REFERENCE LIST

Alant, E. (1999). Students with little or no functional speech in schools for students with severe mental retardation in South Africa. <u>Augmentative and Alternative Communication, 15,</u> 83-94.

Almanza, H. P., & Mosley, W. J. (1980). Curriculum adaptations and modifications for culturally diverse handicapped children. <u>Exceptional children, 46</u> (8), 608-613.

American Speech-Language-Hearing Association. (1981). Position statement on nonspeech communication. <u>Asha, 23,</u> 577-581.

Baddeley, A., Gardener, J. M., & Grantham-McGregor, S. (1995). Cross-cultural cognition: Developing tests for developing countries. <u>Applied Cognitive Psychology, 9</u> (Suppl.) S173-S195.

Barnhart, C. L., & Barnhart, R. K. (Eds.). (1992). <u>The World Book Dictionary</u> (Vol. 2). Chicago: World Book.

Bellugi, U., & Klima, E. S. (1976). Two faces of sign: Iconic and abstract. In S. R. Harnad (Ed.), <u>Origins and evolution of language and speech</u> (Vol. 280, pp. 514-538). New York: Annals of the New York Academy of Sciences.

Blachowicz, C. L. Z. (1994). Problem-solving strategies for academic success. In G. P. Wallach & K. G. Butler (Eds.), <u>Language learning disabilities in school-age children and adolescents: Some principles and applications.</u> New York: Macmillan College Publishing Company.

Blischak, D. M., Lloyd, L. L., & Fuller, D. R. (1997). Terminology issues. In L. L. Lloyd, D. R. Fuller & H. H. Arvidson (Eds.), <u>Augmentative and alternative communication: A handbook of principles and practices</u> (pp. 38-42). Boston: Allyn & Bacon.

Bloomberg, K., Karlan, G. R., & Lloyd, L. L. (1990). The comparative translucency of initial lexical items represented in five graphic symbol systems and sets. <u>Journal of Speech and Hearing Research, 33,</u> 717-725.

Bloomer, C. M. (1990). <u>Principles of visual perception</u> (2nd ed.). New York: Design Press.

Bosch, S. E. (1985). <u>Subject and object agreement in Zulu.</u> Unpublished master's thesis, University of Pretoria, Pretoria, South Africa.

Bracken, B. A., & Barona, A. (1991). State of the art procedures for translating, validating and using psycho-educational tests in cross-cultural assessment. School Psychology International, 12, 119-132.

Brislin, R. W. (1980). Translation and content analysis of oral and written materials. In H. C. Triandis & J. W. Berry (Eds.), Handbook of cross-cultural psychology: Vol. 2. Methodology (pp. 389-444). Boston: Allyn & Bacon.

Bruner, J. (1966). On cognitive growth. In J. Bruner, R. R. Olver & P. M. Greenfield (Eds.), Studies in cognitive growth (pp. 1-29). New York: John Wiley & Sons.

Burd, L., Hammes, K., Bornhoeft, D., & Fischer, W. (1988). A North Dakota prevalence study of non-verbal school-age children. Language, Speech, and Hearing Services in Schools, 19, 371-383.

Burger, D. (Ed.). (2000). South Africa Yearbook 2000/1. Retrieved April 17, 2001, from http://www.gov.za/yearbook/rainbow.htm.

Canonici, N. N. (1996). Zulu oral traditions. Durban, South Africa: University of Natal.

CensusAtSchool. (2001). Access to goods and services in the learners' homes. Retrieved October 5, 2001, from http://www.statssa.gov.za/specialprojects/anton/access.pdf.

CensusAtSchool. (2001). Description of the children in the sample. Retrieved October 5, 2001, from http://www.statssa.gov.za/specialprojects/anton/Res6.pdf.

CensusAtSchool. (2001). Method for conducting the pilot. Retrieved October 5, 2001, from http://www.statssa.gov.za/specialprojects/anton/Res5.pdf.

Cole, M., & Scribner, S. (1974). Culture and thought: A psychological introduction. New York: John Wiley & Sons.

Cowie, A. P. (Ed.). (1989). Oxford advanced learner's dictionary of current English (4th ed.). Oxford, England: Oxford University Press.

Daehler, M. W., Lonardo, R., & Bukatko, D. (1979). Matching and equivalence judgements in very young children. Child Development, 50, 170-179.

DeLoache, J. (1991). Symbolic functioning in very young children: Understanding of pictures and models. Child Development, 62, 736-752.

Dent, G. R., & Nyembezi, C. L. S. (1995). Scholar's Zulu dictionary (3rd ed.). Pietermaritzburg, South Africa: Shuter & Shooter.

Deregowski, J. B. (1980a). <u>Illusions, patterns and pictures.</u> London: Academic Press.

Deregowski, J. B. (1980b). Perception. In H. C. Triandes & W. Lonner (Eds.), <u>Handbook of cross-cultural psychology: Vol. 3: Basic processes</u> (pp. 21-115). Boston: Allyn & Bacon.

Doherty, J. E., Daniloff, J. K., & Lloyd, L. L. (1985). The effect of categorical presentation on Amer-Ind transparency. <u>Augmentative and Alternative Communication, 1,</u> 10-16.

Doke, C. M. (1968). <u>Textbook of Zulu grammar</u> (6th ed.). Johannesburg, South Africa: Longmans Southern Africa.

Duncan, H. F., Gourlay, N., & Hudson, W. (1973). <u>A study of pictorial perception among Bantu and white primary school children in South Africa.</u> (Human Sciences Research Council Publication Series no. 31). Johannesburg, South Africa: Witwatersrand University Press.

Dunham, J. K. (1989). The transparency of manual signs in a linguistic and an environmental nonlinguistic context. <u>Augmentative and Alternative Communication, 5,</u> 214-225.

Friedman, S. L., & Stevenson, M. B. (1975). Developmental changes in the understanding of implied motion in two-dimensional pictures. <u>Child Development, 46,</u> 773-778.

Fristoe, M., & Lloyd, L. L. (1979). Nonspeech Communication. In N. R. Ellis (Ed.), <u>Handbook of mental retardation: Psychological theory and research</u> (2nd ed., pp. 401-430). New York: Lawrence Erlbaum Associates.

Fuller, D. R. (1987). Effects of translucency and complexity on the associative learning of Blissymbols by cognitively normal children and adults. (Doctoral dissertation, Purdue University, 1987). <u>Dissertation Abstracts International, 49,</u> 710B.

Fuller, D. R. (1997). Initial study into the effects of translucency and complexity on the learning of Blissymbols by children and adults with normal cognitive abilities. <u>Augmentative and Alternative Communication, 13,</u> 30-39.

Fuller, D. R., & Lloyd, L. L. (1991). Toward a common usage of iconicity terminology. <u>Augmentative and Alternative Communication, 7,</u> 215-220.

Fuller, D. R., Lloyd, L. L., & Stratton, M. M. (1997) Aided AAC symbols. In L. L. Lloyd, D. R. Fuller & H. H. Arvidson (Eds.), Augmentative and alternative communication: A handbook of principles and practices (pp. 48-79). Boston: Allyn & Bacon.

Goossens', C. A., Crain, S., & Elder, P. (1992). Engineering the preschool environment for interactive, symbolic communication. Birmingham, AL: Southeast Augmentative Communication Publications.

Goossens', C. A., Crain, S., & Elder, P. (1996). Communication displays for engineered preschool environments: Book II. Matrix-32 and matrix-36 displays. Solana Beach, CA: Mayer-Johnson Co.

Hall, E. T. (1976). Beyond Culture. New York: Anchor Press/Doubleday.

Havelock, E. A. (1963). Preface to Plato. Cambridge, England: Belknap Press of Harvard University Press.

Hetzroni, O. E., & Harris, O. L. (1996). Cultural aspects in the development of AAC users. Augmentative and Alternative Communication, 12, 52-58.

Hoemann, H. W. (1975). The transparency of meaning of sign language gestures. Sign Language Studies, 7, 151-161.

Huer, M. B. (2000). Examining perceptions of graphic symbols across cultures: Preliminary study of the impact of culture/ethnicity. Augmentative and Alternative Communication, 16, 180-185.

Johnson, R. (1981). The Picture Communication Symbols. Solana Beach, CA: Mayer-Johnson Co.

Johnson, R. (1985). The Picture Communication Symbols: Book II. Solana Beach, CA: Mayer-Johnson Co.

Johnson, R. (1992). The Picture Communication Symbols: Book III. Solana Beach, CA: Mayer-Johnson Co.

Kose, G., Beilin, H., & O'Connor, J. M. (1983). Children's comprehension of actions depicted in photographs. Developmental Psychology, 19, 636-643.

Lloyd, L. L., & Fuller, D. R. (1990). The role of iconicity in augmentative and alternative communication symbol learning. In W. I. Fraser (Ed.), Key issues in mental retardation research (pp. 295-306). London: Routledge.

Lloyd, L. L., Karlan, G. R., & Nail-Chiwetalu, B. (1994). Translucency values for 910 Blissymbols. Unpublished manuscript.

Lloyd, L. L., Loeding, B., & Doherty, J. E. (1985). Role of iconicity in sign language acquisition: A response to Orlansky and Bonvillian (1984). Journal of Speech and Hearing Disorders, 50, 299-301.

Luftig, R. L. (1983). Variables influencing the learnability of individual signs and sign lexicons: A review. Journal of Psycholinguistic Research, 12, 361-376.

Luftig, R. L. & Bersani, H. A. (1985). An initial investigation of the effects of translucency, transparency, and component complexity of Blissymbolics. Journal of Childhood Communication Disorders, 8, 191-209.

Luftig, R. L., Page, J. L., & Lloyd, L. L. (1983). Ratings of translucency in manual signs as a predictor of sign learnability. Journal of Childhood Communication Disorders, 6, 117-134.

Macdonald, C. A. (1990). Crossing the threshold to standard three in Black education: The consolidated main report of the Threshold Project. Pretoria, South Africa: Human Science Research Council.

Macintosh, N. W. G. (1977). Beswick Creek cave two decades later: A reappraisal. In P. J. Ucko (Ed.), Form in indigenous art: Schematisation in the art of aboriginal Australia and prehistoric Europe (pp.191-197). Hillsdale, NJ: Humanities Press.

Martlew, M., & Connolly, K. J. (1996). Human figure drawings by schooled and unschooled children in Papua New Guinea. Child Development, 67, 2743-2762.

Miller, R. J. (1973). Cross-cultural research in the perception of pictorial materials. Psychological Bulletin, 80, 135-159.

Mirenda, P., & Locke, P. A. (1989). A comparison of symbol transparency in nonspeaking persons with intellectual disabilities. Journal of Speech and Hearing Disorders, 54, 131-140.

Mizuko, M. (1987). Transparency and ease of learning of symbols represented by Blissymbols, PCS, and Picsyms. Augmentative and Alternative Communication, 3, 129-136.

Moolman, E., & Alant, E. (1997). The teaching of Blissymbols as a bridge into literacy for children with cognitive impairments: A comparison of two training approaches. The South African Journal of Communication Disorders, 44, 73-86.

Musselwhite, C. R., & Ruscello, D. M. (1984). Transparency of three symbol communication systems. <u>Journal of Speech and Hearing Research, 27,</u> 436-443.

Nakamura, K., Newell, A., Alm, N., & Waller, A. (1998). How do members of different language communities compose sentences with a picture-based communication system? A cross-cultural study of picture-based sentences constructed by English and Japanese speakers. <u>Augmentative and Alternative Communication, 14,</u> 71-79.

Nigam, R., Nigam, J. C., Kiran, J., Koul, S., Pandita, R., & Srinivasan, B. (n.d.). <u>Culturally valid lexicon for Asian-Indian AAC users.</u> Unpublished manuscript.

Office of the deputy president of South Africa. (1997, November). <u>White paper on an integrated national disability strategy.</u> Ndabeni, South Africa: Rustica Press.

Olson, D. (1995). <u>The world on paper.</u> Cambridge, England: Cambridge University Press.

Ong, W. J. (1982). <u>Orality and Literacy.</u> London: Routledge.

Quist, R. W., & Lloyd, L. L. (1997). Principles and uses of technology. In L. L. Lloyd, D. R. Fuller & H. H. Arvidson (Eds.), <u>Augmentative and alternative communication: A handbook of principles and practices</u> (pp. 107-126). Boston: Allyn & Bacon.

Retief, A. (1988). <u>Method and theory in cross-cultural psychological assessment.</u> (Investigation into research methodology: Research report nr. 6). Pretoria, South Africa: Human Sciences Research Council.

Romski, M. A., & Sevcik, R. A. (1988). Augmentative communication systems: Considerations for individuals with severe intellectual disabilities. <u>Augmentative and Alternative Communication, 4,</u> 83-93.

Schneider, M., Claassens, M., Kimmie, Z., Morgan, R., Naicker, S., Roberts, A., & McLaren, P. (1999). <u>The extent of moderate and severe reported disability and the nature of the disability experience in South Africa.</u> Pretoria, South Africa: Community Agency for Social Enquiry.

Sechrest, L., Fay, T. L., & Zaidi, S. M. H. (1972). Problems of translation in cross-cultural research. <u>Journal of Cross-cultural Psychology, 3,</u> 41-56.

Sigel, I. E. (1978). The development of pictorial comprehension. In B. S. Rhandhawa & W. E. Coffman (Eds.), <u>Visual learning, thinking and communication</u> (pp. 95-106). New York: Academic Press.

Solarsh, B. (2001). Verbal solutions of rural Zulu-speaking children to problems encountered in everyday life. Unpublished doctoral dissertation, University of Pretoria, South Africa.

Stephenson, J., & Linfoot, K. (1996). Pictures as communication symbols for students with severe intellectual disability. Augmentative and Alternative Communication, 12, 224-255.

Steyn, A. G. W., Smit, C. F., Du Toit, S. H. C., & Strasheim, C. (1996). Modern statistics in practice. Pretoria, South Africa: JL van Schaik.

Taylor, O. L. (1994). Communication and communication disorders in a multicultural society. In F. D. Minifie (Ed.), Introduction to communication sciences and disorders (pp. 43-76). Los Angeles: Singular Publishing Group.

Taylor, O. L., & Clarke, M. G. (1994). Culture and communication disorders: A theoretical framework. Seminars in Speech and Language, 15, 103-114.

Witkin, H. A. (1967). A cognitive styles approach to cross cultural research. International Journal of Psychology, 2 (4), 233-250.