A COMPARISON
OF A NON-SPOKEN RESPONSE MODE
AND
A SPOKEN RESPONSE MODE
IN A TEST OF
PHONOLOGICAL AWARENESS

MAUREEN CASEY

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OPSOMMING

Die doel van hierdie studie was die vergelyking van twee verschillende responswyses wat gebruik kan word vir die assessoring van kinders met erge gestremdhede en geen of baie min funksionele spraak. Aagt-en-veertig tipies ontwikkelende Graad Een kinders is op lu kraak wyse in twee groepe verdeel. Daar is van hulle verwag om individueel te reageer op negentig fonologiese bewustheidsvrae d.m.v. 'n gesproke "Ja/Nee" of 'n onuitgesproke "Ja/Nee" antwoord deur hul keuse met die oë uit te wys (eye-gaze) op 'n uitwys oordragbord (E-tran). Al die kinders het die helfte van die vrag geantwoord in elk van die drie fonologiese bewustheidsstake in die gesproke en die ongesproke respons modaliteit. Kinders in Groep Een wat eers op die gesproke en daarna op die ongesproke modaliteit geantwoord het is vergelyk met die kinders in Groep Twee, wat eers op die ongesproke en daarna op die gesproke modaliteit reageer het. Die respons modaliteite is vir orde effek gekontroleer en geeanaliseer deur gebruik van ANOVA. Geen statisties betekenisvolle verskille is gevind nie, wat die gelykwaardigheid van die twee respons modaliteite bevestig het. Uitwys met die oë het geen onregverdige voor- of nadele aan die deelnemers besorg nie. Hierdie bevindinge dui daarop dat a.g.v. die vergelykbaarheid van die respons modaliteite, uitwys met die oë gesien kan word as 'n billike en geldige respons modaliteit in die assessoring van "Ja/Nee" respons by kinders. Hierdie bevinding het betekenisvolle implikasies vir verdere ondersoek na die gebruik van hierdie respons modaliteit by kinders met erge gestremdhede en min of geen funksionele spraak.

Sleuteltermes

- Aanvullende of alternatiewe kommunikasie
- Uitwys met die oë
- Geen of min funksionele spraak
- Fonologiese bewustheid
- Toets akkommodasies
- Toets geldigheid
ABSTRACT

The aim of this study was to compare two different modes of response, which could be used in the assessment accommodations of children who have severe disabilities and with little or no functional speech. Forty-eight typically developing Grade One children from four classes were randomly assigned into two groups. They were individually required to respond to ninety phonological awareness questions using either a spoken “Yes/No” response or a non-spoken “Yes/No” response by using eye-gaze to indicate their choice on an Eye-gaze transfer board (E-tran). All the children answered half of the questions in each of the three phonological awareness tasks presented in the spoken and the non-spoken mode of response. Children in Group One, who answered the spoken mode first and the non-spoken mode second, were compared with children in Group Two, who responded in the non-spoken mode first and the spoken mode second. Other children in Group One, who answered in the non-spoken mode first and the spoken mode second, were compared with children in Group Two, who responded in the spoken mode first and the non-spoken mode second. The response modes were controlled for order effect and analysed using ANOVA. No statistically significant difference was found, which confirmed the equivalence of the two modes of response. Eye-gaze provided the participants in this study with neither unfair advantage, nor unfair disadvantage. Hence, the findings suggest that due to the comparability of the response modes, eye-gaze can be seen as an equitable and valid response mode in the assessment of “Yes/No” responses in children. This finding has significant implications for exploring the use of these response modes on children with severe disabilities and who have little or no functional speech.

Key terms

- Augmentative or alternative communication
- Eye-gaze transfer board (E-tran)
- Little or no functional speech
- Phonological awareness
- Test accommodations
- Test validity
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