

Consent letter to the teachers in the expert panel review

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

&
INTERFACE

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



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Fakulteit Geesteswetenskappe

19 July 2011

Teacher Informed Consent Letter

THE ICONICITY OF PICTURE COMMUNICATION SYMBOLS (PCS) FOR CHILDREN WITH ENGLISH ADDITIONAL LANGUAGE (EAL) AND INTELLECTUAL DISABILITY.

Background

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. 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.

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

Fax/Faks: +27 86 719 2666
Tel: +27 12 420 – 2001
juan.bomman@up.ac.za
www.caac.up.ac.za

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



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 concepts alien to the participants with EAL and mild intellectual disabilities.
- To apply the survey to determine the number and percentage of participants that chose the correct PCS in response to its spoken label. That is, to determine how iconic each of the 16 PCS is to the participants.

Why is my participation important?

Your participation in this research project will have no direct benefit to you.

Your input will, however, contribute to the development of high-quality, comprehensive and meaningful service delivery and intervention for children with intellectual disabilities.

What is expected of me as a participant?

To enable your participation in this study, you are requested to complete the attached *Teacher Informed Consent Slip* to agree to participate.

Should you agree, you will be asked to complete a questionnaire in your own time. The questionnaire should take about 45 minutes to complete. The questionnaire will ask you to judge each PCS to be used on the survey tool in terms of its appropriateness and level of complexity of the involved vocabulary in relation to the participants. You will be asked to indicate any phrases, vocabulary or PCS (pictures) that you think would be inappropriate, and make suggestions as to how they could be changed. All information will be treated as strictly confidential.

It would be of great value if you should agree to participate in this study, as your input is highly valued. All information will be treated as strictly confidential. Kindly return the reply slip to the researcher by email. Alternatively, you can phone me (079 536 7280) and I will come and collect your reply slip.

I do understand that you have a busy schedule. It would, however, be of great value if you should agree to participate in this study, as your input is highly valued.

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

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

juan.bornman@up.ac.za
www.caac.up.ac.za

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



Will I experience any risk or discomfort during this study?

The only discomfort that you may experience whilst participating in this study is the giving of your own free time during the completion of the questionnaire, which should take about 45 minutes.

All the information obtained from you during the study will be handled confidentially. No identifying information will be used in the write up of the study and your participation will remain confidential. You will not be subjected to any other risks.

What are my rights as a participant in this study?

You may, at any given time throughout this study, decide to withdraw. Should you decide to withdraw, your decision to do so will in no way penalise you.

Will I 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 *Department of Library Services* at the University of Pretoria for 15 years.

Who can be contacted if I have any further questions?

Should you require any further information, you are welcome to phone me at _____ (South Africa) or _____ (France) or email me at alicehuguet19@gmail.com.

Thank you in advance for your time and co-operation!

Yours sincerely,

Alice Huguet
Researcher

Dr. Shakila Dada
Supervisor

Expert panel review questionnaire

Dear Teacher

Thank you very much for agreeing to participate in this review panel. Your time and expertise is greatly appreciated. Before completing the questionnaire please answer the following questions by circling your answer. All your answers will remain confidential.

<i>Official Use</i>

Respondent Number: _____

		1-2
--	--	-----

1. What is your gender?

1. Male

2. Female

	3
--	---

2. How old are you?

1. Between 20 – 30 years old

2. Between 31 – 40 years old

3. Between 41 – 50 years old

4. Over 50 years old

	4
--	---

3. How many years of teaching experience do you have?

1. 0 – 2 years

2. 3 – 5 years

3. 6 – 10 years

4. More than 10 years

	5
--	---

4. How many years of experience do you have teaching children with disabilities?

1. 0 – 2 years

2. 3 – 5 years

3. 6 – 10 years

4. More than 10 years

	6
--	---

5. How many years have you been teaching at your current school?

1. 0 – 2 years
2. 3 – 5 years
3. 6 – 10 years
4. More than 10 years

 7

6. What is your highest educational qualification?

1. Grade 11 or lower
2. A matric certificate
3. Teaching diploma
4. Undergraduate degree
5. Honours degree
6. Masters degree
7. PhD qualification
8. Other: Please specify _____

 8

7. What additional training have you had in AAC (Alternative and Augmentative Communication)?

1. None
2. In-service training
3. Workshop
4. Post graduate course
5. Other: Please specify _____

 9

8. What is your mother tongue? (Please circle one)

- | | |
|--------------|---------------------------------|
| 1. English | 7. Xitsonga |
| 2. Afrikaans | 8. Tshivenda |
| 3. IsiZulu | 9. Sepedi |
| 4. IsiXhosa | 10. Siswati |
| 5. Setswana | 11. IsiNdebele |
| 6. Sesotho | 12. Other: Please specify _____ |

 10

9. What other language are you competent in? (Please circle one)

- | | |
|--------------|---------------------------------|
| 1. English | 7. Xitsonga |
| 2. Afrikaans | 8. Tshivenda |
| 3. IsiZulu | 9. Sepedi |
| 4. IsiXhosa | 10. Siswati |
| 5. Setswana | 11. IsiNdebele |
| 6. Sotho | 12. Other: Please specify _____ |

 11

10. What age group do you currently teach?

1. 9 – 11 years
2. 12 – 14 years
3. 14 – 16 years
4. 17 – 19 years
5. Other: Please specify _____

 12

Thank you for that information.

What I would like you to do now:

Please complete the following questionnaire carefully.

This questionnaire pertains to children who are similar to those you teach. The children to participate in my study will be 12;00 – 15;11 (years;months) in age and have a **mild** intellectual disability. Please also keep their cultural background in mind, as well as that English is not their first language.

There are no right or wrong answers. Your opinion is important and all input will be appreciated.

If you have any questions please feel free to phone me.

Thanking you again.

Alice Huguet (The researcher)

EXPERT PANEL REVIEW





*Do you think 12 - 15-year-old children with English additional language and **mild** intellectual disability will understand the following words/phrases?*





Please cross under the appropriate box. Any comments or suggestions can be made in the appropriate column.





Word/s	Yes	No	Unsure	Comments/Suggestions	Official Use
Let me					13
It looks like a bomb went off					14
Uh oh					15
They're dirty					16
Hold this, please					17
It looks bad					18
Put it in the hamper					19
We forgot					20
What a mess					21
Let's get the bed made					22
Help me please					23
Need to pull it					24
The pillow case					25
The blanket					26
It's nice and soft					27
Looks good					28





How well do you think 12 - 15-year-old children with English additional language and *mild* intellectual disability will match the words/phrases to the symbols?

Please circle 1 or 2 or 3. Any comments or suggestions can be made in the appropriate column.

Symbols	Rating	Comments/Suggestions	Official Use
<p>Let me</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		29
<p>It looks like a bomb went off</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		30
<p>Uh oh</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		31
<p>They're dirty</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		32

Symbols	Rating	Comments/Suggestions	Official Use
<p>Hold this, please</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		33
<p>It looks bad</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		
<p>Put it in the hamper</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		35
<p>We forgot</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		36

Symbols	Rating	Comments/Suggestions	Official Use
<p>What a mess</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		37
<p>Let's get the bed made</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		38
<p>Help me please</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		38
<p>Need to pull it</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		40

Symbols	Rating	Comments/Suggestions	Official Use
<p>The pillow case</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		41
<p>The blanket</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		42
<p>It's nice and soft</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		43
<p>Looks good</p> 	<p>1 = The symbol doesn't represent the meaning of the word/s at all.</p> <p>2 = The symbol represents the meaning of the word/s a little.</p> <p>3 = The symbol represents the meaning of the word/s a lot.</p>		44

THANK YOU!

Please place the completed questionnaire into the envelope provided and return to the researcher.








Appendix F

Expert panel review PCS results (n=6)










1 = The symbol doesn't represent the meaning of the words at all.

2 = The symbol represents the meaning of the words a little.

3 = The symbol represents the meaning of the words a lot.









PCS and gloss	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Total score
Let me	2	2	3	2	1	1	11
							
It looks like a bomb went off	1	1	2	1	1	2	8
							
Uh oh	3	3	3	3	2	3	17
							
They're dirty	2	2	1	1	2	1	9
							
Hold this please	3	1	3	2	3	2	14
							
It looks bad	2	2	1	3	2	2	12
							
Put it in the hamper	1	2	1	1	2	1	8
							



PCS and gloss	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Total score
We forgot 	3	2	2	2	3	2	14
What a mess 	2	1	3	3	1	2	12
Let's get the bed made 	3	1	3	3	3	2	15
Help me please 	2	1	3	3	3	1	13
Need to pull it 	3	1	3	3	3	2	15
The pillow case 	3	3	3	1	3	1	14
The blanket 	3	1	3	2	3	1	13
It's nice and soft 	1	1	2	1	1	1	7
Looks good 	3	1	3	3	3	1	13

Appendix G

PCS changes made from the results of the expert panel review

Original PCS and glosses with nine points or less	Changed to:	Type of PCS manipulation
<p>It looks like a bomb went off</p> 	<p>Put it on</p> 	PCS removal
<p>They're dirty</p> 	<p>They're dirty</p> 	PCS replacement
<p>Put it in the hamper</p> 	<p>Put it in the washing basket</p> 	PCS replacement
<p>It's nice and soft</p> 	<p>It's nice and soft</p> 	PCS replacement