

## ANNEXTURE B

### Diagnostic Criteria for Autistic Disorder (DSM-IV-TR 2000)

A. A total of six (or more) items from (1), (2), and (3), with at least two from (1), and one each from (2) and (3);

(1) qualitative impairment in social interaction, as manifested by at least two of the following:

- (a) marked impairment in the use of multiple nonverbal behaviour such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction
- (b) failure to develop peer relationships appropriate to developmental level
- (c) a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g., by a lack of showing, bringing, or pointing out objects of interest)
- (d) lack of social or emotional reciprocity

(2) qualitative impairments in communication as manifested by at least one of the following:

- (a) delay in, or total lack of, the development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gesture or mime)
- (b) in individuals with adequate speech, marked impairment in the ability to initiate or sustain a conversation with others
- (c) stereotyped and repetitive use of language or idiosyncratic language
- (d) lack of varied, spontaneous make-believe play social imitative play appropriate to developmental level

(3) restricted repetitive and stereotyped patterns of behaviour, interest, and activities, as manifested by at least one of the following:

- (a) encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal either in intensity or focus
- (b) apparently inflexible adherence to specific, non-functional routines or rituals

- (c) stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements)
  - (d) persistent preoccupation with parts of objects
- B. Delays or abnormal functioning in at least one of the following areas, with onset prior to age 3 years: (1) social interaction, (2) language as used in social communication, or (3) symbolic or imaginative play
- C. The disturbance is not better accounted for by Rett's disorder or childhood of disintegrative disorder.

Source: APA (2000:1210)

## ANNEXTURE C

### ETHICS AND RESEARCH STATEMENT

#### FACULTY OF EDUCATION UNIVERSITY OF PRETORIA

While research has produced many positive social and educational outcomes, it has also raised disturbing questions about the conduct of researchers with respect to ethics, values and community. The purpose of ethical review, therefore, is to ensure that human respondents participate in research freely and without unreasonable risk. Where there is some degree of risk, the process of ethical review has to ensure that the potential benefits outweigh the risk and that the participation of human respondents enjoys the full and informed consent of these respondents.

The broader goals of the ethical review of research proposals in the Faculty of Education are the following:

- to develop among students and researchers a high standard of ethics and ethical practice in the conceptualisation and conduct of educational research.
- to cultivate an ethical consciousness among scholars especially in research involving human respondents.
- to promote among researchers a respect for the human rights and dignity of human respondents in the research process.

The ethical review process is guided by the following principles common to research involving human respondents:

- the principle of *voluntary participation* in research, implying that the participants may withdraw from the research at any time.
- the principle of *informed consent*, meaning that research participants must at all times be fully informed about the research process and purposes, and must have given consent to their participation in the research.

- the principle of *safety in participation*; put differently, that the human respondents must not be placed at risk or harm of any kind, e.g., research with young children.
- the principle of *privacy*, meaning that the *confidentiality* and *anonymity* of human respondents must be protected at all times.
- the principle of *trust*, which implies that human respondents will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

The process of ethical review is not intended to add bureaucratic burden to the research process. Rather, this process is intended to protect the researcher as well as the participating human respondents. At a higher level, the process is also intended to higher the quality of research in the Faculty of Education - where research is conceived not simply as a set of techniques, but as a well-considered, ethically grounded process that builds values such as trust, respect, empathy and dignity among both the researcher and the researched. In such a process, participants are treated as authentic ‘respondents’ in the research endeavour and not simply as ‘objects’ to be studied.

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