

Questionnaire

Please use ticks to indicate your answer

Respondent number

How old are you?

11 years

12 years

13 years

Are you

a boy

a girl

V1 1-3

V2 4

V3 5

V4 6

V5 7

V6 8

V7 9

V8 10

V9 11

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
	Bubblegum tastes great					
	School pupils don't enjoy icecream					
1	Alan took an active part in the conversation					
2	Kim understood everything Alan said					
3	Our class works too quickly for Alan					
4	Alan would find it difficult to make friends at my school					
5	I feel sorry for Alan					
6	If I couldn't speak I would like to communicate like this					

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
7	I would worry if Alan sat next to me in class					
8	I found it easy to understand what Alan meant					
9	I think Alan has many friends					
10	It was easy to understand what Alan was "saying".					
11	I would like to talk to Alan					
12	Alan had interesting things to say					
13	I would tell my secrets to Alan					
14	Alan needs lots of help to do things					
15	I would be scared to talk to Alan					
16	I would be embarrassed to communicate like Alan does					
17	It would be fun to talk to Alan					
18	I would like to go to "The Spur" with Alan					
19	Alan would get teased in our class					
20	Alan could not communicate quickly enough					
21	Alan would be popular with the girls					
22	If Alan was in my class I would like to do a project with him					
23	I would try to stay away from Alan if he came to my school					

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V10		12
V11		13
V12		14
V13		15
V14		16
V15		17
V16		18
V17		19
V18		20
V19		21
V20		22
V21		23
V22		24
V23		25
V24		26
V25		27
V26		28

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
24	Alan was frustrated communicating like that.					
25	Alan was unable to say what he really wanted to					
26	Alan would need lots of help in the classroom					
27	Alan enjoyed communicating like this					
28	Alan could answer Kim's questions quickly enough					
29	I feel upset when I see how Alan has to "talk"					
30	Kim did not always understand what Alan wanted to say					
31	Alan would not be my best friend					
32	There must be better ways for Alan to communicate					
33	The way Alan communicated with Kim resulted in some misunderstanding					
34	Alan would be unwelcome at my birthday party					
35	Alan most likely comes last in class					
36	Alan should be good with computers					
37	I do not think Alan has much fun					
38	Alan could say exactly what he wanted to					
39	Alan needs lots of help to tell a story					
40	I would like Alan to sit next to me in class					

73

V27		29
V28		30
V29		31
V30		32
V31		33
V32		34
V33		35
V34		36
V35		37
V36		38
V37		39
V38		40
V39		41
V40		42
V41		43
V42		44
V43		45

Questionnaire

Please use ticks to indicate your answer

Respondent number

How old are you?

11 years

12 years

13 years

Are you

a boy

a girl

For office use only

V1 1-3

V2 4

V3 5

V4 6

V5 7

V6 8

V7 9

V9 11

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
	Bubblegum tastes great					
	School pupils don't enjoy icecream					
1	Alan took an active part in the conversation					
2	Our class works too quickly for Alan					
3	Kim understood everything Alan said					
4	Alan would find it difficult to make friends at my school					
5	If I couldn't speak I would like to communicate like this					

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		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
6	I would worry if Alan sat next to me in class					
7	I found it easy to understand what Alan meant					
8	I think Alan has many friends					
9	I would be scared to talk to Alan					
10	I would like to talk to Alan					
11	There must be better ways for Alan to communicate					
12	I would tell my secrets to Alan					
13	I would be embarrassed to communicate like Alan does					
14	It was easy to understand what Alan was "saying".					
15	It would be fun to talk to Alan					
16	Alan would be unwelcome at my birthday party					
17	Alan would get teased in our class					
18	If Alan was in my class I would like to do a project with him					
19	Alan could not communicate quickly enough					
20	Alan would be popular with the girls					
21	I would try to stay away from Alan if he came to my school					

For office use only

V10		12
V11		13
V12		14
V13		15
V14		16
V15		17
V16		18
V18		20
V19		21
V20		22
V21		23
V22		24
V23		25
V24		26
V25		27
V26		28

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
22	Alan was frustrated communicating like that.					
23	Alan was unable to say what he really wanted to					
24	Alan could answer Kim's questions quickly enough					
25	Alan would need lots of help in the classroom					
26	I feel upset when I see how Alan has to "talk"					
27	Kim did not always understand what Alan wanted to say					
28	Alan would not be my best friend					
29	Alan had interesting things to say					
30	The way Alan communicated with Kim resulted in some misunderstanding					
31	I would like to go to "The Spur" with Alan					
32	Alan most likely comes last in class					
33	Alan should be good with computers					
34	I do not think Alan has much fun					
35	Alan could say exactly what he wanted to					
36	Alan needs lots of help to tell a story					
37	I would like Alan to sit next to me in class					

For office use only

V27		29
V28		30
V29		31
V31		33
V32		34
V33		35
V34		36
V35		37
V36		38
V37		39
V38		40
V39		41
V40		42
V41		43
V42		44
V43		45

Questionnaire

Please use ticks to indicate your answer

Respondent number

How old are you?

11 years	<input type="checkbox"/>
12 years	<input type="checkbox"/>
13 years	<input type="checkbox"/>

Are you

a boy	<input type="checkbox"/>
a girl	<input type="checkbox"/>

For office use only

V1

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 1-3

V2 4

V3 5

V4 6

V5 7

V6 8

V7 9

V8 10

V9 11

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
	Bubblegum tastes great	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School pupils don't enjoy icecream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	Alan took an active part in the conversation	5	4	3	2	1
2	Our class works too quickly for Alan	1	2	3	4	5
3	Kim understood everything Alan said	5	4	3	2	1
4	Alan would find it difficult to make friends at my school	1	2	3	4	5
5	If I couldn't speak I would like to communicate like this	5	4	3	2	1

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
6	I would worry if Alan sat next to me in class	1	2	3	4	5
7	I found it easy to understand what Alan meant	5	4	3	2	1
8	I think Alan has many friends	5	4	3	2	1
9	I would be scared to talk to Alan	1	2	3	4	5
10	I would like to talk to Alan	5	4	3	2	1
11	There must be better ways for Alan to communicate	1	2	3	4	5
12	I would tell my secrets to Alan	5	4	3	2	1
13	I would be embarrassed to communicate like Alan does	1	2	3	4	5
14	It was easy to understand what Alan was "saying".	5	4	3	2	1
15	It would be fun to talk to Alan	5	4	3	2	1
16	Alan would be unwelcome at my birthday party	1	2	3	4	5
17	Alan would get teased in our class	1	2	3	4	5
18	If Alan was in my class I would like to do a project with him	5	4	3	2	1
19	Alan could not communicate quickly enough	1	2	3	4	5
20	Alan would be popular with the girls	5	4	3	2	1
21	I would try to stay away from Alan if he came to my school	1	2	3	4	5

For office use only

V10		12
V11		13
V12		14
V13		15
V14		16
V15		17
V16		18
V18		20
V19		21
V20		22
V21		23
V22		24
V23		25
V24		26
V25		27
V26		28

For office use only

		I strongly agree	I agree	I can't decide	I disagree	I strongly disagree
22	Alan was frustrated communicating like that.	1	2	3	4	5
23	Alan was unable to say what he really wanted to	1	2	3	4	5
24	Alan could answer Kim's questions quickly enough	5	4	3	2	1
25	Alan would need lots of help in the classroom	1	2	3	4	5
26	I feel upset when I see how Alan has to "talk"	1	2	3	4	5
27	Kim did not always understand what Alan wanted to say	1	2	3	4	5
28	Alan would not be my best friend	1	2	3	4	5
29	Alan had interesting things to say	5	4	3	2	1
30	The way Alan communicated with Kim resulted in some misunderstanding	1	2	3	4	5
31	I would like to go to "The Spur" with Alan	5	4	3	2	1
32	Alan most likely comes last in class	1	2	3	4	5
33	Alan should be good with computers	5	4	3	2	1
34	I do not think Alan has much fun	1	2	3	4	5
35	Alan could say exactly what he wanted to	5	4	3	2	1
36	Alan needs lots of help to tell a story	1	2	3	4	5
37	I would like Alan to sit next to me in class	5	4	3	2	1

V27		29
V28		30
V29		31
V31		33
V32		34
V33		35
V34		36
V35		37
V36		38
V37		39
V38		40
V39		41
V40		42
V41		43
V42		44
V43		45

		0	1	2	3	4	5	6	7	8	9			
		Q	W	E	R	T	Y	U	I	O	P			
		A	S	D	F	G	H	J	K	L				
			Z	X	C	V	B	N	M					

APPENDIX D – Overlay for DeltaTalker™ (Reduced)

APPENDIX E - Transcript of videotaped conversational extract

The following is a transcript of their conversation:

Kim: Hello Alan

Alan: Hi, Kim

Kim: What have you been doing on your computer lately?

Alan: Making webpages

Kim: What programme do you use?

Alan: Frontpage

Alan: What do you look up on Internet?

Kim: I look up information for school projects

Kim: How has school been lately?

Alan: O.K. But very busy

Kim: What have you been busy with?

Alan: Work

APPENDIX F – Letter of consent from principal of AAC user

114 Blair Atholl Road
WESTVILLE
12TH March 1999.

The Principal
Browns School
Pvt. Bag X04
ASHWOOD,
3604.

Dear Mr Griessel,

I would like to confirm that I have your permission for Christopher Engels, a pupil at the Browns School to be videotaped for a research project. The purpose of research is to establish whether there is a difference in peer attitudes to a child using an AAC device, depending on whether voice output is utilised. The research is being completed in partial fulfilment of the requirements for the M. Communication Pathology Degree, University of Pretoria.

Christopher will be filmed having a conversation using his DeltaTalker in spell mode with Kim Lilienfeld. Although his face will be visible he will be referred to by the pseudonym of Alan. The videotape will be shown to pupils in Grades 6 and 7 at the Pinetown and Westville Senior Primary Schools.

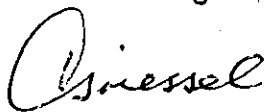
I have explained the purpose and format of the project to both Christopher and his parents and Christopher is most willing to assist. The completed videotape will be shown to Christopher and his parents before it is used for the research and they have the right to withdraw their permission at any stage of the research.

Yours faithfully,



M. S. Lilienfeld
Occupational Therapist.

Please sign below to acknowledge your permission.



J. S. Griessel
Principal

Permission granted

Date: *17/3/1999*

APPENDIX G – Letter of consent from principal of research subjects

114 Blair Atholl Road
WESTVILLE
20TH March 1999.

The Principal
Westville Senior Primary School
Westville Road
WESTVILLE
3630.

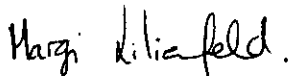
Dear Mr De Bruyn

I would like to request your permission for approximately 100 pupils from Grade 6 and Grade 7 to participate in a research project. The purpose of the research is to establish whether there is a difference in peer attitudes to a child using an AAC device, depending on whether voice output is utilised. The pupils will be required to complete a questionnaire having watched a video of a child with a disability communicating with an alphabet board. The research is being completed in partial fulfilment of the requirements for the M. Communication Pathology Degree, University of Pretoria.

Parental permission will be solicited and only those pupils whose parents have granted permission will be included in the study. The pupils will not be required to write their names on the questionnaire and their anonymity is assured. Attached is the form which will be sent to the parents requesting permission for their child to participate in the research study.

The video and questionnaire can be utilised in the class theme on disability and I am willing to respond to any questions the pupils may have immediately following the completion of the questionnaires. Permission has been granted by the KZN Education department for the research to take place and I will be happy to provide a copy of the completed dissertation for your school.

Yours faithfully,



M. S. Lilienfeld
Occupational Therapist.

Please sign below to acknowledge your permission.



Mr E. de Bruyn
Principal

Date: 30/03/99.

APPENDIX H- Parental consent letter

114 Blair Atholl Road
WESTVILLE
13rd May 1999.

Dear Parents,

Mrs M. Lilienfeld, an occupational therapist, is undertaking a study of children's attitudes to peers with disabilities.

Permission is requested to allow your son/daughter to participate in the research project. Following a short video of a disabled child your child will be requested to complete a short questionnaire. Your child's name will not appear on the questionnaire and his/her anonymity is assured.

The research is being completed in partial fulfilment of the requirements for the M. Communication Pathology Degree, University of Pretoria.

The video and questionnaire will form part of the class theme on disability awareness and will not result in your child missing academic school time.

Please complete the section below and return it to the class teacher on or before
7th May 1999.

✂ -----

I,give/ withhold my permission for my child
..... to take part in the research project on attitudes
to disabled peers.

Signed:

Date:

Parent/Guardian

APPENDIX I – Table of frequencies and item/scale correlations of the affective/behavioural dimension

1. Affective/Behavioural Components							
Voice							
		1	2	3	4	5	Item/scale Correlation
6	I would worry if Alan sat next to me in class	5%	12%	28%	30%	25%	.48
9	I would be scared to talk to Alan	0%	11%	18%	42%	30%	.66
13	I would be embarrassed to communicate like Alan does	4%	11%	23%	37%	26%	.58
15	It would be fun to talk to Alan	4%	16%	23%	46%	12%	.86
26	I feel upset when I see how Alan has to "talk"	44%	44%	9%	4%	0%	-.13
10	I would like to talk to Alan	2%	9%	25%	35%	30%	.84
12	I would tell my secrets to Alan	5%	21%	33%	33%	7%	.66
16	Alan would be unwelcome at my birthday party	0%	4%	21%	28%	47%	.73
18	If Alan was in my class I would like to do a project with him	2%	21%	30%	37%	11%	.73
21	I would try to stay away from Alan if he came to my school	0%	2%	19%	21%	58%	.76
28	Alan would not be my best friend	4%	19%	32%	23%	23%	.75
31	I would like to go to "The Spur" with Alan	5%	16%	42%	26%	11%	.74
37	I would like Alan to sit next to me in class	7%	12%	33%	28%	19%	.81
Affective/Behavioural Components							
NO VOICE							
		1	2	3	4	5	Item/scale Correlation
6	I would worry if Alan sat next to me in class	2%	16%	19%	48%	16%	.51
9	I would be scared to talk to Alan	0%	10%	17%	45%	28%	.73
13	I would be embarrassed to communicate like Alan does	9%	26%	26%	33%	7%	.67
15	It would be fun to talk to Alan	3%	14%	31%	47%	5%	.50
26	I feel upset when I see how Alan has to "talk"	45%	38%	7%	5%	5%	.17
10	I would like to talk to Alan	0%	5%	19%	62%	14%	.52
12	I would tell my secrets to Alan	7%	24%	43%	22%	3%	.45
16	Alan would be unwelcome at my birthday party	2%	10%	31%	38%	19%	.73
18	If Alan was in my class I would like to do a project with him	3%	29%	41%	22%	3%	.61
21	I would try to stay away from Alan if he came to my school	0%	9%	12%	40%	40%	.72
28	Alan would not be my best friend	7%	36%	29%	22%	5%	.74
31	I would like to go to "The Spur" with Alan	7%	26%	43%	21%	3%	.78
37	I would like Alan to sit next to me in class	5%	36%	38%	17%	3%	.75

APPENDIX J – Table of frequencies and item/scale correlations of the cognitive/belief dimension

2. Cognitive Components							
VOICE							
		1	2	3	4	5	Item/scale Correlation
2	Our class works too quickly for Alan	25%	39%	16%	19%	2%	.42
4	Alan would find it difficult to make friends at my school	11%	30%	30%	23%	7%	.64
8	I think Alan has many friends	2%	16%	39%	33%	11%	.70
17	Alan would get teased in our class	14%	40%	18%	19%	9%	.43
20	Alan would be popular with the girls	28%	30%	35%	4%	4%	.63
25	Alan would need lots of help in the classroom	39%	39%	9%	14%	0%	.67
29	Alan had interesting things to say	2%	18%	25%	46%	11%	.55
32	Alan most likely comes last in class	5%	9%	30%	42%	14%	.64
33	Alan should be good with computers	2%	2%	16%	53%	28%	.33
34	I do not think Alan has much fun	14%	35%	18%	25%	9%	.76
36	Alan needs lots of help to tell a story	23%	49%	11%	12%	5%	.69
Cognitive Components							
NO VOICE							
		1	2	3	4	5	Item/scale Correlation
2	Our class works too quickly for Alan	45%	40%	10%	5%	0%	.51
4	Alan would find it difficult to make friends at my school	9%	41%	22%	24%	3%	.47
8	I think Alan has many friends	2%	16%	60%	22%	0%	.62
17	Alan would get teased in our class	14%	31%	17%	29%	9%	.47
20	Alan would be popular with the girls	16%	48%	36%	0%	0%	.55
25	Alan would need lots of help in the classroom	40%	50%	3%	7%	0%	.56
29	Alan had interesting things to say	2%	16%	50%	31%	2%	.44
32	Alan most likely comes last in class	2%	7%	34%	28%	29%	.61
33	Alan should be good with computers	2%	3%	21%	48%	26%	.55
34	I do not think Alan has much fun	16%	31%	9%	31%	14%	.67
36	Alan needs lots of help to tell a story	24%	36%	17%	16%	7%	.71

APPENDIX K – Table of frequencies and item/scale correlations of the communicative competence dimension

3. Communicative Competence Components							
VOICE							
		1	2	3	4	5	Item/scale Correlation
1	Alan took an active part in the conversation	0%	0%	14%	49%	37%	.34
3	Kim understood everything Alan said	0%	5%	26%	46%	23%	.49
5	If I couldn't speak I would like to communicate like this	4%	19%	23%	37%	18%	.58
7	I found it easy to understand what Alan meant	2%	35%	32%	32%	0%	.69
11	There must be better ways for Alan to communicate	18%	40%	28%	11%	4%	.51
14	It was easy to understand what Alan was "saying".	4%	37%	30%	28%	2%	.67
19	Alan could not communicate quickly enough	9%	46%	23%	19%	4%	.60
22	Alan was frustrated communicating like that.	4%	28%	42%	14%	12%	.67
23	Alan was unable to say what he really wanted to	9%	32%	32%	23%	5%	.62
24	Alan could answer Kim's questions quickly enough	11%	33%	32%	23%	2%	.76
27	Kim did not always understand what Alan wanted to say	4%	37%	35%	25%	0%	.52
30	The way Alan communicated with Kim resulted in some misunderstanding	4%	37%	44%	12%	4%	.64
35	Alan could say exactly what he wanted to	4%	39%	14%	37%	7%	.58
Communicative Competence Components							
NO VOICE							
		1	2	3	4	5	Item/scale Correlation
1	Alan took an active part in the conversation	0%	12%	7%	59%	22%	.52
3	Kim understood everything Alan said	2%	22%	48%	22%	5%	.57
5	If I couldn't speak I would like to communicate like this	7%	26%	36%	21%	10%	.52
7	I found it easy to understand what Alan meant	40%	57%	2%	2%	0%	.53
11	There must be better ways for Alan to communicate	14%	71%	10%	5%	0%	.26
14	It was easy to understand what Alan was "saying".	47%	47%	5%	2%	0%	.46
19	Alan could not communicate quickly enough	14%	47%	21%	17%	2%	.60
22	Alan was frustrated communicating like that.	17%	31%	38%	12%	2%	.44
23	Alan was unable to say what he really wanted to	10%	36%	22%	22%	9%	.62
24	Alan could answer Kim's questions quickly enough	19%	47%	17%	17%	0%	.57
27	Kim did not always understand what Alan wanted to say	12%	48%	29%	10%	0%	.54
30	The way Alan communicated with Kim resulted in some misunderstanding	9%	67%	17%	7%	0%	.31
35	Alan could say exactly what he wanted to	14%	48%	16%	16%	7%	.65