordeel (OV) vir kompeterende woorde

	Toetsitems gerig op regteroor	Toetsitems gerig op linkeroor	
	Totaal: Regteroor _____	Totaal: Regteroor _____	
	Totaal: Linkeroor - _____	Totaal: Linkeroor - _____	
	OV _____	OV _____	
	ROV: + _____ LOV: - _____	ROV: + _____ LOV: - _____	
	Sien Bylae C Is ROV of LOV <b>tipies</b> vir ouderdom? Ja Nee Indien Nee, dui kumulstiewe prevalensie aan: _____%	Sien Bylae C Is ROV of LOV <b>tipies</b> vir ouderdom? Ja Nee Indien Nee, dui kumulatiewe prevalensie aan: _____%	

# Subtoets 1 – Gefiltreerde woorde

Sleutel	
+	Korrek
-	Foutief

Snitte op kompakskyf (CD)	
1	Kalibrasietoon
2	Toetsinstruksies
3	Regteroor: Oefenitems
4	Regteroor: Toetsitems
5	Linkeroor: Oefenitems
6	Linkeroor: Toetsitems

## Regteroor

### Oefenitems

- a. kriek    +   -   \_\_\_\_\_  
 b. rek      +   -   \_\_\_\_\_  
 c. taai     +   -   \_\_\_\_\_

## Linkeroor

### Oefenitems

- a. pen      +   -   \_\_\_\_\_  
 b. groen    +   -   \_\_\_\_\_

### Toetsitems

1. hek      +   -   \_\_\_\_\_  
 2. dit      +   -   \_\_\_\_\_  
 3. lied     +   -   \_\_\_\_\_  
 4. toon     +   -   \_\_\_\_\_  
 5. lief      +   -   \_\_\_\_\_  
 6. hoe      +   -   \_\_\_\_\_  
 7. skoen    +   -   \_\_\_\_\_  
 8. my       +   -   \_\_\_\_\_  
 9. laai      +   -   \_\_\_\_\_  
 10. brief    +   -   \_\_\_\_\_  
 11. les       +   -   \_\_\_\_\_  
 12. haai     +   -   \_\_\_\_\_  
 13. hout     +   -   \_\_\_\_\_  
 14. lek       +   -   \_\_\_\_\_  
 15. proe     +   -   \_\_\_\_\_  
 16. nou      +   -   \_\_\_\_\_  
 17. skip     +   -   \_\_\_\_\_  
 18. klei      +   -   \_\_\_\_\_  
 19. wen      +   -   \_\_\_\_\_  
 20. byt      +   -   \_\_\_\_\_

Totaal: Regteroor \_\_\_\_\_

### Toetsitems

21. kous    +   -   \_\_\_\_\_  
 22. groep    +   -   \_\_\_\_\_  
 23. skêr     +   -   \_\_\_\_\_  
 24. sous     +   -   \_\_\_\_\_  
 25. kou      +   -   \_\_\_\_\_  
 26. byt      +   -   \_\_\_\_\_  
 27. rits      +   -   \_\_\_\_\_  
 28. hoed     +   -   \_\_\_\_\_  
 29. waai     +   -   \_\_\_\_\_  
 30. dak      +   -   \_\_\_\_\_  
 31. laat      +   -   \_\_\_\_\_  
 32. hy       +   -   \_\_\_\_\_  
 33. voet     +   -   \_\_\_\_\_  
 34. draai    +   -   \_\_\_\_\_  
 35. boks     +   -   \_\_\_\_\_  
 36. raai      +   -   \_\_\_\_\_  
 37. skiet    +   -   \_\_\_\_\_  
 38. fiets     +   -   \_\_\_\_\_  
 39. sien      +   -   \_\_\_\_\_  
 40. tier       +   -   \_\_\_\_\_

Totaal: Linkeroor \_\_\_\_\_



Totaal: Gefiltreerde woorde \_\_\_\_\_





# Subtoets 2 – Ouditiewe figuur-grond

Sleutel	
+	Korrek
-	Foutief

Snitte op CD	
7	Toetsinstruksies
8	Regteroor: Oefenitems
9	Regteroor: Toetsitems
10	Linkeroor: Oefenitems
11	Linkeroor: Toetsitems

## Regteroor

### Oefenitems

- a. rys      +   -    \_\_\_\_\_  
 b. dek      +   -    \_\_\_\_\_

## Linkeroor

### Oefenitems

- a. kies      +   -    \_\_\_\_\_  
 b. dun      +   -    \_\_\_\_\_

### Toetsitems

1. om      +   -    \_\_\_\_\_  
 2. bek      +   -    \_\_\_\_\_  
 3. sent     +   -    \_\_\_\_\_  
 4. ryk      +   -    \_\_\_\_\_  
 5. koud     +   -    \_\_\_\_\_  
 6. wie      +   -    \_\_\_\_\_  
 7. kry      +   -    \_\_\_\_\_  
 8. wys      +   -    \_\_\_\_\_  
 9. siek     +   -    \_\_\_\_\_  
 10. bel      +   -    \_\_\_\_\_  
 11. net      +   -    \_\_\_\_\_  
 12. goed    +   -    \_\_\_\_\_  
 13. graaf    +   -    \_\_\_\_\_  
 14. plek     +   -    \_\_\_\_\_  
 15. by       +   -    \_\_\_\_\_  
 16. riet      +   -    \_\_\_\_\_  
 17. trein    +   -    \_\_\_\_\_  
 18. ver      +   -    \_\_\_\_\_  
 19. wyd      +   -    \_\_\_\_\_  
 20. rol      +   -    \_\_\_\_\_

### Toetsitems

21. diep    +   -    \_\_\_\_\_  
 22. stout    +   -    \_\_\_\_\_  
 23. hut      +   -    \_\_\_\_\_  
 24. kaas     +   -    \_\_\_\_\_  
 25. dier     +   -    \_\_\_\_\_  
 26. roep     +   -    \_\_\_\_\_  
 27. fliek     +   -    \_\_\_\_\_  
 28. nes      +   -    \_\_\_\_\_  
 29. tenk     +   -    \_\_\_\_\_  
 30. het      +   -    \_\_\_\_\_  
 31. broek    +   -    \_\_\_\_\_  
 32. raak     +   -    \_\_\_\_\_  
 33. nek      +   -    \_\_\_\_\_  
 34. kas      +   -    \_\_\_\_\_  
 35. stoep    +   -    \_\_\_\_\_  
 36. tee      +   -    \_\_\_\_\_  
 37. trek     +   -    \_\_\_\_\_  
 38. toe      +   -    \_\_\_\_\_  
 39. tol      +   -    \_\_\_\_\_  
 40. vlieg    +   -    \_\_\_\_\_

Totaal: Regteroor \_\_\_\_\_

Totaal: Linkeroor \_\_\_\_\_



Totaal: Ouditiewe figuur-grond \_\_\_\_\_



# Subtoets 3 – Kompeterende woorde

## Sleutel

+	Korrek
-	Foutief

## Snitte op CD

12	Toetsinstruksies gerig op regteroor
13	Oefenitem a.
14	Oefenitem b.
15	Toetsitems gerig op regteroor

## Snitte op CD

16	Toetsinstruksies gerig op linkeroor
17	Oefenitem a.
18	Oefenitem b.
19	Toetsitems gerig op linkeroor

## Regteroor

### Oefenitems

a.	blou	+	-	saai	+	-
b.	pen	+	-	lek	+	-

## Linkeroor

### Oefenitems

a.	fiets	+	-	soet	+	-
b.	proe	+	-	byt	+	-

### Toetsitems

1.	wyd	+	-	vleis	+	-
2.	lied	+	-	wys	+	-
3.	my	+	-	wen	+	-
4.	vlieg	+	-	graaf	+	-
5.	haas	+	-	laai	+	-
6.	riet	+	-	tenk	+	-
7.	doek	+	-	siek	+	-
8.	vaak	+	-	hoed	+	-
9.	sou	+	-	kroon	+	-
10.	rys	+	-	boom	+	-
11.	plek	+	-	by	+	-
12.	het	+	-	braai	+	-
13.	taai	+	-	het	+	-
14.	met	+	-	skoel	+	-
15.	blaar	+	-	kou	+	-

Regteroor \_\_\_\_\_

### Toetsitems

1.	hout	+	-	rol	+	-
2.	kaas	+	-	nies	+	-
3.	vol	+	-	laat	+	-
4.	blaf	+	-	mes	+	-
5.	klei	+	-	trein	+	-
6.	raai	+	-	kry	+	-
7.	kraai	+	-	hoe	+	-
8.	klein	+	-	bank	+	-
9.	raai	+	-	nie	+	-
10.	kyk	+	-	kla	+	-
11.	waai	+	-	hoses	+	-
12.	les	+	-	ek	+	-
13.	sous	+	-	groep	+	-
14.	hemp	+	-	skêr	+	-
15.	dak	+	-	skip	+	-

Regteroor \_\_\_\_\_

Linkeroor \_\_\_\_\_

Linkeroor \_\_\_\_\_

Totaal: Regteroor

Totaal: Linkeroor

Totaal: Kompeterende woorde \_\_\_\_\_

# Subtoets 4 – Kompeterende sinne

## Sleutel

+	Korrek
-	Foutief

## Snitte op CD

20	Toetsinstruksies gerig op regteroor
21	Oefenitem a.
22	Oefenitem b.
23	Regteroor gerigte toetsitems

## Snitte op CD

24	Toetsinstruksies gerig op linkeroor
25	Oefenitem a.
26	Oefenitem b.
27	Linkeroor gerigte toetsitems

## Regteroor

### Oefenitems

- a. R Die reën kom af. + -  
L Sy kry haar geld.
- b. R Hulle het die man gehelp. + -  
L Hy klim op die leer.

## Linkeroor

### Oefenitems

- a. R Hy vang die bal.  
L Die boks was vol. + -
- b. R Hulle klop aan die venster.  
L Hy laat val sy geld. + -

### Toetsitems

1. R Die park is naby die pad. + -  
L Die hond drink uit die bak.
2. R Die bak kos is warm. + -  
L Die vrou eet 'n peer.
3. R Die vloer het skoon gelyk. + -  
L Die man het vroeg gekom.
4. R Die mense gaan huis toe. + -  
L Die vrou was die hemp.
5. R Die wasmasjien het gebreek. + -  
L Die badwater was warm.
6. R Die grond was baie hard. + -  
L Die horlosie was verkeerd.
7. R Hulle het in koue water gewas. + -  
L Die gesin het 'n huis gekoop.
8. R Dit is koud in die kamer. + -  
L Die hond spring op die stoel.
9. R Hulle het die eiers gebreek. + -  
L Die kar se band was pap.
10. R Die kar ry baie vinnig. + -  
L Die verf drup op die grond.

### Toetsitems

1. R Die kind het melk gedrink.  
L Hulle het gaan ysskaats. + -
2. R Die skêr is skerp.  
L Die oond is warm. + -
3. R Die baba was mooi.  
L Daar kom mense aan. + -
4. R Die vrugte was in 'n boks.  
L Hulle het nuwe maats gemaak. + -
5. R Sy het haar hare gekam.  
L Hulle bly vir aandete. + -
6. R Die winkel sluit in die middag.  
L Die rugbywedstryd is verby. + -
7. R Die glas het op die vloer geval.  
L Hy het sy geel hemp gedra. + -
8. R Die gras word vinnig lank.  
L Die seun gly op die trap. + -
9. R Die kinders eet hulle kos.  
L Die ma hou haar baba vas. + -
10. R Die polisie jaag die kar.  
L Die appeltort was warm. + -

Totaal: Regteroor \_\_\_\_\_

Totaal: Linkeroor \_\_\_\_\_

Totaal: Kompeterende sinne \_\_\_\_\_