

Appendix A

The final 'bed-making' overlay



Appendix B

PCS preliminary selection process

PCS selected from Basson & Alant's (2005) overlay	Excluded PCS with arrows from Basson & Alant's (2005) overlay	PCS randomly selected from Haupt & Alant's (2002) overlay	PCS randomly excluded from Haupt & Alant's (2002) overlay	Excluded PCS with arrows from Haupt & Alant's (2002) overlay	PCS REVIEWED BY THE EXPERT PANEL
Let me	No	It's nice and soft	What do you think	What is next	Let me
Uh oh	Need to change them	We forgot	It is nice and clean	It is finished	It looks like a bomb went off
They're dirty	Let's take this off	It looks like a bomb went off	Let us put on	Where is it	Uh oh
Put it in the hamper	Thank you	The pillow case	The sheets	Look at this	They're dirty
What a mess	It's crooked	It looks bad	Puff it up	Tuck it in	Hold this please
Let's get the bed made	Have to fold it back	Hold this please	Put it here	Let us do it again	It looks bad
Help me please	Got to tuck it in	The blanket		Yes	Put it in the hamper
Need to pull it				You are welcome	We forgot
Looks good					What a mess
					Let's get the bed made
					Help me please
					Need to pull it
					The pillow case
					The blanket
					It's nice and soft
					Looks good
TOTAL: 9	TOTAL: 7	TOTAL: 7	TOTAL: 6	TOTAL: 8	TOTAL: 16



Consent letter to the principal of the school used in the main study

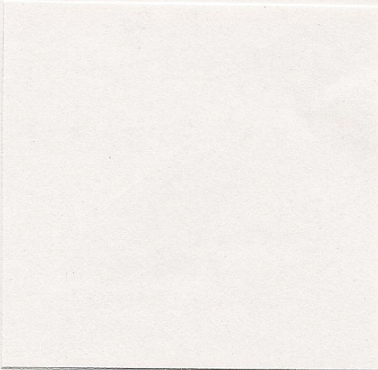
Centre for Augmentative and Alternative Communication
Sentrum vir Aanvullende en Alternatiewe Kommunikasie
&
INTERFACE

- 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




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Faculty of Humanities
Fakulteit Geesteswetenskappe



19 July 2011

The Principal and Trustees of 

RE: REQUEST TO CONDUCT RESEARCH AT YOUR INSTITUTION

I hereby request permission to conduct my proposed research 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.

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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 adapt a survey tool in the form of a 16 PCS A4 overlay within the bed-making theme which does not contain unknown concepts to the participants with EAL and 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 study using the learners at your school. The data collection procedures should take about 6 – 8 hours over about 14 working days, and are planned to take place in August 2011. You, as acting 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

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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.

In addition, you will be granting permission for 6 teachers to be asked to participate voluntarily in an expert panel review of the PCS survey tool after school hours. The teachers will be asked to complete a questionnaire in their own time that will take about 45 minutes to complete. All participating staff members will be provided with a consent form informing them about the study, what will be required of them and requesting their participation, to which they may refuse with no penalty.

Finally, you will be granting the researcher permission to use your premises as the main site for the conduction of the research. You will also be granting the researcher permission to use the receptive and expressive vocabulary tests available in your Speech Therapy department.

All identifying information of Forest Town School, participating learners and staff members 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.

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

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