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APPENDIX 1A

Experts personally communicated with regarding the individual with TBI and aphasia

EXPERT	E-MAIL ADDRESS	DATE
Professor A. Holland	aholland@email.arizona.edu	2 June 2004
Dr A. Kagan	aurakagan@attglobal.net	4 June 2004
Dr C. Pound	carolepound@ukconnect.org	28 May 2004
Professor M.T. Sarno	martha.sarno@med.nyu.edu	24 May 2004
Professor M.M. Sohlberg	mckay@oregon.uoregon.edu	28 May 2004
Dr L. Togher	L.Togher@fhs.usyd.edu.au	7 June 2004
Professor M. Ylvisaker	ylvisakm@mail.strose.edu	3 June 2004

APPENDIX 1B

Corporate sector consultants personally communicated with in the development and refinement of the training session

CONSULTANT	E-MAIL ADDRESS	DATE
K. Coats	keith@tomorrowtoday.biz	29 April 2004
Dr G. Codrington	Graeme@tomorrowtoday.biz	21 & 25 April 2004
I. Mann	ianmann@gateways.co.za	23 April 2004; 8 August 2005

APPENDIX 1C

Experts personally communicated with in the development and refinement of the pre-and-post questionnaires 1 and 2

EXPERT	E-MAIL ADDRESS	DATE
S. Cottrell	Sophie.Cottrell@north-bristol.swest.nhs.uk	3 March, 2003
Dr A. Kagan	aurakagan@attglobal.net	2 January 2004
Professor M.M. Sohlberg	mckay@oregon.uoregon.edu	9 January; 12 January; 2 May 2004
Dr T. Threats	threatst@slu.edu	2 September; 10 November; 5 December 2003
Dr L. Togher	L.Togher@fhs.usyd.edu.au	7 June 2004

APPENDIX 1D

Experts personally consulted with in the development and refinement of the training session

EXPERT	E-MAIL ADDRESS	DATE
Professor A Holland	aholland@email.arizona.edu	17 April 2004
Dr A Kagan	aurakagan@attglobal.net	3 February; 15 April; 26 May; 10 November 2003
Professor M.M. Sohlberg	mckay@oregon.uoregon.edu	9 January 2004
Dr T. Threats	threatst@slu.edu	10 November 2003; 5 December 2003
Dr L. Togher	L.Togher@fhs.usyd.edu.au	15 April; 7 June 2004
Professor M. Ylvisaker	ylvisakm@mail.strose.edu	3 June 2004

APPENDIX 1E

Resources personally communicated with regarding availability of video material using individuals with a TBI specifically, for development of the training session

RESOURCE	E-MAIL ADDRESS	DATE
T. Brown	TBrown@health.state.ia.us	12 February 2004
J. Sullivan, New Hampshire Brain Injury Association	judy@bianh.org	2 December 2003
M. Winslow, South African Drive Alive Campaign	drivealive@tiscali.co.za	17 January 2004

APPENDIX 2A

Preamble for focus groups with a TBI

Thank you very much for coming along today. My name is Glenn Goldblum and I am a Speech Therapist from the University of Pretoria currently doing a research project looking at how people with cognitive communication difficulties (speaking and understanding problems) following a Traumatic Brain Injury manage with their shopping. I'm interested in how sales assistants view customers with disability, and how we might train them to serve these customers better. I'm especially interested in your ideas, as you have experience of dealing with sales assistants and their reactions to you.

Over the next hour or so I will ask you some questions to discuss within the group. I will be tape recording the discussion, and would like to ask you to please say the number placed on the table in front of you into the microphone before giving your input. I'd like to reassure you that you will remain anonymous and that no-one's name will be used when I write up the project. For the recording to be clear, please try and speak one at a time, listen to each other, and give everyone a chance to speak. I'm interested in hearing from each of you, so if you're not talking a lot, I may call on you. I'd like to make sure I hear from all of you today.

Please note that there is absolutely no right or wrong answer today. I'm interested in all your views, both positive and negative, and you won't be judged at all by the opinions you express. You may have differing points of view – but please feel free to share these views, even if they differ from what others have said. Should you at any stage feel uncomfortable, you are free to withdraw from the discussion without any penalty.

If you agree to take part and to being recorded, I'd appreciate it if you would sign this *consent form*.

APPENDIX 2B

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Biographical details: Focus group of Individuals with a TBI

- a) Participant number:
- b) Male or female?
- c) Date of birth:
- d) Highest educational level:
- e) Home language:
- f) Language that you were educated in:
- g) Preferred language when shopping:
- h) Current occupation:
- i) Date of accident:
- j) Were you unconscious?
- If so, for how long?

APPENDIX 3

Summary of barriers during shopping highlighted by participants of 2 focus groups for individuals with a TBI

- Interference from their memory problems resulting in either walking up and down aisles repeatedly to remember various items to purchase; or choosing to shop at the same shop for familiarity and comfort.
- Initial discomfort using a wheelchair in the shop – but with repeated use of the same shop, sales assistants get used to them, facilitating a more comfortable shopping experience.
- Intrusion of noise and busyness in the shop noted by some participants.
- Difficulty dealing with crowded shops and customers who push in in lines.
- Difficulty coping with money and change – particularly if pressurized when the shop is busy.
- Difficulties being understood when dysarthric, and regarded as stupid by the sales assistant who might be under pressure, or even uncomfortable dealing with such a customer. Some verbalized making lists in advance but that the sales assistants were often uninterested in asking them for the list.
- Many participants noted how when needing assistance they would ask the manager or supervisor.
- Difficulty seeing item labels, prices and also reaching certain items – for those with visual and physical difficulties.
- Some participants found shopping so penalizing that getting someone else to do the shopping was regarded as the best solution.
- Consensus regarding the need for education of sales assistants in order to make the shopping experience a more positive one for all.

APPENDIX 4A

Preamble for focus group of sales assistants from a retail supermarket store in the Gauteng region watching video clip titled “Gerry” (Supported conversation for aphasic adults: Enhancing communicative access (1996). Instructional video. Aphasia Centre and Lifetime Productions: Aphasia Centre North York: Toronto.)

Thank you very much for coming along today. My name is Glenn Goldblum and I am a Speech Therapist from the University of Pretoria currently doing a research project looking at how people with speaking and understanding problems following a Traumatic Brain Injury (head injury) manage with their shopping. A TBI may be caused by an accident and it can affect the person in different ways including the way they walk, talk, understand and think. I'm interested in how sales assistants like yourselves view customers with a disability, and I plan to develop a training program to assist sales assistants to interact more comfortably with these customers.

Over the next hour or so I will show you a short video clip and then would like to ask you some questions to discuss within the group. I will be tape recording the discussion, and would like to ask you to please say the number placed on the table in front of you into the microphone before giving your input. I'd like to reassure you that you will remain anonymous and no-one's name will be used when I write up the project. For the recording to be clear, please try and speak one at a time, listen to each other and give everyone a chance to speak. I'm interested in hearing from each of you, so if you're not talking a lot, I may call on you. I'd like to make sure I hear from all of you today.

Once the discussion is over, I would appreciate your completing the questionnaire on the table in front of you. Please remember that there are no right or wrong answers today. I'm interested in all your views, both positive and negative, and you won't be judged at all by the opinions you express. You may have differing points of view – but please feel free to share these views, even if they differ from what others have said. I'd also like to assure you that this study is a University research project, and no comments made by you today will go back directly to the company.

Should you at any stage feel uncomfortable, you are free to withdraw from the discussion without any penalty.

If you agree to take part and to being recorded, I'd appreciate it if you would sign this consent form.

Let's begin by showing you a **video clip titled Gerry...**

APPENDIX 4B

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Biographical details: Sales Assistants: retail supermarket store: Gauteng Region

- a) Participant number:
- b) Male or female?
- c) Date of birth:
- d) Home language:
- e) Highest educational level:
- f) Language that you were educated in:
- g) How long have you been working for the Company?
- h) What does your job involve?
.....
.....
.....
- i) Any previous work experience? What did it involve?
.....
.....
- j) Do you know anyone who has a disability?
If so, who is this person, and what is their problem?
.....
.....

APPENDIX 5A

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Initial letter sent to experts re participating in completion of a questionnaire

This letter was e-mailed in May 2003 to various experts working with individuals with a TBI both locally and internationally.

PARTICIPATION IN RESEARCH PROJECT:

The perceptions of sales personnel dealing with customers with Traumatic Brain Injury: A training program.

I am a Speech Therapist currently doing my PhD (through the Centre for Augmentative and Alternative Communication, University of Pretoria) looking at the integration of individuals with a cognitive communication difficulty following a Traumatic Brain Injury as a consumer in the retail world. Specifically, I'm interested in how the perceptions of sales assistants change after receiving training in dealing with such customers.

I would appreciate it you would be prepared to participate in this research project. Should you agree, I will forward an electronic version of a Questionnaire to you at the beginning of the week of the 2-6 June, which should take you less than 20 minutes to complete. Kindly e-mail it back to me within that week so that I can complete the analysis on the information.

Thanking you in anticipation
Sincerely

Glenn Goldblum (MA (Speech and Hearing Sciences) (University of California, Santa Barbara))

APPENDIX 5B

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Letter accompanying questionnaire to experts

Dear

I appreciate your willingness to complete the following questionnaire which should take you less than 20 minutes to complete. Your information will be strictly confidential.

Kindly e-mail the questionnaire back to me by the 20th June so that I can complete the analysis of information

Regards

Glenn Goldblum (MA (Speech and Hearing Sciences) (University of California, Santa Barbara))

Questionnaire:

Based on your extensive experience working in the field with individuals with acquired brain injury, and Traumatic Brain Injury specifically, I'd be interested in your comments concerning an individual with a TBI as a customer in the retail world. The customer might present with a range of possible problems including physical as well as cognitive communication deficits – such as dysarthric speech, as well as pragmatic deficits.

Please answer the following questions:

- 1) What sorts of difficulties might such a customer experience when shopping?
- 2) In your experience, what do you think the typical reaction would be from sales assistants dealing with customers with a TBI?
- 3) List some training procedures that you consider may be useful in dealing with these kinds of problems.
- 4) What kinds of “adjustments” could be made to accommodate customers with cognitive-communication impairments?
- 5) Do you think that a training program aiming to increase the sales assistant's understanding and awareness when interacting with such customers would be of any value? If so, in what way?
- 6) Any other comments regarding shopping experiences for the individual with a TBI?

APPENDIX 6

Trial video scenarios planned to be videotaped in Rosebank and Rivonia supermarkets, July, 2003

SCENARIO	DESCRIPTION	GOAL
The photo counter	W to request photos to be developed – with no record of the photos being handed in.	Lack of insight by W into time taken for him to deal with his request; distractibility; memory loss for targeted task; impulsive discussion around request.
The green bag	M to go to Information counter to request a green shopping bag to tell sales assistant his name was put on a waiting list and still no bag.	Strategies used by both M and the sales assistant to deal with a situation that is frustrating as the green bag is not available.
The shopping list	L (very dysarthric speech) to go to various areas of the store to ask for various items (eg, hundreds and thousands, or sorbet).	Dealing with a situation where the associated motor disorder (dysarthria) significantly impedes the comprehension of the request by the sales assistant/s. Frustration, and by whom, and what strategies are used spontaneously by the sales assistants to clarify her requests?
The butcher	M and D to go together to discuss having a braai ¹ for a birthday later in the month, with suggestions for menu options for the braai ¹ .	Possible impulsive buying; distractibility; over-familiarity with the sales assistant; memory-loss for targeted task.
Item out of stock	D asks for Candere ² (out of stock in the store) and negotiate with sales assistant about the item never being available.	Dealing with a situation where the associated motor disorder (dysarthria) significantly impedes comprehending the request by the sales assistant/s. Frustration, and by whom, and what strategies are used spontaneously by the sales assistants to clarify his requests?

Key: ¹ South African term for barbeque

² Artificial sweetener

APPENDIX 7

Video scenarios planned for videotaping in three Gauteng supermarkets during October 2003

SCENARIO	DESCRIPTION	GOAL
The photo counter – (Redo scenario videoed in July 2003)	<p>a) W to request photos to be developed – with no record of the photos being handed in.</p> <p>b) After a time, have a customer stand in line impatiently behind him and possibly intervene.</p>	<p>Lack of insight by W into time taken for him to deal with his request; distractibility; memory loss for targeted task; impulsive discussion around request.</p> <p>Observe how W deals with the intervening customer in the line.</p>
The return counter scenario	<p>a) Attempt to return a more expensive item (eg toaster; kettle; camera) - complain it doesn't work – but has no cash slip.</p> <p>b) During this interaction, ask for an item that is hard for the sales assistant/ manager to understand.</p>	<p>Dealing with a situation where the associated motor disorder (dysarthria) significantly impedes comprehending the request; frustration and by whom; customer's ability to express herself and clarify efficiently. Strategies used by sales assistant/ manager to comprehend the request by the customer.</p>
The shopping list	<p>L (very dysarthric speech) to go to various areas of the store to ask for various items (eg, hundreds and thousands¹, or sorbet).</p>	<p>Dealing with a situation where the associated motor disorder (dysarthria) significantly impedes comprehending the request by the sales assistant/s. Frustration, and by whom, and what strategies are used spontaneously by the sales assistants to clarify her requests?</p>
Tea-time purchase	<p>W and D given R50 to buy items for tea - then proceed to checkout counter and deal with the cashier regarding their purchases in relation to the money they have.</p>	<p>Challenge of managing a situation dealing with money management, where they can't produce the correct amount of money, and then coping with the situation of what they have put in their trolley to purchase.</p>
CD Counter: Return scenario	<p>a) M to return a used CD and deal with sales assistants' questions about the item.</p> <p>b) Customer joins the line and gets impatient.</p>	<p>Dealing with a situation that is frustrating. Strategies used by both M and the sales assistant to deal with mounting pressure in the interaction.</p> <p>Observe how M deals with the intervening customer in the line.</p>

Key: ¹ cake decoration

APPENDIX 8

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Preamble by store managers to sales assistants being videotaped in the stores

Later today a Speech and Hearing Therapist, *Glenn Goldblum* who is currently doing a research project from the University of Pretoria, will be spending some time in our store and taking videos of various sales assistants talking to, and dealing with different customers.

She needs to make these videos in order to develop a training session to help our sales assistants work better with all types of customers. **Please try and ignore the video.** Your most natural reaction will be the most valuable to the project.

She greatly appreciates your assistance and all information and material obtained will remain confidential and for her use alone in developing her training session. Mrs. Goldblum would also like to assure you that this study is a University research project, and no comments made by you today will go back directly to the company.

APPENDIX 9

Transcription of video scenario 1: *The photo counter scenario* (Used in conjunction with Pre-and-post questionnaire 1)

Real time taken: 21 minutes and 54 seconds

Edited time: 15 Minutes 06 seconds (with stills inserted)

Context:

Customer W approaches the Photo counter inside the store (with his walker), where 2 assistants are serving (an assistant from Kodak is also there unpacking stock).

W: Can I have an 800 ASA spool?

Assistant 1 (A1): Foto First¹ may have it, and Clicks and CNA² – which one do you want Sir...How are you?

W: I'm good thank you, how are you? (*Assistant 2 next to this one – big smile*). You are very helpful and very kind.

A 1: Beg your pardon? (*They both strain to understand him*).

W: You're very nice.

A 1: (*Smiles*) thanks – but we don't have 800 – we've got 200 and 400.

W: Can't someone get an 800 for me?

A 1 and A2 simultaneously: Ok - yes we can go – we can go (*smile*).

W: Ok thank you.

A 1: (*Big smile*) We can go - thank you.

(*W has hands on counter, and doesn't offer to pay*)

A1: If you can give us money we can go for you (*big smile*).

W: Sorry?

A1: Yes we can go and look for you at ...we can help you – give us money.

W: Ok thanks (*both hands still on counter - still no money forthcoming*).

A2 (*Walks around the counter to W's side and asks*): So you just want one 800?

W: Ja.³

A2: Can you give me money and I'll go get it for you?

W: Ach⁴ – I thought you were giving me free films!

(*Both A1 and A2 strain to hear, and then both laugh*)

A2: You have to buy it. (*A1 then serves another customer*).

W to A2: Ach no then I don't want it ..Honestly I don't' ..I can't believe it (*A2 bends her head down towards W to understand what he is saying*). I thought you'd just give it to me.

A2: No - we don't have it here. Maybe we'd have given it to you if we'd have it here – but we have to go to another store to buy it for you.

W: Can'tmumbles

A2: (*Strains to hear*) Hey?

W: Is there something else you can give me?

A2: Who can give you the 800? (*A2 turns to A1 to ask about the 800ASA*).

W: Can I please have some....sorry can I please have some service (*raising his voice and moves his right hand up and down in the air*): I need that 800 now please. Now, I want it now!

A1 goes up to **W:** Ok she's coming now. She's going to the Manager to ask the manager if she can buy it for you...OK? She's not allowed to take the money from our tills to go and buy it for you ...we have to ask permission. We're not allowed to do that.

(*Another customer (old lady) joins the line behind W*)

W: I don't want an assistant. This is not good.

A1: It is sir – everything we have to do we have to get the permission. We cannot do anything without the permission. (*Lengthy look at him*) She's coming – please Sir (*getting quite desperate*).

W: (*Waits patiently for the Manager, looks around*)

(**A2** approaches **W** with the Manager (**M**) who stands on his right (with **A2** on his left)

M: Good morning sir. How are you?

W: Hi.

M: How are you?

W: Have you got an 800 for me?

M: 800?
W: Ja.³
M: We don't have them sir.
W: Ah but the other the other shop the other day they had.
M: The other stores might have. You know we've got uh these stores outside they might have but we don't have it.
W: You should have.
M: No we don't stock that one
W: Why can't you get it for me?
M: Ja³ we can get it for you only if you going to pay because we need to go out and buy for it and buy the film for you and get it back to you.
W: Thank you. You are very helpful. You are very helpful.
M: Ok – So can you please give me the money so I can go and buy it for you?
M (*Turns to A2 on Warren's left*): How much is the normal one?
A2: R34.99
M: R34.99
A2: Not sure how much the spool will cost.
M: So you need to find out how much the spool will cost. So can you do that for me?
A2: How much did you want – 200 or 400?
W: 800.
A2: 24 or 36?
W: Um 48.
A2 (*Turns to the Manager and asks*): Should I go and find out how much it costs?
M: Yea – whatever.
M turns to W: I just sent that lady to find out the price for you.
W: Thank you. You're very helpful.
M: See what we can do for you.
W: You're very helpful.
W: I'm very cross...
M (*Strains to hear*): Sorry?
W: I'm very cross.
M: You're very cross?
W: You don't have it in your store?
M: No sir we don't have it. We don't have it. You see a lot of customers doesn't buy it so we only stock what we can sell.
(*W rubs his head in apparent frustration*).
M: So it doesn't help us like to keep that line in. I mean there's only one customer in a while who comes to buy that stock. For us it's a loss cause we end up selling nothing and we end up sitting with stock here...
W (*Interrupts him*): I hear that so many times...
M: Ja³ I know but unfortunately it's the truth about it.
W: It's not the truth – you just - you just don't want to sell to me.
M: No it's not that Sir. I mean you can just have things like we've got stock here and we sit here for 6-12 months and it's not making money.
W: No but I still think that ...it's not good.
M: Ah well, I can't take that from you. Well that's how you think but the truth about it is we need to make money and we cannot keep something here that doesn't work for us.
W (*Looks at an advert on the counter about Free Kodak Film...with every film processed*) I think Free Kodak films – can I just have for free Kodak films?
M: Free Kodak films?
W: Ja³ with my purchase?
M: Ja³ with every film processed...
W (*Intervenes*): No I'll just have free Kodak photo album.
M: Without processing?
W: No sir.
W: Ach⁴ no.
M (*Smiles*) Nee nee nee nee⁵ (*smiles*). We can't do that, I'm sorry sir! Can't do that! You only get the free film if you process... (*Points to the cardboard advert on the counter*)
W (*Intervenes*): I always just read the top – from the top - not the bottom...
M: No sir.
W: It says Free Kodak photo album.
M: Only if you bring in a film to be processed – that's the only time you can collect a free film. Other than that...
W: No – I just - you just read the top line.
M: Just read the top line (*laughs out loud*)

W: Ja, ³ I just read ..

M: Well do yourself a favour and read everything....

W: (*Intervenes getting irritated*): No because I think it's an outrage.

M: Well I'm sorry sir - well that we can; do you know. That's the unfortunate part of it you know?

W: Wh where's the 800?

M: I'm waiting for it. I'm waiting for the lady who went to find out the price because we don't sell it so we have no clue how much it's going to cost us - so she'll be back in no time.

W: Oh no – have you got a 750?

M: 750? Uh Winnie have you got a 750? (*Turns to the sales AI behind the counter*)

AI: No we don't have a 750.

W: Oh - do you have a 700?

AI: No I'm sorry we don't have a 700; 200; 400 that's all.

W: 800 – nothing...

AI: No.

W: Well uh this is totally ridiculous.

M: Well that's the unfortunate part of it sir..we can stock that much and we can't stock more that that you know.

W: (*Very frustrated – puts his head on the counter*)...I don't know what I'm gonna do.

M: No we'll try and find out for you from Foto First how much is the price and we'll go and buy it for you...Just sorry because you have to wait a little bit long.

W: You're very helpful.

M: Well I'm trying cause seeing as we don't have the products here. I mean...

W intervenes: Phil (*raises his voice*) Phil!

M: Yeah that's me.

W: Fill up (*laughs*) huh huh – fill up the car (*shouts*) fill up the car.
(*Places his right hand on the shoulder of the Manager*) Here's Mr the car

M: Ja, don't worry sir

W: Fill up the car – looks at Manager with his right hand on his shoulder and smiles.

W: (*Starting to get frustrated*): Is this going to take long?

M: She'll be back in no time sir
(*Manager goes off and returns a few moments later.....*)

M: I'm sorry sir but nobody in this centre has got this film. Nobody.

W: This is an outrage.

M: Uh, nobody's got it.

W: Phone your head office...head office.

M: We can check with Kodak but that might take us a while you know if they do have stock....

W: Oh well (*Mutters*) ...find...

M: Sorry?

W: Find out for me please.

M: Ja ³ we'll do that – if they do have the stock then we'll ask them to give us the film and we'll come and deliver it to you. A promise that we need to keep also.

W: I'm very satisfied with that.

M: So is there anything else I can do for you sir?

W: Um....You just take take your shop.

M: Sorry about that. We'll try and come back to you but we'll really need your details so that if we find outwhy can't you use the 400 or the 200?

W: My camera only takes 800.

M: 800? But seeing as you don't get it, maybe it's about time you sold that camera and buy something that you can accommodate all these films.

W: Have you got a good film here.

M: Ja, ³ we got lots of good films here – I mean we've got good cameras – I mean you can try those ones – for you to go without a film – I mean It's just not right.

W: Have you got a camera for me to take?

M: Ja ³ – well that one, it's R79.00

W: I can just take it try it out (*unintelligible*).

M: Sorry?

W: I can just take it and try it out.

M: You will need to pay for it.

W: No, uh.... I don't have money now.

M: Well I can't just take it out...it's just a suggestion you know?. Next time when you've got money you can buy yourself a camera.

W: No ..

M: I mean I can't give you the camera....

W: You can.

M: Noooo.

W: It'll be between friends...No.

W: (*Places his left hand on the Manager's shoulder*): Between friends (*M laughs*) Between friends.

M: (*Laughs aloud*): No, friendship doesn't mix with business!

W (*Arm still around M*): Come on.

M: No no I'm sorry sir....Nothing can be for nothing. Or else I'll lose my job.

W: No between friends.

M (*Laughs*): NO – I can't do that!

(Irate customer (N) approaches from behind in the line

N: This man needs to continue with his work and you've been occupying a lot of his time. I think they haven't got what you need. You need to leave him so that he can continue and maybe go to another store.

W (*Looks a little taken aback*): But I always shop here!

N: Ja, ³ but if they don't have what you need today, then you need to look further.

W: This is the best shop in town and and (*he turns to the M on his left and puts his arm around him*) ...and and are you listening to me Phil, this is the best shop in town

M: Ja. ³

W: This shop has everything...

N: But today they don't have what you need - so you can't occupy his time further.

W: Ja ³ but you see, I need that film and he's going to give it to me. Phil's gonna get it for me.

N: But if Phil doesn't have it, then he can't get it for you!

M (*Interjects*): No we don't have it.

W: He can send someone.

M: I can't.

N: It's not possible they don't have it in the store.

W: He can send someone.

M: I even tried to in the centre and nobody's got it.

N: Why don't you come another day and then perhaps Phil will have it?

W: When when is this going to be? It's not possible I'm going away tomorrow.

N: You're going away tomorrow?

W: Ja ³ (*hands showing exasperation*)

M: Well that's just tough.

W: It's not tough!

N: Perhaps ... where you going to?

M: Ja it is you know. We got this service that we can give to you. Now if you're going away tomorrow, now there's nothing I can do. I can guarantee you 24 hours to find out if they have it or they don't have it.

W: You're making me cross (*taps his left hand on the counter*)

N: Ja ³ but you can't occupy his time further

W: I'm getting cross (*rubs his face*).

M: There's nothing else we can do....

N: So you're going to have to leave here now so that he can continue with his work

W: (*Getting more angry – redder in the face, and starts to stamp his hands on the counter*). No no listen here ...listen Toots. Listen - I've got a lot of stuff to do – a lot of filming to do and it's going to require an 800.

N: Ja ³ – but he, Philip has also got a lot to do, and he can't get along with his work because he doesn't have what you need, and you're continuing to pester him...

W: No no! (*Getting really angry at this customer – bears his teeth at her*).

N: You're disturbing him – they've got other customers to attend to...

M: I mean you see sir. I've got other customers to attend to, and I tried to explain to you, and you don't like to understand what I'm trying to say. You don't like to understand what I'm trying to say.

W (*Intercepts him*): This just doesn't work. Ach this just doesn't work....I'm getting cross!

M: Yeah – it's just the unfortunate part of it because we don't keep that line. It's a line that we don't keep in the store. And what I said to you earlier is that I'll find out from Kodak if they have it and I'll take your details and give you a call.

W: No – OK (*throws out his left hand towards the M*) – so then just take my bloody details!

N: Ok so take his details and then you can come back another day.

(*Manager writes his details down*).

M: Your address?

W: Just remember it's Frik van der Merwe

M: Cell phone number is 716 7261? Is that alright?

W: No.....041

M: Sorry?

W: The code is 041

M: Ok so we'll call and find out if they have the product. If not – still I'll give you a call and let you know.

W: Thanks.

END OF SCENARIO 1

Definition of South Africanisms used in the scenario:^{1, 2, 3, 4, 5}

¹ **Foto First:** A photographic chain store in S.A

² **CNA and Clicks:** South African retail stores

³ **Ja:** Yes (an affirmation).

⁴ **Ach:** Oh

⁵ **Nee nee:** No, no

APPENDIX 10

Transcription of video scenario 2: *The return counter scenario* (Used in conjunction with Pre-and-post questionnaire 2)

Real time taken: 9 minutes and 12 seconds

Edited time: 8 Minutes 18 seconds (with stills inserted)

Context:

Customer L approaches the Returns counter inside the store with her parcel in a green store bag. She asks the assistant (**A**):

L: I want to return this (lifts her green shopping bag onto the counter). I got it...

A (*Removes the 2 items from the bag*): What's wrong with this?

L: I got it as a present. I already got it. Really don't want it. I already got one. I don't want it.

A: What's wrong with it?

L: I got it as a present.

A: You got it as a present? That person who did give it to you – she didn't give you a slip?

L: No – no. It was a present. It was a present.

A (*Examines the 2 items to see if they are intact*).

L: I got no slip.

A: No slip? Ok let me call someone to help you cause I cannot help you when you don't have a slip.

L: Thank you.

A (*Rings the bell for assistance*): It was too much.

L: Thank you.

A: Yes - When it's too much we cannot give you so I'm calling someone to help you.

L: Thank you. I know they bought it here.

A (*Straining to understand*): She bought it here?

L: (*Nods*): She bought it here.

A: She bought it here? When was it?

L: About last week.

A: Do you know the date - cause you don't have a slip with you. You don't know the date?

L: No.

A (*Rings the bell and looks around for the Manager*). Another sales assistant (**A2**) approaches her, and she chats to her explaining the situation in her Black language..

L (*Interjects to this person, A2*): I already got it – I don't want this.

A2 (*Strains to understand L*).

(*A2 examines the items with A1*).

L: I haven't got a slip – it was a present.

(*A2 and A discuss calling the Manager (M). It takes a while for the Manager to arrive*).

A: So you don't want these things? Because you know this thing of not having a slip is a problem.

L: It was a present. I can't do anything about it.

A: Ja¹ – Ja¹ – that's why I'm saying they are going to call the Manager and the Manager will come and assist you. I cannot do anything.

L: Ja.¹ Thank you.

A: Because I think also - it's more than R100.

L: Ja.¹

A: You should have told that person who bought those things for you to give you to give you the slip because you did know that you were going to bring them back.

(*very kind towards L*)

L: That's why I said: "Where did you buy it?" She said "Here"

Another Assistant (**A3**) approaches, and **L** explains to her: I already got one. That's why when she gave it to me, I said where did you buy it and she said "Here."

A3: (*Seems to strain to understand her*) Ok fine - the Manager's coming.

L: Thanks. Thanks so much.

(*L looks around waiting for the Manager*)

Another assistant (A 4) approaches and says: How are you?

L: I'm fine thanks and you?

A4: Fine thanks.

L: Good. (*Points to the items on the counter*) I got this as a present and I already got it. So she bought it here and I don't have a slip. Please can I have the money back. I don't need something else.

A: (*clarifies for this A4 who clearly cannot follow L*): You hear what she said? She bought this here. I think a friend bought this for her. I think last week or when.

A4: Uh huh

A: Now she doesn't have this slip. And you know we've got a problem with these things – more than R100 if you don't have a slip it's a problem.

A4: Ja¹

A: So – we need to ask the manager what to say.

A4: I think we must speak to the store manager and see what he says. (*Turns to L*) It's not the product – more than R100 you must have a slip.

A: And you haven't got a slip.

A4: And you don't have a slip so..

L: I haven't; got a slip cause it was a present.

A4: Ok so you know what you must do – he looks to the other side of the store (*Manager's office*): Speak to the store manager. Let me call a store manager (*he goes off looking for a store manager*).

L (*looking over the counter to the A*): She was in here last week. I said "where did you buy this" and I was too shy to ask her for the slip. I didn't want to know how much she paid.

A: You know the lady who bought it for you?

L: Ja.

A: You know her telephone number and everything?

L: Ja.

A: Let's speak to the Manager - but I don't think they're going to give it to you. They're very strict when you don't have a slip.

L: But it was bought here.

A: Yes we sell it here. Yes we do sell it here. But then the other thing is we don't know how much it is. (*Lifts the items*). Let me go and check how much it is. (*Goes off to scan the items*).

L (*Looks around and looks at her watch*).

A3 approaches her: He's coming now.

L (*turns to A3*): I want to ask you something.

A3 (*Strains to understand L – and cups her left ear while talking to her*)

L: I want Hundreds and Thousands.²

A3: I know.

L: I also want Hundreds and Thousands.²

A3 (*Cups here head - puzzled by the customer's request*): Ok.

L: Can you get me Hundreds and Thousands? Hundred and Thousands² in the bakery section?

A3: Ok (*Very puzzled by this request – cannot understand it*).

L: And bring it to me?

A3: Yes ok

L: Can you bring it to me?

(*A3 goes off*) .

L (*Turns back to A*): I also asked her for hundreds and thousands.²

A (*straining to hear her*): How much? This one (*pointing to the one returned item*) is R 169.99 and this one's R79.99 – so it's more than R200 and when you don't have the slip we cannot give it to you (*joined by A4 who walks back up to them*).

Manager (M) walks up: Hi there how are you doing? (*A 4 still lingers there with the M throughout this interaction*)

L: I'm fine and you?

M: Alright. What can we do for you?

L: I got these as a present and I want my money back.

M: Ok – no that's not a problem. Does the items scan here? (*He turns to A behind the counter*)

A: Yes the item it does scan but the problem is they are very expensive.

M: They do scan?

A: This one's R169.99 and this one's R79.99 so we cannot just return the money.

M (*shakes his head*): It doesn't make a difference You don't have a slip but it was a present?

L: Ja – bought here last week – it was a present.

M: Last week.

L: Ja last week

M: That's not a problem (*turning towards A*): We just refund her. You know the policy.

A: So we have to do a refund?

M: Ja. It's not a problem. At the end of the day you just put it back on the shelves. You got the stock on the shelves

so we just put it back on the shelves.

(A gets out a Refund book for L to fill in)

L: Thanks so much.

M: Ja,¹ that's not a problem alright?

L: Thanks so much.

M: Ok. *(He takes her details in the refund book).*

M *(When he's finished getting her personal details):* Ok Mam – they'll give you a refund.

L: Thanks so much.

M: Alright – enjoy the rest of your day.

(M leaves and A scans items to give L her money).

A: So our store manager said I must give it to you.

L: He knows I bought it here.

A: Ja, he says that if the thing is scanning then there's no problem with it.

L: Thank you.

(A completes refund forms and gives L her money)

A: There you go.

L: Thank you so much.

A: Have a nice day.

L: Can I have the slip?

A: You cannot have the slip because you didn't have a slip. The slip is mine.

L: Thanks, Bye.

END OF SCENARIO 2

Definition of South Africanisms used in the scenario:^{1, 2}

¹ **Ja:** Yes (an affirmation).

² **Hundreds and Thousands:** Decoration for cakes

APPENDIX 11

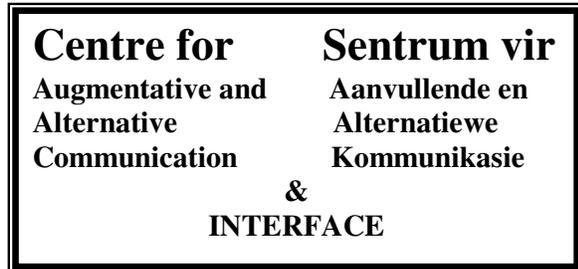
Suggestions for videographer when editing in-store videoing during October 2003

- Try to cut out as much transient noise as possible.
- Close-ups of eye and facial expressions.
- Good still photo of each encounter.
- Still of customer; main sales assistant and manager in each scenario.
- Fade out at end of each scenario, with a photo of these 3 individuals together.
- Scenarios to try to be no longer than 10 minutes each

Note: Scenario 1 (Photo counter) may be difficult to cut down as much – you may need extra time to create the reality of the interaction.

Appendix 12

Pre-post questionnaire 1: Video 1: The photo counter scenario Instructions, training questions, and pre-post questionnaire 1



- 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 Pre*

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Sentrum vir Aanvullende en Alternatiewe Kommunikasie

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INSTRUCTIONS:

Now that you've seen this video please complete the following Questionnaire. Please look at each statement and put an X to show if you agree or disagree with each of the following statements about this video interaction you've just seen.

Please remember that there are no right or wrong answers.

Here are a few sample questions first to make sure you understand what to do:

	AGREE	UNSURE	DISAGREE
A) The manager followed company policy when serving this customer			
B) The customer struggled to make his wishes understood			

QUESTIONNAIRE 1																																																																																																																								
1. Participant Number: _____				V1 <input type="checkbox"/> <input type="checkbox"/> 1-2																																																																																																																				
2. Group Number: (A or B) _____				V2 <input type="checkbox"/> 3																																																																																																																				
3. Testing Session: (1=pre, 2=post) _____				V3 <input type="checkbox"/> 4																																																																																																																				
4. Video 1 or Video 2 _____				V4 <input type="checkbox"/> 5																																																																																																																				
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12) The manager should have been more patient and explained more of the difficulty he had in getting the product for this customer				A12	<input type="checkbox"/>	17	
13) The manager coped well with this sales transaction				A13	<input type="checkbox"/>	18	
14) To assist this customer when serving him, it would be helpful to explain what you can and cannot do for him				A14	<input type="checkbox"/>	19	
15) I should treat this customer in the same way as I treat all my other customers				A15	<input type="checkbox"/>	20	
16) The other customer in line was helpful to the manager who then changed his response to this particular customer				A16	<input type="checkbox"/>	21	
17) The customer was not aware of how much time he was taking with the manager				A17	<input type="checkbox"/>	22	
18) The customer went home feeling discouraged after his shopping experience				A18	<input type="checkbox"/>	23	
19) It would be helpful for the customer to have someone with him to do his shopping				A19	<input type="checkbox"/>	24	
20) I would feel comfortable sitting next to this customer on a bus or taxi				A20	<input type="checkbox"/>	25	
<p>21. If this was you, <i>in your own words</i> describe what you would have done differently if you were serving this same customer?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>							
				A21	<input type="checkbox"/>	<input type="checkbox"/>	26-27
				A22	<input type="checkbox"/>	<input type="checkbox"/>	28-29

Appendix 13

Pre-post questionnaire 2: Video 2: The returns counter scenario

QUESTIONNAIRE 2																																																	
1. Participant Number: _____				V1	1-2																																												
2. Group Number: (1 or 0) _____				V2	3																																												
3. Testing Session: (1=pre, 2=post) _____				V3	4																																												
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	Agree	Unsure	Disagree	
10) Think it would upset the customer if I asked her to write down what she was saying to me, instead of asking her to say it again				C10 <input type="checkbox"/> 15
11) Think the sales assistant coped well with the sales transaction in the video				C11 <input type="checkbox"/> 16
12) Think it would be helpful for the customer to have someone with her to do her shopping				C12 <input type="checkbox"/> 17
13) Think that this customer needs more patience when being served than other customers				C13 <input type="checkbox"/> 18
14) Feel comfortable sitting next to this customer on a bus or taxi				C14 <input type="checkbox"/> 19
<p>15. If this was you, in your own words describe what you would have done differently if you were serving the same customer?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>				<p>C15 <input type="checkbox"/> <input type="checkbox"/> 20-21</p> <p>C16 <input type="checkbox"/> <input type="checkbox"/> 22-23</p>

Appendix 14

Instructions for participants: experimental and control groups before the pre-questionnaire administration

Thank you very much for coming along today. My name is Glenn Goldblum and I am a Speech Therapist from the University of Pretoria, currently doing a research project looking at how different kinds of customers manage their shopping in your stores and how sales assistants like yourselves view customers with a disability.

Over the next hour – hour-and-a-half, I will show you 2 short video scenarios. After you've watched each video scenario, I'd appreciate your completing the questionnaire on the table in front of you by filling in an X in each of the squares that you feel is the appropriate one. ***Please remember that there are no right or wrong answers today.*** I'm interested in all your views, both positive and negative, and you won't be judged at all by the opinions you express. You may have differing points of view – but please feel free to share these views, even if they differ from what others have said.

I'd also like to assure you that this study is a University research project, and no comments made by you today will go back directly to your company

Should you at any stage feel uncomfortable, you are free to withdraw from the discussion without any penalty.

If you agree to take part I'd appreciate it if you would sign this consent form (*Appendix 15*).

A few extra reminders please:

Please will you:

- Ensure that you fill in your Participant number wherever required.
- Ensure that you put an X in each of the blocks on all questionnaires.
- Refrain from chatting with your colleagues while watching the videos, and also while you are completing the questionnaires.
- Please switch off all cell phones!

Appendix 15

Letter of Consent to Participate

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Consent form to participate in research project:

I have understood the information about the PhD Research Project being carried out by *Glenn Goldblum* under the supervision of *Professor Erna Alant*, Director of the Centre for Augmentative and Alternative Communication, University of Pretoria.

I understand that my input will be treated as confidential by the Researcher.

I agree to take part in the project.

Name of participant

Date

Signature

Appendix 16

Biographical Information Form

For office use only

BIOGRAPHICAL INFORMATION																									
<p>1. Participant Number: _____</p> <p>2. Group Number: (A or B) _____</p> <p>3. Testing Session: (1=pre, 2=post) _____</p> <p>4. Video 1 or Video 2 _____</p>	<p>V1 <input type="checkbox"/> <input type="checkbox"/> 1-2</p> <p>V2 <input type="checkbox"/> 3</p> <p>V3 <input type="checkbox"/> 4</p> <p>V4 <input type="checkbox"/> 5</p>																								
<p>5. Female _____ Male _____</p> <p>6. Age in years _____</p> <p>7. Mark with an X your Mother-tongue language</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%;">YES</th> </tr> </thead> <tbody> <tr><td>English</td><td></td></tr> <tr><td>Afrikaans</td><td></td></tr> <tr><td>Setswana</td><td></td></tr> <tr><td>Sesotho</td><td></td></tr> <tr><td>IsiZulu</td><td></td></tr> <tr><td>IsiXhosa</td><td></td></tr> <tr><td>Northern Sotho (Sepedi)</td><td></td></tr> <tr><td>IsiNdebele</td><td></td></tr> <tr><td>SiSwati</td><td></td></tr> <tr><td>Xitsonga</td><td></td></tr> <tr><td>OTHER</td><td></td></tr> </tbody> </table>		YES	English		Afrikaans		Setswana		Sesotho		IsiZulu		IsiXhosa		Northern Sotho (Sepedi)		IsiNdebele		SiSwati		Xitsonga		OTHER		<p>V5 <input type="checkbox"/> 6</p> <p>V6 <input type="checkbox"/> <input type="checkbox"/> 7-8</p> <p>V7 <input type="checkbox"/> <input type="checkbox"/> 9-10</p>
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<p>8. How good would you rate your SPEAKING English? Mark your choice with an X</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tbody> <tr><td style="width: 80%;">Good</td><td style="width: 20%;"></td></tr> <tr><td>Average</td><td></td></tr> <tr><td>Poor</td><td></td></tr> </tbody> </table>	Good		Average		Poor		<p>V8 <input type="checkbox"/> 11</p>																		
Good																									
Average																									
Poor																									

<p>9. How good would you rate your UNDERSTANDING English? Mark your choice with an X.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Good</td> <td style="width: 30px;"></td> </tr> <tr> <td style="padding: 2px;">Average</td> <td></td> </tr> <tr> <td style="padding: 2px;">Poor</td> <td></td> </tr> </table>	Good		Average		Poor		<p>V9 <input type="checkbox"/> 12</p>				
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Average											
Poor											
<p>10. What is your highest educational level?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Below Std 6 (Below Grade 8)</td> <td style="width: 30px;"></td> </tr> <tr> <td style="padding: 2px;">Std 7 - 9 (Grades 9 -11)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Std 10 (Matric) Grade 12)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Tertiary</td> <td></td> </tr> </table>	Below Std 6 (Below Grade 8)		Std 7 - 9 (Grades 9 -11)		Std 10 (Matric) Grade 12)		Tertiary		<p>V10 <input type="checkbox"/> 13</p>		
Below Std 6 (Below Grade 8)											
Std 7 - 9 (Grades 9 -11)											
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Tertiary											
<p>11. How long have you been working for the Company? _____ years</p> <p>12. What is your position in the Company?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Customer Service Manager</td> <td style="width: 30px;"></td> </tr> <tr> <td style="padding: 2px;">Customer Care Assistant</td> <td></td> </tr> <tr> <td style="padding: 2px;">Deli (Sales Assistant)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Bakery (Sales Assistant)</td> <td></td> </tr> <tr> <td style="padding: 2px;">Butchery (Sales Assistant)</td> <td></td> </tr> </table> <p>13a) Do you know anyone who has a speech problem? Yes _____ No _____</p> <p>13b) If YES, what is his/her problem?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	Customer Service Manager		Customer Care Assistant		Deli (Sales Assistant)		Bakery (Sales Assistant)		Butchery (Sales Assistant)		<p>V11 <input type="checkbox"/> <input type="checkbox"/> 14-15</p> <p>V12 <input type="checkbox"/> 16</p> <p>V13 <input type="checkbox"/> 17</p> <p>V14 <input type="checkbox"/> <input type="checkbox"/> 18-19</p> <p>V15 <input type="checkbox"/> <input type="checkbox"/> 20-21</p>
Customer Service Manager											
Customer Care Assistant											
Deli (Sales Assistant)											
Bakery (Sales Assistant)											
Butchery (Sales Assistant)											

APPENDIX 17

ICF (WHO, 2001) Constructs: broadly reflected in individual questions of pre-post questionnaires 1 and 2

Constructs broadly reflected in the ICF (WHO, 2001)	Relevant areas within the retail environment included within this construct	Questions to broadly reflect the selected constructs of the ICF (WHO, 2001)
<p>1) Activities – execution of a task or action by an individual in the context in which they live (including all aspects of the physical, social and attitudinal world); and Participation – involvement in a life situation. Limitations or restrictions of the Activities and Participation domain can result from numerous reasons including a quantitative and qualitative alteration in which the individual may have difficulty carrying out these functions; as well as from the response within the environment to the individual such as e.g. the stigma present within society.</p>	<p>Focusing attention; solving problems; undertaking a single task independently, or in a group; carrying out a daily routine; handling stress or other psychological demands; conversation; moving around different locations; maintaining and managing interactions with others in a contextually- and-socially-appropriate manner – including relating to strangers; engaging successfully in simple economic transactions.</p>	<p>Questionnaire 1: Questions 1; 2; 3; 4; 5; 8; 9; 10; 11; 13; 15; 17;18</p> <p>Questionnaire 2: Questions 2; 3; 4; 15</p>
<p>2) Environmental factors comprise the physical, social and attitudinal environment in which people live and conduct their lives. Barriers or facilitators in the environment can impact on the individual, and hinder or increase one’s performance.</p>	<p>Distracting environmental noise and busyness in the shop; support provided by strangers; individual attitudes of strangers that influence the individual's behaviour and actions.</p>	<p>Questionnaire 1: Questions 1; 6; 7; 11; 12; 14; 15; 16; 19; 20; 21</p> <p>Questionnaire 2: Questions 1; 2; 3; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14</p>

Appendix 18

Objectives, results and recommendations following the pilot study

Objectives	Materials and Equipment	Procedures	Results	Recommendations
<i>With respect to the 2 pre-and-post questionnaires, the following objectives were set:</i>				
To determine the clarity and preciseness of the instructions given to the participants before viewing the videos.	Instructions read to the participants by the researcher	Participants were informed about the procedures taking place over the next 4 hour period.	When completing the 2 questionnaires, some of the participants were noted to chat amongst themselves, and one of the participant's cell phone rang twice during this period.	Instructions were modified to include the need for all cell phones to be switched off in advance. In addition, participants to be informed not to chat amongst themselves when watching the videos and completing the questionnaires.
To determine the clarity and preciseness of the instructions given before completing the questionnaires.	2 training questions at the beginning of Questionnaire 1.	Participants were asked to complete 2 training questions about the video scenarios, to ensure they understood the instructions.	All participants were able to correctly answer the 2 sample questions.	Participants appeared to follow the directions with ease, and all answered the 2 training questions correctly.
To determine the ability of the participants to fill in all biographical information at the top of Questionnaire 1.	Biographical Information form.	All participants were required to complete 14 biographical questions.	All participants completed the information appropriately, with the exception of one participant who arrived late (she had car trouble!) and only answered 9 out of the 14 questions. Two participants rated their ability to speak English as good, and three rated their speaking English as average; while three participants rated their understanding English as good, and two as average. All 5 participants had completed a variety of training programs within their stores.	Instructions were modified to include the need to ensure that all biographical information and questions were answered. The information concerning in-store training programs was considered redundant to the aims of the study, and therefore deleted in the final version of the Biographical Information Form (<i>Appendix 16</i>).

Appendix 18 (continued). Objectives, results and recommendations following the pilot study

Objectives	Materials and Equipment	Procedures	Results	Recommendations
To determine the ease of use of the pre-post questionnaire administrations 1 and 2, and the clarity of terminology used in the questions, both before and after pilot training exposure.	Questionnaires 1 and 2	Participants were asked at the end of each questionnaire to evaluate the questions for complexity and understanding.	On both occasions when each of the questionnaires were completed (before and after the pilot training exposure), none of the participants evaluated the questions as requested. Instead, they answered a number of questions again. No questions were noted by the participants as unclear or difficult.	Given the nature of the input from all participants, the questions in both questionnaires were considered unambiguous and clear to follow. No modifications made for the main study.
To determine the time taken by the participants to view 2 videos scenarios (scenarios 1 &2), and to complete 2 questionnaires.	Time planned by researcher in advance within the program format for the entire pilot session.	Participants were closely observed and timed during the first and last part of the pilot session, where they observed 2 pre-and-post questionnaire video scenarios, and completed 2 questionnaires.	Time taken to view 2 videos and then complete 2 questionnaires fitted in comfortably within the hour allocated for each of these sessions. Participants did not rush to complete the questionnaires.	No modifications needed to this time plan for the experimental phase of the main study.
To evaluate the ease of coding the pre-and-post questionnaires.	Questionnaires 1 and 2.	The researcher coded both questionnaires before and after training to ensure the ease of coding.	No problems encountered with coding.	No adaptations required.
To test the intended analysis of data.	Questionnaires 1 and 2.	Basic statistical procedures were performed eg. frequency counts and two-way frequency tables for each question on questionnaire 1 and 2.	These basic procedures highlighted trends in relation to responses to the questions on both the questionnaires.	In discussion with the statistician, procedures were found to be adequate for reflecting trends of performances in pilot study.
<i>With respect to the pilot training session (Table 4.14), the following objectives were set:</i>				
To test the clarity of instructions given to participants during training.	Handout. Transparency.	All instructions pertaining to discussion in small groups was given in the same format by the researcher as was planned for the experimental phase of the main study.	All participants understood the instructions clearly.	No adaptations required.

Appendix 18 (continued). Objectives, results and recommendations following the pilot study

Objectives	Materials and Equipment	Procedures	Results	Recommendations
To test the ability of the participants to participate in small groups and evaluate the video material.	Handout Transparency.	For the pilot training, the participants were asked to work as a group to discuss various specific questions around the video material, with one person acting as the co-ordinator to provide feedback.	All participants were noted to participate actively in this group. In addition, when asked for feedback about the group work, all participants rated this as valuable time- <i>“giving us time to think more about the videos.”</i>	No adaptations made.
To examine the reality of the video scenarios viewed, and whether the participants could relate to the video scenarios.	Video scenario 3.	A different video scenario using customers with a TBI (from the pre-and post-questionnaire scenarios) was shown to the group of participants (Scenario 3).	The participants identified with the example used in the video scenario, although only 3 out of the 5 participants noted that they had ever dealt with customers with speech problems. All 5 participants commented on how these customers were like some of their <i>“difficult customers.”</i>	The same video scenarios to be used in the experimental phase of the main study.
To evaluate pacing and sequencing of the pilot training session, and the overall length of time taken to complete the pilot training session.	Program (Table 4.14)	Given the constraints of time allocated by supermarket chain for this pilot study, a sampling of the entire training program was used by the researcher with anticipated times allocated (Table 4.14).	The sequencing and pacing of the steps covered fitted in comfortably with the time allocated by the researcher, with ample time for discussion and sharing ideas by the group participants.	No adaptations made.
To test the use of the overhead transparencies; handouts; Coomber tape recorder and the flipchart as teaching aids.	Overhead projector and transparencies. Handouts. Flipchart. Coomber tape recorder.	Transparencies were used to highlight points for within the group discussion. In addition, a handout with the questions under discussion was placed on the table for participants to also refer to during their discussion. The researcher made frequent use of the flipchart to highlight main points made by the group participants.	Participants regularly looked at the transparency as well as the handouts while discussing within their group, and noted afterwards that it was helpful to remind them about the points they were discussing. In addition, the flipchart was noted as a very useful reference source by all participants.	No modifications needed to teaching aid format in experimental phase of the main study. The flipchart content served as an excellent summary for the researcher of content covered during the pilot session, making the need for the Coomber tape recorder during the experimental phase of the main study redundant.

Appendix 18 (continued). Objectives, results and recommendations following the pilot study

Objectives	Materials and Equipment	Procedures	Results	Recommendations
<p>To determine the interest level and perceived benefit by all participants from the training session.</p>	<p>Pilot training Evaluation Form.</p>	<p>At the end of the pilot training session, an evaluation form was given to each participant comprising 4 specific questions on a 3-point rating scale, and 3 open-ended questions.</p>	<p>All participants participated actively and with enthusiasm over the entire pilot period of 3 ½ hours. All 5 participants rated the pilot training session very highly. They felt that the session would help them deal better with customers who have different needs, and would recommend the training session to their colleagues. Positive responses expressed in the open-ended questions, with all participants noting that no aspects of the training session should be omitted in future. Comments noted included: * <i>“We should train our sales assistants about different customers especially the disabled ones,”</i> * <i>“I think this is a very good program and all employees of the company should do it-especially store managers because some of them are very impatient and some of them can’t handle a stressful situation.”</i> * <i>“We’ve never had to think about stuff like this before – very useful!”</i></p>	<p>Clearly the participants enjoyed and felt they benefited from this program.</p>
<p>To evaluate the input gathered by the Training Evaluation Form.</p>	<p>Training Evaluation Form.</p>	<p>The researcher noted trends of answers by all participants to all items on the Training Evaluation Form.</p>	<p>While the input gathered from all participants was very positive, the questions reflected an overview rather than detailed input on different aspects of the session.</p>	<p>Training Evaluation Form modified for the experimental phase of the main study to ask more focused questions pertaining to the training session, the video scenarios, and the use of the Research Assistant with a TBI (Appendix 27).</p>

Appendix 18 (continued). Objectives, results and recommendations following the pilot study

Objectives	Materials and Equipment	Procedures	Results	Recommendations
To determine the content validity of the pre-and-post questionnaires and the training session.	Pre-and-post questionnaires 1 and 2; and pilot training session.	The researcher examined each question on each of the 2 pre-and-post questionnaires in relation to the different parts of the training session (to be used in the experimental phase of the main study which they aimed to target). Questions were divided into questions primarily targeted, secondarily targeted, and general questions (<i>Appendix 19</i>).	Many of the questions from both questionnaires were reflected in each of the components of the training session. The content validity of the training and questionnaires was thus established.	No further modifications required for the experimental phase of the main study.
To determine the outcome of the pilot training session, and whether a shift occurred in the ability of the 5 participants to identify barriers and facilitators when serving a customer with a TBI after a training session exposure.	Pre-and-post questionnaire administration 1 and 2 after the pilot training session exposure.	Very close examination of, and comparison of responses by all participants to questionnaires 1 and 2 pre-and-post-pilot training session exposure.	While the pilot training was a shortened version of the full training session planned for the experimental phase of the main study, the following trends were noted: When comparing responses to questionnaires 1 and 2 pre-and post-administration, 67% and 70% respectively of the answers were unchanged across all participants. In spite of this, the discrepancies noted before and after the sample pilot training exposure was considered to highlight a shift in the awareness level of participants in dealing with this kind of customer. Trends noted included: Greater confidence in serving this kind of customer alone; in asking the customer to write something down if they couldn't be understood clearly; and greater awareness of the customer's ability to manage shopping alone in spite having speech /communication problems. One participant from the Deli moved from 5 Unsure responses on Questionnaire 1 to greater certainty after training. In contrast, one CSM became more unsure after training (7/20 items were responded with an Unsure on questionnaire 1) reflecting an increased unease with her perceptions regarding how to serve this kind of customer across different situations.	The training exposure used in the pilot was a 1½ hour sample of the 4 hour training session planned for the main study. Given this together with the assessment immediately afterwards in the pilot (as compared with 2 weeks later in the experimental phase of the main study), the shift observed in the 5 participants across the 2 questionnaires validated the training.

Appendix 19

Content validity of pre-and-post questionnaires 1 and 2

The table reflects the aim of determining the content validity of the pre-and-post questionnaires by examining the questions in relation to each slot of the training session

Training Slot	Training Content	Questions Primarily targeted	Questions secondarily targeted (more indirect impact)	General Questions
1a	Introduction and exposure to research assistant Derick (with a TBI).	Q1:	Q1: Q1; 2; 3;4;5;7;14;15; 17; 19; 20 Q2: Q1; 2; 3; 4; 5; 7; 8; 10; 12; 13; 14	
2	Diversity Awareness Fable – the Giraffe and Elephant (Roosevelt Thomas Jr., with Woodruff, 1999c) – small group discussion.			Q1: Q1; 2; 3; 6; 7; 15; 19; 20 Q2: Q 1; 2; 3; 4; 5; 7; 8; 10; 12; 13; 14
3	<i>Barriers</i> in shopping from the sales assistants’ perspective, as well as the customer with a TBI’s perspective. Discussion to take place around 2 questions given to small groups for discussion.	Q1 Q6; 7; 9; 14; 15; 19;20 Q2 Q5;6, 7;9;10;12;13;14	Q1 Q1;2; 10, 11 ; 12; 17 Q2 Q1;2; 3; 4;8;11;	Q1 Q3; Q4 ;5; 8 ;13; 16; 18
4	Video scenario to examine possible <i>barriers and facilitators</i> when serving a customer with a TBI. Consider 3 questions about barriers and facilitators while watching video and discuss in small groups. Summarize groups’ list of <i>Do’s and Don’t s</i> around such transactions.	Q1: Q 1; 2; 3; 4; 5; 6; 8; 9; 10; 12; 14; 15; 19; Q2: Q1; 2; 3; 4; 5; 6; 8; 10; 12; 13;	Q1: Q7; 13; 17; 20 Q2: Q7; 9; 11; 14	Q1: Q 16; 18

Training Slot	Training Content	Questions Primarily targeted	Questions secondarily targeted (more indirect impact)	General Questions
5	Additional video scenarios to examine <i>barriers and facilitators</i> when serving a customer with a TBI. Consider the same 3 questions about barriers and facilitators while watching video, and discuss in small groups.	Q1: Q 1; 2; 3; 4;5; 6; 8; 9; 10; 12; 14; 15; 19; Q2: Q1; 2; 3; 4; 5; 6; 8; 10; 12; 13	Q1: Q7; 13; 17; 20 Q2: Q7; 9; 11; 14	
6	Review list of <i>Do's and Don'ts</i> from both the group input, as well as input from focus groups in pilot study, to raise awareness of <i>barriers and facilitators</i> . Summarize the group's list of <i>Do's and Don'ts</i> around such transactions.	Q1 Q 1; 2; 3; 4; 5; 6; 8; 9; 10; 12; 14; 15; 19 Q2 Q1; 2; 3; 4; 5; 6; 8; 10; 12; 13	Q1 Q7; 13; 17; 20 Q2: Q7; 9; 11; 14	Q1: Q 16; 18
7	Integration of material covered - small group discussion summarizing the potential range of <i>barriers</i> that could intervene in a sales transaction with a customer with a TBI.	Q1 Q6; 7; 9;14; 15; 19;20 Q2 Q5;6, 7;9;10;12;13;14	Q1 Q1;2; 10, 11 ; 12; 17 Q2 Q1;2; 3; 4;8;11;	Q1 Q3 ; Q4 ;5; 8; 13; 16; 18
8a	Summary and integration of all material covered - integrating thinking into a formulation of a list of tips (<i>facilitators</i>) when serving a customer with a TBI. Discussion in group as a whole.	Q1: Q 1; 2; 3; 4;5; 6; 8; 9; 10; 12; 14; 15; 19; Q2: Q1; 2; 3; 4; 5; 6; 8; 10; 12; 13	Q1: Q7; 13; 17; 20 Q2: Q7; 9; 11; 14	Q1: Q 16; 18

Appendix 19 (continued). Content validity of pre-and-post questionnaires 1 and 2

<p>KEY: Q1 = Questionnaire 1 Q2 = Questionnaire 2</p>
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Appendix 20

Introduction to experimental group by Research Assistant Derick (with a TBI)

Hi, my name's Derick and I want to tell you about the accident I survived in 1986. After I regained consciousness I found myself living in a strange body that didn't do what I wanted it to ... this included an inability to walk. As a result, I was confined to a wheelchair and I had Physiotherapy 5 times per week. I was able to utter single words, but not sentences - to begin with, and also received Speech Therapy twice a week for a long time. This meant that I didn't say much due partly to society's impatience with anybody who's different to them.

When anybody regains consciousness after they have suffered a traumatic brain injury (TBI), they find themselves in a strange body i.e. one that doesn't react the way the old body did. A TBI affects other parts of the body - the brain is the command-centre of the body after all. A TBI can also cause damage to a person's ability to communicate intelligently, clearly, and it may also affect the way a person can remember the names of things. This of course causes unaffected (or "normal") people to become impatient with the person who talks with a different-sounding voice.

Stop for a moment and imagine if you were to serve someone like me, or even someone who speaks much worse than me (***BIG PAUSE!!!!!!***)That could be very hard for you - especially if the shop is very busy. Maybe the customers' speech is hard to understand, and maybe they can't think of the right words for the items they are talking to you about. By the way, when the shop is very busy and a customer with a TBI is standing in a busy long line, it's hard for them to cope with the pressure of the lines, so that something like dealing with money and correctly sorting out change can be a real problem.

Did I mention that a TBI also commonly affects a person's short term memory? That causes the person not to be able to remember things on a short term basis. So they find themselves "being lost" in a place they've been to before e.g. in a shop - and that's not even to start talking about finding their shopping lists - or even finding their car in a parking-lot full of cars that look pretty much the same! A TBI may cause damage to a person's motor movements, so the individual's flexibility suffers e.g. so they may have an inability to reach for items on the top shelf of the store and also need some help with that.

Well – it's now time for us to move on – but I will be around today so I will be able to chat to you and answer any questions you may think about and want me to try and answer. Thanks a lot.

Appendix 21

Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SLOT	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
Slot 1a	<u>Total Time:</u> 15 minutes	Introduction to the day, setting the context, and introducing assistants: Research Assistant Marjan, and Derick (with a TBI).	<p>Welcome everyone back and thank them for their time and their commitment, and for the useful information they provided on Session 1 through the questionnaires.</p> <p>Aim today to help you to identify customers who might need a different kind of service and to explore strategies that will help both you as a sales assistant in a supermarket, and your customers to have a more successful and pleasant shopping transaction. At the end of today I hope you will be more confident in dealing with customers like Derick who have a TBI and who might have different needs.</p> <p>Introduce Research Assistant Derick and brief background about himself. Invite him to say a few things about himself in relation to difficulties he has with shopping as a result of his TBI.</p>	<p>Participants to sit at 5 tables (7 per table) facing the front. If possible to sit with people they don't usually work with.</p> <p>Lecture</p>
Slot 1b	<u>Total Time:</u> 3 minutes	Ask participants to put a cross on the line to rate how confident they currently feel about serving customers with a TBI.	Confidence Rating Scale (pre-training) provided on a sheet on the table in front of each participant (<i>Appendix 25</i>).	Confidence Rating Scale: Pre-training

Appendix 21 (continued). Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SESSION	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
Slot 2	<p>Total Time: 15 minutes (3 – 5 minutes)</p> <p>5 minutes</p> <p>5 minutes</p>	<p>The <i>Giraffe and the Elephant Fable</i> (Roosevelt Thomas (with Woodruff) (1999c)) (Appendix 22)</p>	<p>Read the <i>Giraffe and the Elephant Fable</i></p> <p>Ask the participants to turn to the person next to them and have a quick discussion on: <i>How does this fable help us think about how we serve different types of customers in our stores? (Question presented on overhead transparency for all to see and consider)</i></p> <p>Quick feedback from a few participants</p> <p>If no one says anything – Prompt them with, eg: “Some of the things that you might include are, for example: It shows us how we often expect people who are different from us to fit into our way of doing things.</p> <p>The elephant wanted the same thing as the giraffe but needed a different way of achieving it. So what does that help us to think about when we serve customers who have different needs?</p> <p><i>Conclusion:</i> The following sessions will examine ways we deal with different kinds of customers, and serving them more comfortably.....</p>	<p>Lecture</p> <p>Overhead projector</p> <p>Overhead transparencies</p> <p>Feedback</p>
Slot 3	<p>Total Time: 45 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Provide an opportunity for the participants to start thinking about the issues involved in transactions with customers with TBI both from their, and the customers’ perspective.</p>	<p>Using the groups of 7 participants per table, designate one person to write down input on a flip chart piece of paper on the table.</p> <p>To help you think about the video you saw 2 weeks ago, think also about anyone you know or have served that might have a TBI, and consider what Derick has shared with us today as well. Have the groups consider the following 2 questions (Overhead transparency)</p> <p><i>Question 1:</i> Imagine that you were the customer with a TBI. What do you think the range of potential difficulties (physical and emotional) you might encounter when shopping in a supermarket?</p> <p><i>Have a small group participant put up the flipchart paper and make some reflections/ summarize combined input</i></p>	<p>Lecture</p> <p>Flip chart</p> <p>Overhead projector</p> <p>Overhead transparencies</p> <p>Feedback</p>

Appendix 21 (continued). Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SLOT	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
	10 minutes		<i>Repeat the process with the next question.</i> <i>Question 2: If you were the sales assistant, what difficulties do you think you might encounter when serving such a customer with TBI?</i>	
	10 minutes		Have a small group participant put up the flipchart paper and make some reflections./ summarize combined input.	
	5 minutes		At the end Researcher to make some reflections about the range of things that have been said, emphasizing how there is no formula to apply in every situation, but that if they are more aware of the barriers, and notice customers who might be experiencing these difficulties, they can start to address them.	
TEA (15 MINUTES)				
Slot 4	Total Time: 55 minutes	Video scenario 3 of 2 customers with a TBI in the supermarket interacting with a sales assistant.	Remind the group that a good transaction is one where both the customer and the sales assistant feel comfortable – facilitating polite and efficient transactions. Show video, and have each group consider three questions while they are watching the video. (<i>Questions in front of each group on the table and on Overhead for all to refer to</i>). <i>Question 1:</i> In relation to our discussion earlier, what difficulties do you think these customers had while shopping? <i>Question 2:</i> What did the sales assistant/manager do that was helpful for these customers? <i>Question 3:</i> What did the sales assistant/ manager do that was unhelpful? Before lunch researcher <u>summarizes</u> on a flipchart under the heading of <i>Do's and Don'ts</i> what they have learnt so far.....	Proxima Projector Video scenario 3 (Table 4.6) Lecture Flip chart Overhead projector Overhead transparencies Feedback
	9 minutes discussion and 10 minutes feedback			
	5 minutes discussion and 5 minutes feedback			
	5 minutes discussion and 5 minutes feedback			

Appendix 21 (continued). Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SLOT	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
	Time: 10 minutes		<p>We have said that customers with TBI will demonstrate a range of different behaviours. In the video – we started to identify some things that will help us to have successful transactions, and some that will not. Briefly go over what these were.</p> <p>Open up discussion in group to ask Research Assistant Derick any further questions.</p>	
LUNCH (45 MINUTES)				
Slot 5	<p>Total Time: 30 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	Examine video scenarios 4 – 7.	<p>Participants to watch the scenarios in relation to the same three questions (used in Slot 4) . Participants asked to consider the barriers and facilitators in relation to these videos. (<i>Questions in front of each group on the table</i>).</p> <p><i>Question 1:</i> Which of the issues that we identified earlier did you notice about the customer in the video?</p> <p><i>Question 2:</i> What did the sales assistant/manager do that was helpful for the customer?</p> <p><i>Question 3:</i> What did the sales assistant/ manager do that was unhelpful for the customer? Input noted by 1 member of each group and then presented briefly to group as a whole.</p> <p>Open up discussion in group to ask Research Assistant Derick any further questions.</p>	<p>Proxima Projector</p> <p>Video scenarios 4 -7 (Table 4.6)</p> <p>Flip chart</p> <p>Overhead projector</p> <p>Overhead transparencies</p> <p>Feedback</p>
Slot 6	Total Time: 20 minutes	Review the list drawn up so far of <i>Do's and Don'ts</i> by the group for possible barriers and facilitators in sales transactions involving a customer with a TBI.	Compare the group's list (Drawn up in Slot 4) with a list provided by Researcher on an Overhead (<i>Appendix 23</i>).	<p>Lecture</p> <p>Flip chart</p> <p>Overhead projector</p> <p>Overhead transparencies</p> <p>Feedback</p>

Appendix 21 (continued). Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SLOT	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
Slot 7	Total Time: 10 minutes	Reflecting back to original flipcharts to check everything has been covered.	Review input so far concerning the list of potential barriers that a customer might encounter; the problems the sales assistant might have in serving this customer; and how best to facilitate this transaction from both the customer and sales assistants' perspective. Open up discussion in group to ask Research Assistant Derick any further questions.	Lecture Flip chart Overhead projector Overhead transparencies Feedback
Slot 8a	Total Time: 30 minutes	Summarize the major issues and the views discussed in training by the group participants. Review list of strategies that would be helpful when dealing with a customer with a TBI suggested earlier on, and add to this list to develop a list/ resource of points covered in training for use within the store. Formulate these points into some kind of personalized list for each participant.	Each participant given a page /template with a line drawing of the supermarket shopping bag and marker to write their own personalized list of <i>Do's and Don'ts</i> (Kagan & Shumway, 2003g). (<i>Appendix 24</i>) Each page to be laminated by the researcher and given back to each participant for their future in-store use/ reference.	Lecture Flip chart Overhead projector Overhead transparencies Feedback
Slot 8b	Total Time: 3 minutes	Ask participants to put a cross on the line as to how confident they currently rate themselves in serving customers with a TBI.	Confidence Rating Scale (post-training) provided on a sheet on the table in front of each participant (<i>Appendix 26</i>)	Confidence Rating Scale: Post-training

Appendix 21 (continued). Main study: Training Session (Session 2) for experimental groups: Slots 1 – 8

SLOT	TIME ALLOCATED	TOPIC	CONTENT	Equipment and Instructional Method
Slot 8c	Total Time: 10 minutes	All participants to complete a Training Session Evaluation Form.	Each participant given a Training Session Evaluation Form to complete (<i>Appendix 27</i>)	Training Session Evaluation Form
Slot 8d		<i>Certificate of Attendance</i> from the University of Pretoria for all participants (<i>Appendix 28</i>).		
<u>TOTAL TIME TRAINING SESSION 236 MINUTES</u>				
LUNCH				

Appendix 22

The Giraffe and the Elephant

(Roosevelt Thomas, Jr.(with Woodruff, M.). (1999c), p.3).

In a small suburban community just outside the city of Atriodact, a giraffe had a new home built to his family's specifications. It was a wonderful house for giraffes, with soaring ceilings and tall doorways. High windows ensured maximum light and good views while protecting the family's privacy. Narrow hallways saved valuable space without compromising convenience. So well done was the house that it won the National Giraffe Home of the Year Award. The home's owners were understandably proud.

One day the giraffe, working in his state-of-the-art wood shop in the basement, happened to look out the window. Coming down the street was an elephant. "I know him," he thought. "We worked together on a PTA committee. He's an excellent woodworker too. I think I'll ask him to see my new shop. Maybe we can even work together on some projects." So the giraffe reached his head of the window and invited the elephant in. The elephant was delighted; he had liked working with the giraffe and looked forward to knowing him better. Besides, he knew about the wood shop and wanted to see it. So he walked up to the basement door and waited for it to open. "Come in; come in," the giraffe said. But immediately they encountered a problem. While the elephant could get his head in the door, he could go no farther.

"It's a good thing we made this door expandable to accommodate my wood shop equipment," the giraffe said. "Give me a minute while I take care of our problem." He removed some bolts and panels to allow the elephant in. The two acquaintances were happily exchanging wood-working stories when the giraffe's wife leaned her head down the basement stairs and called to her husband: "Telephone, dear; it's your boss."

"I'd better take that upstairs in the den," the giraffe told the elephant. "Please make yourself at home; this may take a while."

The elephant looked around, saw a half-finished project on the lathe table in the far corner, and decided to explore it further. As he moved through the doorway that led to that area of the shop, however, he heard an ominous scrunch. He backed out, scratching his head. "Maybe I'll join the giraffe upstairs," he thought. But as he started up the stairs, he heard them begin to crack. He jumped off and fell back against the wall. It too began to crumble. As he sat there disheveled and dismayed, the giraffe came down the stairs.

"What on earth is happening here?" the giraffe asked in amazement.

"I was trying to make myself at home," the elephant said. The giraffe looked around. "Okay, I see the problem. The doorway is too narrow. We'll have to make you smaller. There's an aerobics studio near here. If you'd take some classes there, we could get you down to size."

"Maybe," the elephant said, looking unconvinced.

"And the stairs are too weak to carry your weight," the giraffe continued. "If you'd go to the ballet class at night, I'm sure we could get you light on your feet. I really hope you'll do it. I like having you here."

"Perhaps," the elephant said. "But to tell you the truth, I'm not sure that a house designed for a giraffe will ever really work for an elephant, not unless there are some major changes."

Appendix 23

Overhead: List of *Do's and Don'ts* in the retail environment when serving customers with a TBI

Don'ts might include:

- Don't treat a customer with a TBI as if they are stupid and have a patronizing attitude towards them.
- Don't be uncomfortable or embarrassed when serving this customer who may be more time-consuming than most.
- Don't talk too loudly to the customer when serving them.
- Don't ask the customer immediately if they have someone with them who can help with the request.
- Don't direct your attention to the person accompanying the customer as if the customer is stupid and unable to deal with the request themselves – especially when the customer has made the request to you themselves.
- Don't speak about the customer in another language as if they are not there and cannot understand or speak for themselves.
- Don't use phrases such as: "I have a friend who also speaks funny/ uses a wheelchair etc." so as to be more comfortable and social with this customer!
- Don't serve the customer impatiently.

Do's might include:

- Ensure the shop is accessible to all members of the community – with accessible access to the stores; toilet facilities; wider aisles, product access etc.
- Offer help when the customer appears to need it eg when struggling to find an item placed too high on the shelf; or sorting out change.
- Monitor your response to this customer eg: be patient with this customer who may need extra time to do or say something; or who might be aggressive or behave inappropriately.
- Consider how you would serve this customer at the end of the month when the shop is very busy.
- Feel comfortable about serving this customer, and don't immediately call the manager or one or several other colleagues to help you.
- Serve this customer using the same store rules as you would for all customers, but be willing to modify if necessary and appropriate.
- Listen carefully to what the customer is requesting if they are hard to understand.
- Clarify the customer's needs by repeating their request...*"Did you mean....?"* if they are hard to understand.
- Do use a piece of paper and a pen to help a customer who is hard to understand to assist them in communicating their request.
- Let go of stereotypes about this kind of person, and treat the customer respectfully as an intelligent adult – by speaking to them naturally and using an adult tone of voice.
- End the interaction quickly and politely when the sales transaction cannot be completed.
- Do talk in the customer's language while in the presence of the customer if you need to consult with a colleague about the customer's request.
- Possibly have a trained customer service person in the shop to assist customers with all kinds of disabilities.
- Explain the company policy to the customer clearly and politely if their request is inappropriate/unavailable.

Appendix 24

Template of shopping bag: List of *Do's and Don'ts*

Participant No. _____



Appendix 27

Training Session Evaluation Form

Centre for Augmentative and Alternative Communication
University of Pretoria
Pretoria
0002

Thank you for your commitment and participation, and I greatly appreciate your feedback.

Please look at each statement below, and put an X to show if you agree, disagree or are unsure about each of the following statements regarding the training that you received.

For Official Use Only																																					
Participant Number: _____	V1 <input type="checkbox"/> <input type="checkbox"/> 1-2																																				
<p>1. PRESENTATION OF THE TRAINING SESSION</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;">Agree</th> <th style="width: 10%;">Unsure</th> <th style="width: 10%;">Disagree</th> </tr> </thead> <tbody> <tr> <td>The trainer was well prepared for the training.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The training sessions were logically planned and presented.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The length of the training was sufficient.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The videos provided useful training material.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>There were enough opportunities for participation during training.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>The training will help me and my colleagues deal better with customers with a traumatic brain injury.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I would recommend this training session to my other colleagues to help them serve customers with a traumatic brain injury more competently.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Meeting Derick today was helpful in training</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Agree	Unsure	Disagree	The trainer was well prepared for the training.				The training sessions were logically planned and presented.				The length of the training was sufficient.				The videos provided useful training material.				There were enough opportunities for participation during training.				The training will help me and my colleagues deal better with customers with a traumatic brain injury.				I would recommend this training session to my other colleagues to help them serve customers with a traumatic brain injury more competently.				Meeting Derick today was helpful in training				<p>G1 <input type="checkbox"/> 3</p> <p>G2 <input type="checkbox"/> 4</p> <p>G3 <input type="checkbox"/> 5</p> <p>G4 <input type="checkbox"/> 6</p> <p>G5 <input type="checkbox"/> 7</p> <p>G6 <input type="checkbox"/> 8</p> <p>G7 <input type="checkbox"/> 9</p> <p>G8 <input type="checkbox"/> 10</p>
	Agree	Unsure	Disagree																																		
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Meeting Derick today was helpful in training																																					
<p>2. OVERALL RATING OF TRAINING SESSION (Mark with an X)</p> <p>1= poor 5= very good</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5	<p>G9 <input type="checkbox"/> 11</p>																															
1	2	3	4	5																																	

Appendix 28

Certificate of Attendance



University of Pretoria

The Centre for Augmentative and Alternative Communication

I, the undersigned, acting as representative of the aforementioned, hereby certify that

Attended the following 4 hour Training Session:

TRAINING SALES ASSISTANTS TO SERVE CUSTOMERS

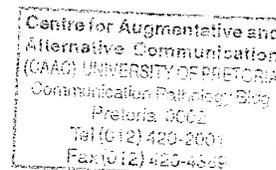
WITH A TRAUMATIC BRAIN INJURY

Presented by

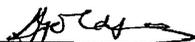
Glenn Goldblum

At the _____ Northern Region Support Office

**During
April 2005**



OFFICIAL STAMP


SIGNATURE ON BEHALF OF PROVIDER

DESIGNATION: PROF E. ALANT. DIRECTOR: CAAC

DATE: 18 APRIL 2005

PLACE : PRETORIA

Appendix 29A

Distribution of service level in the supermarket store within the experimental and control groups

	EXPERIMENTAL GROUP (n)	CONTROL GROUP (n)	P-value
Customer Service Manager	13	8	0.1864
Customer Care Assistant	11	11	
Deli /Bakery sales assistant	7	14	

Appendix 29B

Means, standard deviations and P-values for age; and number of years working for the supermarket chain in the experimental and control groups

	EXPERIMENTAL GROUP	CONTROL GROUP	
Age			P-Value
Mean	38.3870	41.9393	0.0851
Standard Deviation	9.3047	8.9580	
Minimum	23.000	23.000	
Maximum	59.000	58.000	
Years working for supermarket			P-Value
Mean	10.8710	11.0606	0.8930
Standard Deviation	7.3518	6.9997	
Minimum	1.0000	1.0000	
Maximum	28.000	25.000	

Appendix 29C

Home language spoken by participants in the experimental and control groups

	EXPERIMENTAL GROUP (n)	CONTROL GROUP (n)
English	6	2
Afrikaans	3	3
Setswana	7	10
Sesotho	2	4
Isizulu	2	2
IsiXhosa	2	1
Northern Sotho	5	8
IsiNdebele	2	
SiSwati		2
Xitsonga		1
Venda	2	

Appendix 29D

Ability to speak, and understand English as perceived by the participants in the experimental and control groups

	EXPERIMENTAL GROUP		CONTROL GROUP		P-value
	(n)	%	(n)	%	
Ability to Speak English					0.3691
Good	26	83.87	24	72.73	
Average	5	16.13	9	27.27	
Poor	0		0		
Ability to Understand English					1.000
Good	26	83.87	28	84.85	
Average	5	16.13	5	15.15	
Poor	0		0		

Appendix 29E

Distribution of educational level within the experimental and control groups

	EXPERIMENTAL GROUP (n)	CONTROL GROUP (n)	P-value
Below Std 6	0	3	0.3496
Std 7-9	12	9	
Std 10	9	12	
Tertiary	10	9	

Appendix 29F

Awareness of someone with a speech problem

	EXPERIMENTAL GROUP (n)	CONTROL GROUP (n)	P-value
Aware of someone with a speech problem	16	19	0.8020
Unaware of someone with a speech problem	15	14	