APPENDICES

Appendix 1

Facilitator board: Arts and crafts activity

<table>
<thead>
<tr>
<th>Core symbols</th>
<th>Target receptive vocabulary items</th>
</tr>
</thead>
</table>

- let me
- need
- want
- more
- in
- finished
- picture
- uh oh
- put
- careful
- on
- help
- look
- open
- forget
- different
Appendix 2

Facilitator board: Food preparation activity

<table>
<thead>
<tr>
<th>Core symbols</th>
<th>Target receptive vocabulary items</th>
</tr>
</thead>
<tbody>
<tr>
<td>let me</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
</tr>
<tr>
<td>uh oh</td>
<td>stir</td>
</tr>
<tr>
<td>don’t not</td>
<td>mix</td>
</tr>
<tr>
<td>need</td>
<td>get</td>
</tr>
<tr>
<td>want</td>
<td>put</td>
</tr>
<tr>
<td>need</td>
<td>look</td>
</tr>
<tr>
<td>want</td>
<td>see</td>
</tr>
<tr>
<td>more</td>
<td>finished</td>
</tr>
<tr>
<td>careful</td>
<td>open</td>
</tr>
<tr>
<td>in</td>
<td>out</td>
</tr>
<tr>
<td>out</td>
<td>on</td>
</tr>
<tr>
<td>on</td>
<td>off</td>
</tr>
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Appendix 3

Facilitator board: Story time activity

<table>
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<th>Core symbols</th>
<th>Target receptive vocabulary items</th>
</tr>
</thead>
<tbody>
<tr>
<td>let me</td>
<td>3</td>
</tr>
<tr>
<td>need</td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td></td>
</tr>
<tr>
<td>get</td>
<td></td>
</tr>
<tr>
<td>don't not</td>
<td></td>
</tr>
<tr>
<td>uh oh</td>
<td></td>
</tr>
<tr>
<td>put</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td></td>
</tr>
<tr>
<td>on</td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
</tr>
<tr>
<td>open</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4

Dear ________

This is a list of words to determine the ability of children aged between 3.0 and 4.11 years to identify line drawings.

Kindly place a $\checkmark$ under the appropriate column for each word. A $\checkmark$ should be placed under either familiar or unfamiliar if you think that this aged child will be familiar or unfamiliar with a word respectively. Uncertain can be ticked if you are unsure about whether a child would know that word.

Thank you for your time:

<table>
<thead>
<tr>
<th>No.</th>
<th>Vocabulary item</th>
<th>Familiar</th>
<th>Uncertain</th>
<th>Unfamiliar</th>
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<td>1</td>
<td>Ball</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Bed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Baby</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Cat</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>Drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>House</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Biscuit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Shoe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Sweets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Spoon</td>
<td></td>
<td></td>
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<td>18</td>
<td>Cup</td>
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<tr>
<td>19</td>
<td>Table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Banana</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Chair</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Dog</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments/suggestions (if any):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Univverss iittty  ooff PP rree ttoorriiaa   ee ttdd  –– DDaa ddaa ,, SS (2004)
Dear Principal

Re: Request to conduct a survey at __________

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program for children with disabilities using pictures. However, prior to implementing this program with children with disabilities, we need to understand how similar aged typically developing children understand these pictures.

This task will entail asking young typically developing children (between the ages of 3.0 - 4.0 years) to point to the relevant picture e.g. show me the picture of the book. The child would be required to point to the picture from four options. A total of 20 words will be tested and this should take approximately 10 minutes per child.

I would like to request permission to do this survey at __________ on the __________ (please see attached letter of consent). I have also included a letter for parents informing them of the aims of the exercise as well as a letter requesting their consent for their child's participation.

Please do not hesitate to contact me for further information.

Thanking you in anticipation.

Kind regards

Shakila Dada

420 2001 or 420 4729 (work)
3701004 (home)
fax 420 4389

Consent

I hereby give consent for Ms. Shakila Dada to conduct the survey at

________________ on ____________________.

________________

Signature
Dear Parent/ Guardian

Re: Permission for your child to participate in a survey

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program for children with disabilities using pictures. However, prior to implementing this program with children with disabilities, we need to understand how similar aged typically developing children understand these pictures.

I would like to request your permission for your child to participate in this task (please see consent form below). This task will involve your child being requested to point to a relevant picture e.g. show me the picture of the book. The child would be required to point to the picture from four options and should take approximately 10 minutes per child. The information obtained will be treated confidentially and will only be used for the purpose of this study.

Kindly complete the consent form below and return to the ____________ school by the ________

Please do not hesitate to contact me for further information.

Thanking you in anticipation.

Kind regards
Shakila Dada
☎ 420 2001 or 420 4729 (work)

Consent

I hereby give consent / do not give consent for my child to participate in Ms. Shakila Dadas' survey at the ____________ School on the 4 December 2001.

Signature
Appendix 7

Identification of Line Drawings Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Target</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ball</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beads</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Television</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Block</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Car</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doll</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apple</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Bed</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Baby</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Cat</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Drink</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>House</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Biscuit</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Shoe</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Sweets</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Spoon</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Cup</td>
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<tr>
<td>19</td>
<td>Table</td>
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</tr>
<tr>
<td>20</td>
<td>Toilet</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Banana</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Dog</td>
<td></td>
</tr>
</tbody>
</table>

Respondent Number: 1
Gender: 2
Age: 3
Appendix 8
Informal receptive language test

Child’s name:  
Date:  
Assessment: 

### Section A  
Score Sheet  
Comprehension of action words (when playing with objects)

#### Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Childs response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiss it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throw it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pat it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section B  
Score Sheet  
Early two word relations (when not playing with the object)

#### Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Childs response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the shoe?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiss the car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childs’ name jump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childs’ name bite the doll</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section C  
Score Sheet  
Assessing Illocutionary Intent in requests

#### Materials: doll, car, ball, brush, shoe, horse, rattle, spoon, cup

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Childs response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat the doll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could you pick up the care for me?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you mind throwing the ball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section D
**Score Sheet**
**Comprehension of two and three word instructions with toys as agents**

**Materials:** doll, car, ball, brush, shoe, horse, cow, spoon, cup

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Child’s response</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the horse eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the cow drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the doll comb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the horse run</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make the doll eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me the doll kisses the comb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me the horse eat the spoon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me the doll kick the cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me the cow throw the cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me the horse hit the cup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section E
**Score Sheet**
**Comprehension of locatives: body placement task**

**Material:** A cardboard box. Instruct the child where to hide.

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Child’s response</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In front of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beside</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section 8

**Score Sheet: Word order comprehension**

**Material: Black and white picture from Miller and Paul (1995)**

<table>
<thead>
<tr>
<th>Adults utterance</th>
<th>Child’s response</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. daddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mummy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Crawling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hugging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kissing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>climbing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. pouring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blanket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. pitcher/jug</td>
<td></td>
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</tr>
<tr>
<td>Pushing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mommy’s kissing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Daddy’s kissing</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Daddy’s hugging</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mommy’s hugging</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pushing the girl</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pushing the boy</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Touching the boy</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Touching the girl</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Doll on the blanket</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Blanket on the doll</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cup in the water</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Water in the cup</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Daddy’s kissing mommy</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mommy’s kissing daddy</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mommy’s hugging daddy</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Daddy’s hugging mommy</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The boy climbs on daddy</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Daddy climbs on the boy</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The girl crawls on mummy</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mummy crawls on the girl</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Touching the water in the cup</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Touching the cup in the water</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Hugging the doll on the blanket</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Hugging the blanket on the doll</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Target</td>
<td>Foil 1</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>1</td>
<td>Sheep</td>
<td>horse</td>
</tr>
<tr>
<td>2</td>
<td>Cotton wool</td>
<td>cotton</td>
</tr>
<tr>
<td>3</td>
<td>More</td>
<td>Bottle with onion seeds - more</td>
</tr>
<tr>
<td>4</td>
<td>Less</td>
<td>Bottle with onion seeds - more</td>
</tr>
<tr>
<td>5</td>
<td>Decoration</td>
<td>Bowl with ridged edges</td>
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<tr>
<td>6</td>
<td>Messy</td>
<td>crumpled serviette</td>
</tr>
<tr>
<td>7</td>
<td>Same</td>
<td>Round plastic spoon</td>
</tr>
<tr>
<td>8</td>
<td>Different</td>
<td>Silver spoon</td>
</tr>
<tr>
<td>9</td>
<td>Taste</td>
<td>Apple</td>
</tr>
<tr>
<td>10</td>
<td>Yummy</td>
<td>Chocolate</td>
</tr>
<tr>
<td>11</td>
<td>Strawberry</td>
<td>Melon</td>
</tr>
<tr>
<td>No</td>
<td>Target</td>
<td>Foil 1</td>
</tr>
<tr>
<td>----</td>
<td>---------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Empty</td>
<td>Empty jar of water</td>
</tr>
<tr>
<td>13</td>
<td>Full</td>
<td>Empty jar of water</td>
</tr>
<tr>
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Appendix 10

Dear Principal

Re: Request to conduct a study at ______ School

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- The identification of children that could participate in the program i.e. young children with LNFS and the ability to identify line drawings.
- To obtain parental consent for their child's participation in the program.
- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

I would like to request permission to conduct the pilot study at ______ School from _____ – _____ (please see attached letter of consent). I have also included a letter of consent for the parents and a letter of information for the teachers, for your perusal.

Thanking you in anticipation

Kind Regards
Shakila Dada
Telephone: 420 2001 or 420 4729 (work)
Fax: 420 4389
Letter of consent

I, _____________ principal of ____________ School hereby give / do not give consent for Ms. S. Dada to conduct her study at the school from the ______ - ___________

_________  __________
Signature    Date
Appendix 11

Dear __________

Re: Permission for your child to participate in a language program

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no speech using line drawings. The information obtained will assist us in better understanding the impact of this program on the ability of children with LNFS to understand language.

The principal has given consent for the program to be implemented at _____ School. The program will entail:

- A hearing screening
- The assessment of your child in terms of their ability to understand language before and after we implement the language program.
- The implementation of the program for three weeks with one fifteen minute sessions each day. This will be scheduled in consultation with the teacher.
- The sessions will be videotaped in order to analyze the language that I use.
- At the end of the program I will provide both you and the teacher with a letter detailing the progress that your child has made.

I would like to request your permission for your child’s participation at _____ School from ___ – ___ (please complete attached letter of consent). In addition two other days before and after these weeks will be scheduled to assess your child's language abilities. Should you consent to your child’s participation, I will send the Parent Checklist for you to complete.

Please do not hesitate to contact me for further information/clarification.

Thanking you in anticipation

Kind Regards

Shakila Dada
Telephone: ___________ (work)
Telephone: ___________ (home)
Letter of consent

I, ___________, parent of _________________ hereby give / do not give consent for my child to participate in the language stimulation program to be implemented by Ms. S.Dada at _______ School.


Signature

Date

Contact telephone number: ________________________________
Appendix 12

Dear

Kindly place a tick ⟨4⟩ (for words that you think your child knows) or a cross ⟨6⟩ (for words that you think your child would not know) under each column.

Thank You for your time
Shakila Dada

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Dear ________________

Thank you for your assistance in the implementation of the aided language stimulation program with learners from your class. In order to obtain a better understanding of ________________, I require that you complete the table below.

Kindly place a tick 4 next to each word. You may choose to put the tick under yes to indicate that the learner understands the word, no to indicate that the learner does not understand the word or unsure if you are unsure if the learner understands the word.

Thank you for your time.
Regards
Shakila Dada

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Additional Comments: __________________________________________________________
____________________________________________________________________________
Appendix 14  

Parent Checklist

Dear __________________________

Thank you for agreeing to your child’s participation in the program. In order to obtain a better understanding of ____________, I require that you to complete the table below.

Kindly place a tick 4 next to each word. You may choose to put the tick under yes to indicate that your child understands the word, no to indicate that your child does not understand the word or unsure if you are unsure if your child understands the word.

Thank you for your time.
Regards
Shakila Dada

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Additional Comments:  
________________________________________________________________________
________________________________________________________________________

174
## Appendix 15

### Arts and crafts activity

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Appendix 16

Hearing Screening

Name: ____________________________
Date of hearing screening: ____________
Examiner: ____________________________

A. Otoscopic examination:
Right ear: ______________________________________

____________________________________

Left ear: ______________________________________

____________________________________

B. Impedance measures:
Right Ear: ______________________________________

____________________________________

Left Ear: ______________________________________

____________________________________

C. Pure tone Screening at 20dbH1:

<table>
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<th></th>
<th>1000 HZ</th>
<th>2000 Hz</th>
<th>4000 Hz</th>
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<tbody>
<tr>
<td>Right ear</td>
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<tr>
<td>Left ear</td>
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<td></td>
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</tbody>
</table>

D. Final remarks/ recommendation
Appendix 17

Hearing Screening Results

Dear Parent

Thank you for agreeing to ___________ participation in the study. I trust that both you and _______ will find this a rewarding experience. As part of the pre assessment for participation in this study, I conducted a hearing screening.

The results of the hearing screening indicated the following:

A. **Otoscopic examination**: An otoscope was used to view the ear canal including the tympanic membrane (eardrum).

   **Right ear**: The tympanic membrane (eardrum) was visible and intact.
   
   **Left ear**: The tympanic membrane (eardrum) was visible and intact.

B. **Impedance measures**: Tympanometry was conducted which provides information on the compliance of the middle ear system as well as middle ear pressure.

   **Right Ear**: A type A tympanogram (normal) was obtained indicating normal middle ear functioning.
   
   **Left Ear**: A type A tympanogram (normal) was obtained indicating normal middle ear functioning.

C. **Pure tone Screening at 20dbHl *:**

<table>
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<tr>
<th></th>
<th>500 Hz</th>
<th>1000 HZ</th>
<th>2000 Hz</th>
<th>4000 Hz</th>
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</thead>
<tbody>
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<td>20</td>
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<td>20</td>
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<td><strong>Left ear dbHl</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

D. Final remarks/ recommendation

In view of all the results, __________ passed the hearing screening, indicating normal hearing. Hearing screenings are recommended on an annual basis.

Should you have any queries or wish to discuss this, please do not hesitate to contact me.

Kind Regards

Shakila Dada

Cell:
Appendix 18

Dear Principal

Re: Request to conduct a study at ______ School

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- The identification of children that could participate in the program i.e. young children with LNFS and the ability to identify line drawings.
- To obtain parental consent for their child's participation in the program.
- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

I would like to request permission to conduct the study at ______ School from _____ – _____ (please see attached letter of consent). I have also included a letter of consent for the parents and a letter of information for the teachers, for your perusal.

Thanking you in anticipation

Kind Regards
Shakila Dada
Telephone: 420 2001 or 420 4729 (work)
Fax: 420 4389
Letter of consent

I, ____________ principal of __________ School hereby give / do not give consent for Ms. S. Dada to conduct her study at the school from the

_________ - __________

Signature Date
Appendix 19

Dear ____________

Re: Permission for your child to participate in a language program

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no speech using line drawings. The information obtained will assist us in better understanding the impact of this program on the ability of children with LNFS to understand language.

The principal has given consent for the program to be implemented at _____ School. The program will entail:

- A hearing screening
- The assessment of your child in terms of their ability to understand language before and after we implement the language program.
- The implementation of the program for three weeks with one fifteen minute sessions each day. This will be scheduled in consultation with the teacher.
- The sessions will be videotaped in order to analyze the language that I use.
- At the end of the program I will provide both you and the teacher with a letter detailing the progress that your child has made.

I would like to request your permission for your child’s participation at _____ School from ___ – ___ (please complete attached letter of consent). In addition two other days before and after these weeks will be scheduled to assess your child's language abilities. Should you consent to your child’s participation, I will send the Parent Checklist for you to complete.

Please do not hesitate to contact me for further information/clarification.

Thanking you in anticipation

Kind Regards

Shakila Dada
Telephone: ____________ (work)
Telephone: ____________ (home)


**Letter of consent**

I, __________, parent of ________________ hereby give / do not give consent for my child to participate in the language stimulation program to be implemented by Ms. S. Dada at ______ School.

_________   __________
Signature         Date

Contact telephone number: __________________________
Appendix 20

Dear Teacher

Re: Information regarding child in your class

I am currently enrolled for my Ph.D. at the Centre for Augmentative and Alternative Communication at the University of Pretoria. The aim of my study is to implement a language stimulation program to children with little or no functional speech (LNFS) using Picture Communication Symbols. The information obtained will assist us in better understanding the impact of this program on the receptive language abilities of children with LNFS.

The implementation of the program will entail:

- To obtain parent and teachers opinions on the child's ability to understand certain words receptively.
- The assessment of these children in terms of their receptive abilities.
- The implementation of the program for three weeks with two fifteen minute sessions each day.
- The researcher will videotape her sessions with the children for data analysis.
- The teacher and parents will be provided with the progress of the children at the end of the process.

Both the principal and the parents of ________________ have consented to this program being implemented at the school from ______ – ______. I require information regarding this child and I would like to request you to please complete the attached Teacher Checklist.

Please do not hesitate to contact me for further information or clarification.

Thanking you in anticipation

Kind Regards

Shakila Dada
Telephone: 420 2001 or 420 4729 (work)
Fax: 420 4389
Appendix 21

FEEDBACK

Leaners name:  
Month of assessment:  

Dear

Thank you for agreeing to _____ participation in the study. As part of the study, a language assessment was conducted. The results, during this brief assessment, revealed the following:

a) REYNELL LANGUAGE ASSESSMENT
This test involved providing the child with instruction to show various objects, or to manipulate these objects e.g. put the red pencil in the box. This test provides information on the childs' understanding of language

The results of this test revealed that she obtained a raw score of __ on the receptive language scale. This indicates that she is able to understand simple instructions but has more difficulty with more complex instructions involving sizes, colors and two part utterances.

b) PEABODY PICTURE VOCABULARY TEST
This test assesses the childs' understanding of words. The child is shown a page with four pictures and is asked to show a specific one.

Here, _____btained a highest score (ceiling level) of approximately a ______ year old.

c) HEARING SCREENING
_____ did pass the hearing screening indicating that her hearing is within normal limits.

d) Identification of line drawings.
_____ was scored ___/20 on the task of identifying line drawings.

e) Concepts learned during the three week aided language stimulation program

<table>
<thead>
<tr>
<th>Week</th>
<th>Targets</th>
<th>Concepts learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/8</td>
<td>Same, more, different, less, decorated, sheep, cotton wool, messy</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/8</td>
<td>Taste, yummy, strawberry, empty, full chocolate, big, small, pink</td>
</tr>
<tr>
<td>Week 3</td>
<td>7/8</td>
<td>High, low, soft, hot, colds, broken</td>
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</tbody>
</table>

The results indicated that _____ acquired the concepts easily during this program. These results are encouraging.

Please note that these findings were based on brief and short interactions with ____. Please do not hesitate to contact me for further information/clarification.

Kind Regards
Shakila Dada  (Speech & Hearing therapist)
Tel: _______ (work)
Appendix 22

Transcript of Arts and Crafts activity – Session 1

Look everybody
Look
look what we going to make today
do you know what we are going to make?
look we going to make a picture
a picture of what
a picture of a sheep
theres the sheep
we going to make a picture of a sheep
whos going to help me?
everybody is going to help me to make a picture of the sheep
yes, yes I am very excited
now look
what do I need
what do I need to get to make the picture of the sheep
I need to get the picture of the sheep
here is the picture of the sheep
we going to make one that is just like this
ok we going to make on that is same same like this
we going to make the same picture of the sheep
I got this picture and look I got another picture
This picture, this picture is different
can you see
This picture is different
can you see
these two are different pictures
look
no, no, no
no, no, no
you need to listen
you need to look and you need to listen
no, no, no being naughty
no
naughty
ok look we have got our two pictures of the sheep
which one are we going to make
which one are we going to make
are we going to make one like this one or one like this one
B says like this one
you want to make one that is decorated
You want all this nice nice decorations
ok we going to have a beautiful picture
a decorated picture of the sheep
we want to make one same like this, same
ok
we ready, we ready
first look what do we need to get?
what do we need to get?
theres our sheep, we need to get paper
Theres our sheep
there is the sheep
everybody sees the sheep
Now what do we need to get
what do I need to put on the sheep
what do I need to put on the sheep
I need to put on
what does he put on it
I need to put on some glue
no,no, no
don't trouble B
no,no,no,no,no naughty
look we going to put some glue
who's going to try the glue
you're going to put on the glue
put on the glue
See he says B says let me
You going to put the glue here, here on the picture
put the glue on
lets sing for him
put it put on, put n, out on some gue glue glue
put it put on put on
Careful, careful u don't make a mess careful
put it only inside here
let me help you
put it, put it, put it
put it, good for you
right great job sharp
you were very careful, you did not make a mess
we finished put on the glue
we finish, we finish put on some glue
now what
now we need to put on some
what do we need to do?
we need to put on some, some
what what do you call that
some cotton wool hey
we need to put on the cotton wool
here is our cotton wool
whos going to put on some cotton wool
everybody wants to take turns
S says let me
P says let me let me put on cotton wool
ooh everobody says let me
I think we going to have to take turns
lets put some for B
put on, put on, put on cotton wool
put on, put on,
careful
no no no
A
What about A's turn?
A's going to put on, put on put on not on there
put on put on put the cotton wool here
well done
yes
good
going
B your turn
Put on, put on cotton wool
well done, I think we going to make a lovely picture hey'and there we are
put on put on cotton wool
careful you don't make a mess
careful
very nice, very nice
you can take a turn
P turn
P, lets sing for P
Put on, put on cotton wool, yeah
and last S turn
Put it on the picture
put it on the picture
Careful that you don't make a mess
Careful that you don't make a mess
very nice, very nice
im gonna put on put on put on the cotton wool on the rest
so now, I got the cotton wool and I put it on
I put on the cotton wool in the sheep
put it in the sheep hey
so that's very nice
Now what's left to be done, to be done
we need to so something else
what do wee need to do?
What do I need to get
We need to get the decorations
where's the decorations
where's the decorations
Let me get the decorations
where's the decorations
first what do we need to put on here?
more
do we need to put on more cotton wool?
do we need more cotton
ok lets put on more cotton wool
who's going to put
you're going to put
because see this sheep has less cotton wool than this one
Ja, now look this how they are the same, same same same
no, no, no
A
no, no, no, sit down sit nicely, no, no, no, no, no, no, no
uh oh, uh oh you to are fighting uh oh, uh oh, uh oh
no fighting, no fighting allowed
now lets see what we have to do
look at these two
pictures are the same
look these
I think it needs more, more cotton wool
now we want to make this picture of ours same like this picture
same as this picture
we need to decorate it
whos going to help me to decorate it?
everybody says let me decorate, everybody wants to
let me decorate
lets see what do I need to get
I need to get our decorating pens
our decorating pens
Everyone's gonna have a go to decorate
we going to put a little bit of decorations our picture
Everybody's ready
we going to decorate our picture
how are we going to decorate our picture
lets put the decorations on our picture
slowly
2, 3, 4, 5 there
I had my turn
Whos gonna have their turn next
lets go with P
come on put on some decorations
come P put on some decorations
put on, put on some decorations
look, look how good she's doing
look how she's doing it
ok there we go
very nice
A is telling me I want a turn
everybody says let me I want a turn
Come A put on, put on the decorations
on, on, on
not on the cotton wool
not on the cotton wool
let me help you
helping, helping
let me help you
this one does not work
uh oh, uh oh
doesn’t want to work
lets try another one
lets try this one
help me, help me, help me help me, help me hep me help me
right whos next?
you need to sit you need to sit now
P says let me let me help let me help
no,no,no, no A
put on put on
careful that you don’t put it on the cotton wool
we want it to be the same
same picture, same picture
we want to make it same like this one
very nice
thank you P
Next we got B, I think
quickly
no,no,no, no A
careful, careful you don’t make a mess careful
P turn
Come P put on, put on put on put on
let me help you
Uh very nice yeah
Come B turn
put on, put on
careful careful uh oh uh oh making a mess
messy , mess
look at that mess mess
no,no,no fighting
Are the pictures the same, are the two pictures the same
and what about these two pictures
are these the same
no,no,no these pictures
are different.
We made a beautiful picture of the sheep
picture of the sheep
are we finished?
finished making our picture
Appendix 23
Transcript of Food Preparation activity

look

Look, look what we going to make today look
You
read,P
look what we going to make
we going to make something that's
it's going to be tasty
look its going to be tasty
tm tm we going to taste it
and we going to taste it
look
and you know what else it's going to be
it's going to be yummy
it's going to be yummy, yummy yummu
we going to eat it
we going to taste it and it's going to be yummy
and you know what else it's going to be
who can tell me
it's going to be Pink, like Pinky
it's going to be pink in color its going to be pink
look we going to get something that's tasty
that's yummy, that's pink
you ready to make it
than after that way to taste it and be nice and full
what do I need to get to make this yummy, tasty thing
what do I need to get
sit down sit down
no, no, no everybody needs to sit down
look we going to make pudding, pink, yummy, tasty pudding
I can't wait
Look with flavor we going to make
strawberry flavored yes strawberry flavored
pink, strawberry, yummy tasty
ooh I can't wait
can you wait
you can wait
ok lets wait
no, we can't wait
Yes we want to make it and taste it, taste it, taste it
b just wants to taste it taste it taste it
what do I need to make this yummy pudding
I need to get my bowls first
there is my bowl, I got a small bowl and the big bowl
you looking
heres my small bowl
its small small small small bowl
see this small bowl its small, small
here's the big bowl is a big bowl
I've got a big bowl
which bowl should I get
should I get the big bowl or should I get this small bowl
we get into big bowl yes lets get the big bowl
what else to a need to get
I need to get milk, milk, milk'
everybody says lets may help, but I haven't asked for help
theres the bowl, there is the milk
what else to widely to get
I need to get my pudding
here's my pudding and then ive got my spoons
I need to get my spoons
here's my spoons, but I have two spoons
a big spoon and the small spoon
which one are we going to use
the big one, everyone says we must use the big spoon
now lets get the big spoon
now let's see
im sad very sad
why am I feeling so sad
because whats in my bowl whats in there
nothing my bowl is empty
0 my bowling is empty, I'm very sad because my bowl is empty
I need to put something inside
I need to put something in
I need to make it full full full full
what can I put in to make it ful
look, look its empty, now I want to make it full
B says let me help
what am I going to put in
pudding
look here its full, let's put it in
careful careful you don't make a mess
open it open open here
careful you don't make a mess
open, open, open, open, open up the pudding
you opened it
now put it in
put in put in
careful careful now look at this its empty
its empty now, its empty empty empty empty
my bowl is getting full
now who else is going to help me
everybody says lets me
sit down
everybody will get a chance
everybody will get a chance
look my milk is full, full
who is going to put it in
ok let's give p the chance
p put it in
slowly pour it in
in in
look its empty, empty, empty
now we need to stir it
b stir it, b turn to stir stir come b we stir
stir it, stir it, stir it, stir it
stir it, stir it, stir it, stir it
stir it, stir it, stir it, stir it
she is stirring in the bowl
now b give p a chance
stir it, stir it, stir it, stir it
it looks pink
p is stirring the pink pudding look at this p
it's nice
b turned to stir it
stir it, stir it, stir it, stir it
yes, its pink
like you pink like Pinky
stir it or it will get lumpy
stir it stir it stir it
stir the pink pudding, we want to taste it
give p the turn
stir or stir it
stir it nicely, i wanted to taste it
stir nicely; stir nicely
carefully don't make a mess
last s turn
stir it, stir it
stir it, stir it, stir it, stir it
stir up the pink pudding
b says let me taste let me taste let me taste
it tastes nice it tastes yummy
it tastes nice
i want more more
stir it, stir it
looked at that everybody
its lovely and pink
we want to taste it
everybody's bowl
these bowls are small these bowls are small
you want a bowl
here's a bowl for you
ooh its stuck
there is one for you, and for you,
and one for B and P
everybody has a bowl
look now I want to put in some pudding
I want to put in some pink pudding
careful or we'll make an accident
we must mix it up I am stirring for the last time
Pink got pink pudding
pink pudding for you
pink pudding for you
whose tasting it
needs spoons first
these are the small spoons, they're small, yeah they're small
there we are
taste it
is the pink pudding yummy
is the pink pudding yummy is
is it yummy
yes
is the pink pudding yummy
yummy, I yummy very nice
look @ B he's tasting it
its yummy not to sweet
P says yummy pudding I like the taste of this
your bowls are full
whose bowl is starting to get empty
taste it everybody still taste it out of the small bowl
I think I am going to eat out the big bowl with the big spoon
no. no
you all got small bowls
ill eat out of the big bowl lets put it down
oh P bowl is empty, thank you
you want more P
you want more pudding
you want more pink stuff
your bowl is also empty
your bowl is also empty
you also want more
you also want more
you can't have more you get sick
careful careful careful careful
taste it, taste it, yummy
it tastes yummy
everybody's bowls are empty
no no you'll get sick if you have more'
no more, we finished
it's too sweet to have more
tomorrow we have more pink yummy pudding
finished your bowl is empty,
You're finished
you also finished
Empty your bowl is empty
with your hands, S
P is finished
P bowl is empty
we
finished
Appendix 24
Transcript of story activity

look, look what we doing today
we going to read a story yes
you ready
way going to read the story about
Goldilocks and
Goldilocks and the three bears
ok three bears
there the daddy bear, the mummy bear and the baby bear
look
three bears
look lets see
once upon a time they were three bears
1,2,3 3 bears
and the three bears lived in the house
and one-day there was a father bear, a mummy bear and a baby bear
can you see the three bears
so what happened
mummy bear she made some porridge
she made porridge for everybody
she was cooking it
you looking
that you know what
the porridge was too hot
it was burning
it was to hot it was hot
they said they couldn't eat it now
they can't eat it
no, no, no
its too hot
let's go for a walk, when we come back we can eat it
so they went for a walk
Mummy bear, baby bear and daddy bear
and the three bears when for a walk
you know what happened when they went for a walk
Goldilocks came in and she went into the house
first she went in and she ate some of … in to the house
and she said let me taste some of the porridge
she tried daddy bears porridge but it was too hot
she burnt her mouth
she said it was to hot
she ate the porridge and it was too hot
then what did she do
she went on
she said that may try some of mummy bears porridge
but you know what
mummy bears porridge was cold, it was cold
it was cold brr it was cold it was cold
uh oh I can’t eat this porridge
its too cold and she went on
then she ate baby bears porridge and it was just right
it was lekker
and it was just right
and she ate it all up
then she says oh I need to go and sit down and have a rest
so she went to go and sit down
first Goldilocks went
she sat on, she sat on
daddy bears chair but daddy bears chair was high, it was too high
daddy bears chair was high, high it was high
so she said I can't sit on this chair
I cant sit on this chair it is too high
I need another one
I need to find another chair
so she went and she looked around
and she found another chair
mummy bears chair was too low
it was too low
so she said I can't sit on this chair it's too low
and daddy bears chair
I can't sit on it it's too high
so she said let me look some more
is there another chair I can sit on
where else can I sit on
is where another chair for me to sit on
she went to look for another chair to sit on
she couldn't sit on daddy bears chair it was too high
and mummy bears chair was too low
so what did she to
she tried to sit on baby bears chair
and she sat on baby bears chair and you know what
it was just right
and she was sitting and she was sitting
so nice, so nice
uh oh uh oh what happened to the chair
the chair broke
the chair broke
and she fellow down
because she was sitting on the chair and it broke
so she says look the chair is broken
uh oh she broke the char
uh oh so she says look I broke the chair
its broken
I need to move on
I need to rest
I want to sleep a little bit
I'm feeling tired
look what she did
look she went upstairs
look she went upstairs look
look B she went up the stairs to sleep
first she tried to sleep in whose bed
she said let me sleep in this bed
so she went to sleep in daddy bears bed
but daddy bears bed was too hard
it was hard, hard
daddy bears bed was too hard
it was hard
she could not sleep on it it was too hard
she could not sleep on it it was too hard
so she went to the second bed
mummy bears bed
mummy bear bed was too soft
it was too soft
she says I cant sleep on this bears bed its too soft
I'm going right inside its soft soft soft
I can't sleep on it
no, no, no
I need to find another bed to sleep on
so she went to sleep on another bed
then she found whose bed
then she found baby bears bed
and slept on baby bears bed
and she was sleeping and then
look who came back
the three bears they came back
mummy bear, daddy bear and baby bear came back
the baby bears bed was just right and she was sleeping nicely
the three bears came back
daddy bear looked around and he saw the porridge
look
daddy bear came back
daddy bear came back
he came back and he says
look somebodys been eating my hot porridge
look somebodys been eating my hot porridge
mummy bear said somebodys been eating my cold porridge
Somebodys been eating my cold porridge
and baby bear
and baby bear said somebody eight of all my porridge
that it was just right
and they ate all my porridge
he's

cried
look, look she ate up wall my porridge
let's go into the next room and see what happened
look daddy bear says
look somebody's been sitting on my high chair
look somebody's been sitting on my high chair
mummy bear says look somebody's been sitting on my low chair
baby bear said somebody broke my chair
baby bear says look somebody's been sitting on my chair and they broke it
they broke my chair (crying)
and he started to cry
his crying
its quiet
what happened next, what happened next, what happened next
they went up this stairs
they walked up the stairs
daddy bear says look somebody's been sleeping in my hard bed
hard hard hard bed
hard bed
somebody's been sleeping in my hard bed
hard hard hard bed
somebody's been sleeping there
and what did mummy bear say
mummy bear said somebody's been sleeping
in my soft soft soft bed
its soft
somebody's been sleeping in my soft bed
baby bear went to his bear and he said
look, look somebody is sleeping in my bed
look somebody is sleeping in my bed
look look look
what happened next, what happened next, what happened next
uh oh
uh oh
Goldilocks woke up and she said uh oh they caught her
the 3 bears caught her sleeping in the bed
she was sleeping in the bed they caught her
she got a fright and she ran away home
she ran away home
and that was the end of the naughty Goldilocks and the three bears
finished
Appendix 25
Transcript and analysis of Story time activity

<table>
<thead>
<tr>
<th>V1</th>
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<td>look, look I'm going to read this story for you</td>
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<td>yeah this one</td>
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<td>there's Goldilocks</td>
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<tr>
<td>Once upon a time there were 3 bears ok</td>
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<td>and they lived in a house and one day</td>
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<td>mummy bear made some porridge</td>
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<td>yes, there's daddy Bear</td>
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<td>mummy bear made some porridge</td>
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<td>the porridge was to</td>
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<td>there she is making the porridge</td>
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<td>you see when she was making the porridge</td>
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<td>she said the porridge is too hot</td>
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<td>hot like fire, hot</td>
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<td>it was burning, it was hot</td>
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<td>can you all see</td>
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<td>there it was hot</td>
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<td>so so she says</td>
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<td>we can't eat the hot porridge</td>
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<td>we can't eat the hot porridge</td>
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<td>let's go for a walk</td>
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<td>then when we come back we can eat it</td>
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<td>because it will be cold</td>
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<td>but when they went away</td>
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<td>you know what happened</td>
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<td>when they went away for a walk</td>
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<td>who came, who came</td>
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<td>Goldilocks came</td>
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<td>there she and she's coming in to the house</td>
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<td>she said I'll just peep inside</td>
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<td>see who lives in this house</td>
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<td>she's naughty she went into these people's house, the bear's house</td>
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<td>she saw the porridge</td>
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</table>
can you see
she said she said I’m going to eat this porridge
she tried to eat daddy bears porridge
and it was too hot
I can't eat this porridge its too hot
it is to hot she says
so she went to go and try to eat mummy bears porridge
but it used to cold brr
it is to cold
I can't eat this porridge
no, no, no
I can't eat this porridge
no,no,no
what she did
she said ok let me go to the other porridge
look she started to eat the porridge
and it was just right
it was sharp, it was just right
so she ate it
she said nice nice nice
im going to eat this it was just right
so she ate all the porridge
she ate it all up she ate baby bears porridge
she said I'm feeling very tired
im going to sit down
she went
she went to sit on daddy bears chair
can you see she went to go sit
and it was to high it was too high
she was sitting on the chair and it was too high
her legs were like this
she was up high, high, high
she said no I can't sit in this chair it is too high
its to high, its to high, its to high
so she said let me sit on mummy bears chair
she went to sit on mummy bears chair was too low
it was 2 low, low, low
she said no, no, no
I can't sit on mummy bears chair it is too low
it is too low it is too low
she said let me sit on baby bears chair
she sat on baby bears chair and it was just right
it was just right
and she was sitting and suddenly
wow hu
she fell down from the chair and she broke the chair
look at that
she broke it
she was sitting on baby bears chair and she broke the chair
uh oh shes in skits
she said
she's a naughty girl
say she said maybe I can go sleep somewhere
she goes in to daddy bears bed
and she goes to sleep on daddy bears bed
but you know
daddy bears bed was too hard
it was hard oh hard
she could not sleep
she said no, no, no
I can't sleep in the hard bed
let me go sleep in another bed
she went to sleep in mummy bears bed
mummys bears bed was too soft
soft, soft it was soft
so she said
I can't sleep on this bed, it's too soft
Daddy bears bed is too hard
mummy bear bed is too soft
let me try little baby bears bed
she went to sleep inside and it was just right
look how shes sleeping
look how shes sleeping
just right
that while she was sleeping
no, no, no
see how she was sleeping
daddy bear came
in to the house
see daddy bear came when he said
somebodys been eating my porridge
mummy bear said look somebody has been eating my porridge
and baby bear said oh somebodys ate up all of my porridge
he's crying
somebody ate all his porridge
Goldilocks is naughty
let's go see in the room what happened
daddy bear said look somebody been sitting on my chair
mummy bear said look somebodys been sitting on my chair
baby bear said somebody broke my chair and he's crying
somebody broke my chair
then they went upstairs
look they went upstairs
daddy bear said look somebodys been sleeping in my bed
mummy bear said look somebody has been sleeping in my
soft bed
baby bear look, look somebody is sleeping in my bed
she is sleeping in my bed
look look she is sleeping in my bed
Goldilocks woke up
she got a fright
she said uh oh they got me uh oh
look at that they caught me
and she ran away
ran ran
ran
ran home
and this is the story of Goldilocks and the three bears
finished

166 19 5 325 304 99