

REFERENCES

Aiken, L.R. (1996). Rating scales and checklists for evaluating behavior, personality and attitudes. New York: John Wiley & Sons Inc.

Alant, E. (1999). Students with little or no functional speech in schools for students with severe mental retardation in South Africa. Alternative and Augmentative Communication, 15(2), 83-94.

Alant, E. & Emmett, T. (1995). HSRC Breaking the silence: Communication and education for children with severe handicaps. Pretoria: HSRC Publishers.

Alm, N. (1991). Issues in the research and development of technological aids in AAC. Reactant paper 1. In J. Brodin & E. Bjorck-Akesson (Eds.), *Methodological issues in research in AAC* (pp. 65-71). Stockholm: The Swedish Handicap Institute.

Allport, G.W. (1967). Attitudes. In M. Fishbein (Ed.), Attitudes and Measurement (pp.2-12). New York: John Wiley and Sons.

Archer, L.A. (1977). Blissymbolics: A nonverbal communication system. *Journal Of Speech and Hearing Disorders*, 42(14), 568-579.

Ashton, P & Webb, R. (1986). Making a difference: Teachers sense of self efficacy and student achievement. New York: Longman.

Baine, D. (1988). Handicapped children in developing countries: Assessment, curriculum and instruction. Canada: University of Alberta Printing.

Baine, D. (1990). Curricula used with handicapped children in developing countries. Issues and recommendations. In W.I. Fraser (Ed.), Key issues in mental retardation research (pp.310-315). New York: Routledge.



Baker, L.A. (1993). Description and analysis in classroom talk. *Journal of Classroom Interaction*, 27(2), 9-14

Basil, C. (1992). Social interaction and learned helplessness in severely disabled children. Alternative Augmentative Communication, 8(3), 188-199.

Beck, R.A. & Dennis, M. (1996). Attitudes of children towards a similar-aged peer who uses augmentative communication. *Alternative Augmentative Communication*, 12 (2), 78-87.

Behrmann, M.M. (1995). Assistive technology training. In A.M. Cook & S.M. Hussey (Ed.), Assisstive technology: Principles and practice (pp.170-192). Missouri: Mosby Year.

Beukelman, D.R. (1991). Magic and cost of communicative competence. Alternative and

Augmentative communication, 7(1),2-9.

Beukelman, D.R. & Mirenda, P. (1992). Alternative and augmentative communication:

Management of severe communication disorders in children. Baltimore: Paul H. Brooks Publishing.

Beveridge, M. & Hurrel, P. (1980). Teachers' responses to the initiations of ESN(S) children. *Journal of Child Psychology and Psychiatry*, 21 (1), 175-181.

Beveridge, M., Ramsden, G. & Leudar, I. (1989). Language and communication in mentally retarded children. London: Chapman & Hall.

Blackstone, S.W. (1986), Augmentative communication: An introduction. American Speech-Language-Hearing Association, U.S.A.



Blackstone, S.W. (1989). Augmentative communication services in the schools. American Speech Hearing Association, 31, 61-63.

Blockberger, S., Armstrong, R.W., O'Connor, A & Freeman, R. (1993). Children's attitudes towards a non-speaking child using various augmentative and alternative communication techniques. *Alternative and Augmentative Communication*, 9(4), 243-250.

Borman, J. (1995). The prevalence of non-speaking children in schools for children with mental handicaps in the Pretoria area: A demographic perspective on communication and related behavior. *Unpublished master's thesis*, *Department of Communication Pathology*, *University of Pretoria*.

Brophy, J.E. & Good, T.E. (1970). Teachers communication of differential expectations for children's classroom performance: Some behavioral data. *Journal of Educational Psychology*, 61 (5), 365-374.

Burd, L., Hammes, K., Bornhoeft, D., & Fisher, W. (1988). A North Dakota prevalence study of nonverbal school-age children. *Language, Speech, and Hearing Services in Schools*, 19 (4), 371-373.

Busch, C.R. (1993). Functional outcome: Reimbursement issues. *Clinical Aphasia*, 21,73-78.

Calculator, S.N. (1988). Promoting the acquisition and generalization of conversational skills by individuals with severe disabilities. *Alternative and Augmentative Communication*, 4 (2), 94-103.

Calculator, S.N. & Bedrosian, L. (1988). Communication assessment and intervention for adults with mental retardation. Toronto: A College-Hill Publication.



Calculator, S. N. & Dollaghan. C. (1982). The use of communication boards in residential setting: An evaluation. *Journal of Speech & Hearing Disorders*, 47, 281-287.

Camp, W.G. (1993). Improving your teaching: Questioning techniques. *The Agricultural Education Magazine*, 66, 17-23.

Carney, J & Dix, C. (1992). Integrating assistive technology in the classroom and community. In G. Church & S. Glennen (Eds.), *Handbook of assistive technology* (pp.207-240). California: Singular Publishers.

Cavalier, A. (1987). The application of technology in the classroom and work place: Unvoiced premise and ethical issues. In A. Gartner & T. Joe (Eds.), *Images of the disabled, disabled images* (pp.129-141). New York: Praeger.

Cicognani, E. & Zani, B. (1992). Teacher children interaction in a nursery school: An exploratory study. Language and Education, 6 (1), 1-12.

Coxson, L & Mathy-Laikko, P. (1983). Listener reactions to three non-vocal communication outputs. *Unpublished master's thesis: Washington State University*.

Crabtree, M., Mirenda, P & Beukelman, D. (1990). Age and gender preferences for synthetic and natural speech. *Alternative and Augmentative Communication*, 61 (4), 256-261.

Dalton, B.M. & Bedrosian, J.L. (1989). Communicative performance of adolescents with severe speech impairment: Influence of context. *Journal of Speech and Hearing Disorders*, 54, 403-421.

Department of Health. (1994). The health priorities of the Reconstruction and Development programme. *Unpublished Document: Pretoria*.

Dooley, D. (1995). Social research methods. New Jersey: Prentice Hall Inc.



Edwards, H. & Talbot, R. (1994). The hard-pressed researcher: A research handbook for caring professionals. London: Longman.

Fuller, D.R. & Lloyd, L.L..(1997). AAC model and taxonomy. In L.L.Lloyd, D.R. Fuller & H.H.Arvidson (Eds.), Augmentative and alternative communiciation: A handbook of principles and practice. Massachusetts: Allyn and Bacon.

Gibson, S. & Dembo, M.H. (1984). Teacher efficacy: A construct validation. *Journal Of Educational Psychology*, 76 (4), 569-582.

Goodman, L & Kroc, R. (1981). A classroom sign communication programme for the severely handicapped. *Language*, *Speech and Hearing Services in Schools*, 12 (4), 233-239.

Greenberg, K.H. & Woodside, M.R. (1994). Differences in the degree of mediated learning and classroom interaction structure for trained and untrained teachers. Journal of Classroom Interactions, 29 (2), 1-9.

Groenewald, J.P. (1986). Social research: Design and analysis. Stellenbosch: University Publishers & Booksellers.

Gorenflo, C.W. & Gorenflo, D.W. (1991). The effects of information and AAC techniques on attitudes towards non-speaking individuals. *Journal of Speech and Hearing Disorders*, 34 (1), 19-26.

Guskey, T.R. (1998). Teacher efficacy, self concept and attitudes towards the implementation of instructional innovation. *Teaching and Teacher Education*, 4 (1), 63-69.

Gwala-Ogisi, N. (1982). Special Education in South Africa. In M. Nkomo (Ed.), Pedagogy of domination: Towards a democratic education in South Africa (pp.271-288). New Jersey: Africa World Press.



Guma, M. (1992). Special education for a whole generation of politically constructed learning disabled: Republic of South Africa. *International Journal of Special Education*, 7 (2), 133-138.

Henerson, M.E., Morris, L.L. & Cubbun, L.T.F. (1987). How to measure attitudes. California: Sage Publications.

Howell, D, C. (1995). Fundamental statistics for the behavioral sciences. USA: Internal Thamsan publishing.

Huysmen, R.D. (1994). Methodology for the social and behavioral sciences. Pretoria: Southern Book Publishers Co.

Jones, B. & Kenward, M.G. (1989). Design and analysis of crossover trials. London: Chapman and Hall.

Katzenellenbogen, J., Joubert, G & Yach, D. (1991). Introductory manual for epidemiology in Southern Africa. Tygerberg: Medical and Research Council.

Kagan, D.M. (1992). Implications of research on teachers belief. *Educational Psychologist*, 27 (1), 65-90.

Kannenberg, P., Marquardt, T.P. & Larson, J. (1988). Speech output of two voice output communication aids. *Journal of Communication Disorders*, 21, 11-20.

Kraat, A.W. (1987). Communication interaction between aided and natural speakers: State of the art report. (2nd ed.). University of Wisconsin: Madison WI

Koppenhaver, D.A., Evans, D.A. & Yoder, D.E. (1991). Childhood reading and writing experiences of literate adults with severe speech and motor impairments. *Alternative and Augmentative Communication*, 7, 20-33.



Landry, S.M. & Lovelan, K.A. (1989). The effect of social context on functional communication skills of autistic children. *Journal of Autism and Developmental Disorders*, 19 (2), 283-294.

Larsen, N. (1975). The influence of teachers' expectations on the school performance of handicapped children. Focus on Exceptional Children, 6 (8), 1-4.

Light. J. (1988). Interaction involving individuals using AAC systems: State of the art and future directions. *Alternative and Augmentative Communication*, 4(2), 66-72.

Light, J., Binger, G & Smith, A. (1994). Story reading interactions between preschoolers who use AAC and their mothers. *Augmentative and Alternative Communication*, 10 (4), 255-268.

Light, J. & McNaughton, D. (1993). Literacy and AAC: The expectations and priorities of parents and teachers. *Topics in Language Disorders*, 13(2), 33-46.

Lloyd, L.L., Fuller, D.R. & Arvidson, H.H. (1997). Alternative and augmentative communication: A handbook of principles and practices. Massachusetts: Allyn & Bacon.

Locke, P.A. & Mirenda, P. (1992). Roles and responsibilities of special education teachers serving on teams delivering AAC services. *Augmentative and Alternative Communication*, 8(3), 200-209.

Locke, P.A. & Piche, P. (1994). Inclusion + technology = friendships. *Communication Outlook*, 16(4), 5-8.

Malamah-Thomas, A. (1988). Classroom interaction. London: Oxford University Press.

Malapka, W.G. & Sakui, W. (1992). Educational planning and special education in developing countries: A match or mismatch. *International Journal of Special Education*, 7 (2), 188-193.



Marwik, K.L., Marwik, S.J. & Walker, F. (1978). Effects of students' race and physical appearance on teachers' judgements of transgressions. *Journal of Educational Psychology*, 70,911-915.

Matas, J.A., Mathy-Laikko, P., Beukelman, D.R. & Legresely, K. (1985). Identifying the non-speaking population: A demographic study. *Alternative Augmentative Communication*, 1 (1), 17-31.

Mendes, T & Rato, J. (1996). From system to communication: Staff training for attitude change. In S. Von Tetchner & M. Jensen (Eds.), AAC European Perspectives (pp. 342-352). London: Whurr Publishers.

McNaughton, S. & Lindsay. P. (1995). Approaching literacy with AAC graphics. Alternative and Augmentative Communication, 11(4), 212-217.

Mirenda, P & Donnellan, A. (1986). Effects of adult interaction style on conversational behavior in students with severe communication problems. *Language*, *Speech and Hearing Services in Schools*, 17 (2), 126-139.

Mirenda, P., Eicher, D & Beukelman, D.R. (1989). Synthetic and natural speech preferences of male and female listeners in four age groups. *Journal of Speech and Hearing Research*, 32 (1), 175-183.

Musselwhite, C.R. & St Louis, K.W. (1988). Communication programming for persons with severe handicaps: vocal and augmentative strategies. Toronto: Little Brown and Company.

National Health Plan. (1994). A National Health Plan For South Africa. Johannesburg: ANC.

Olswang, L.B. Kriegsmann, E. & Mastergeorge, A. (1982). Monitoring children's treatment progress. *Language, Speech and Hearing Services in Schools*, 13, 202-222.



Oppenheim, A.N. (1973). Questionnaire design and attitude measurement. London: Heinmann Educational Books Ltd.

Oppenheim, A.N. (1994). Questionnaire design, interviewing and attitude measurements. London: Printa Publishers.

Parsons, J.E., Kaczala, C.M. & Meece, J.L. (1982). Socialization of achievement attitudes and beliefs: Classroom influences. *Child Development*, 53 (2), 322-339.

Parsons, J.E., Adler, T.F & Kaczala, E.M. (1982). Socialization of achievement attitudes and beliefs: Parental influences. *Child Development*, 53 (2), 310-321.

Pierce, L & McWilliam, D. (1973). Emerging literacy and children with severe speech and physical impairments: Issues and possible intervention strategies. *Topics in Language Disorders*, 13 (2), 7-56.

Prieto, L.R. & Altmaier, E.M. (1994). The relationship of prior training and previous experience to self-efficacy amongst graduate teaching assistants. *Research in Higher Education*, 35 (4), 481-497.

Popich, E. (1997). The impact of a digital speaker on a teachers' interaction with a non- – speaking child in the classroom situation. *Unpublished study, Department of Communication Pathology, University of Pretoria*.

Popich, E. & Alant, E. (1997). Interactions between a teacher and the non-speaking as well as speaking children in the classroom. *The South African Journal of Communication Disorders*, 44, 31-40.

Quist, R.W. & Lloyd. L.L. (1997). High Technology. In L.L.Lloyd, D.R. Fuller & H.H. Arvidson. (Eds.), Alternative and augmentative communication: A handbook of principles and practices (pp. 137-168). Massachusetts: Allyn & Bacon.



Rahavendra, P. & Allen, G.D. (1993). Comprehension of synthetic speech with three text to speech contexts using a sentence. *Alternative and Augmentative Communication*, 9, 126-133.

Richardson, S.C. (1970). Age and sex differences in values towards physical handicaps. *Journal of Health and Social Behavior*, 4, 207-214.

Ross, J.A. (1992). Teacher efficacy and the effect of coaching on student achievement. *Canadian Journal of Education*, 17, 51-65.

Rosenburg, K.M. & Daley, H.B. (1993). Foundations of behavioral research: A basic question approach. Orlando: Holt, Rinehart & Winston Inc.

Schepis, M.M. & Reid, D.H. (1995). Effects of voice output communication aid on interactions between support personnel and an individual with multiple disabilities. *Journal of Applied Behavior Analysis*, 28 (1), 73-77.

Shavelson, R.J. (1983). Review of research on pedagogical judgements, plans, and decisions. *The Elementary School Journal*, 4 (1), 393-413.

Smith, M.M. (1994). Speech by any other name: The role of communication aids in interactions. *Journal of Disorders in Communication*, 29, 225-240.

Smith, M.M. & Blischak, D.M. (1997). Literacy. In L.L.Lloyd, D.R. Fuller & H.H. Arvidson (Eds.), Augmentative and alternative communication: A handbook of principles and practice (pp. 414-444). Massachusetts: Allyn & Bacon.

Stineman, M.G. (1988). Multidimensional assessment of assistive technology outcomes. In D.M. Gray, L.A. Quantrano & L.M. Lieberman (Eds.), *Designing and using assistive technology* (pp. 50-65). Baltimore: Paul H Brooks Publishing Company.

Soto, G. (1997). Special education teachers attitudes towards AAC: Preliminary survey. *Augmentative and Alternative Communication*, 13 (3), 186-197.



Tanchak, T.L. & Sway, C.M. (1998). Augmentative Communication. In D.M. Gray, L.A. Quantrane & M.L. Lieberman. (Eds.), *Designing and using assistive technology*. Baltimore: Paul H Brookes Publishing Company.

Tondman, J. & Alm, N. (1994). Computer-aided conversation: A prototype system for non-speaking people with physical disabilities. *Applied Psycholinguistics*, 15 (4),45-73.

Todnem, G.R. (1994). The Quilt program assesses teacher and student change. Journal of Staff Development, 15 (4), 66-67.

Triandis, J.C. (1971). Attitude and attitude change. New York: John Wiley and Sons.

Wilson, A. J. & Silverman, H. (1991). Teachers' assumptions and beliefs about the delivery of services to exceptional children. *Teacher Education And Special Education*, 14 (3), 198-206.

Zurroff, D.C. & Rotter, J.B. (1985). Historical and methodological concerns. In J.B. Dusek. (Ed.), *Teacher expectancies*. New Jersey: Lawrence Erlbaum Associates Publishers.