

Centre for Augmentative and Alternative Communication



ANNUAL REPORT

1 January to 31 December 2010

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

STAFF 2010



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Back row: Ms Alecia Samuels, Dr Michal Harty, Mrs Karin van Niekerk, Mrs Liezl Maasdorp, Prof. Kitty Uys, Prof. Juan Bornman (Acting Director)

Absent: Dr Shakila Dada

ADVISORY COMMITTEE MEMBERS

- Prof. J Bornman (Acting Director: CAAC)
- Prof. K Uys (Co-ordinator: ECI)
- Mrs K Chikane (Director: Meraka Institute, CSIR)
- Mrs S Matsebula (Executive Director: African Access Holding (Pty) Ltd)
- Mr M Tshivhase (Acting Director-General: Department of Health)
- Prof. I Uys (Emeritus professor)
- Prof. S Klopper (Dean: Faculty of Humanities)
- Dr C Mills (AAC user)

CONTENTS

	PAGE
MESSAGE FROM THE ACTING DIRECTOR	1
1. THE YEAR IN REVIEW: 2010 IN A NUTSHELL	2
1.1 Teaching	2
1.2 Research	2
1.3 Community engagement	3
1.4 Operational component	3
2. REFLECTION ON ACTIVITIES DURING 2010	4
2.1 Teaching	4
2.2 Academic programmes	4
2.3 CAAC involvement in other academic programmes of the University of Pretoria	5
2.4 CAAC involvement in academic programmes of other universities	5
3. RESEARCH	6
3.1 ISI/DoHE accredited journal articles	6
3.2 Non-accredited, peer reviewed journal articles	6
3.3 Books	6
3.4 Chapters in books	6
3.5 In press	6
3.6 Accepted for publication	7
3.7 Submitted for publication	7
3.8 Non-refereed publications or popular articles	7
4. COMMUNITY ENGAGEMENT	8
4.1 Tender training projects	8
4.2 Community engagement projects	9
5. INFORMATION DISSEMINATION	10
6. CONSULTATIONS	13
7. PRESENTATIONS AT CONFERENCES AND SEMINARS	14
8. CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED	16
9. VISITORS TO THE CAAC	17
10. CREATIVE INPUTS FOR THE PUBLIC DOMAIN: MEDIA	17
11. ACHIEVEMENTS/SPECIAL INVOLVEMENT	18
11.1 Neville Cohen memorial lecture	18
11.2 Staff achievements	18
11.3 Student achievements	18
11.4 Student awards	18
12. PROFESSIONAL ACADEMIC ACTIVITIES	19
12.1 Involvement with other universities as external examiners	19
12.2 Referee duties	19
13. STAFF	20
13.1 CAAC staff funded by the University of Pretoria	20
13.2 CAAC staff funded from private funding	20
13.3 External examiners	20
14. OBJECTIVES FOR 2011	21
14.1 Teaching	21
14.2 Research	21
14.3 Community engagement	21
14.4 Operational component	21

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University of Pretoria

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BA(Hons) AAC 2010
(1st year)



BA(Hons) AAC 2010
(2nd year)



PhD 2010



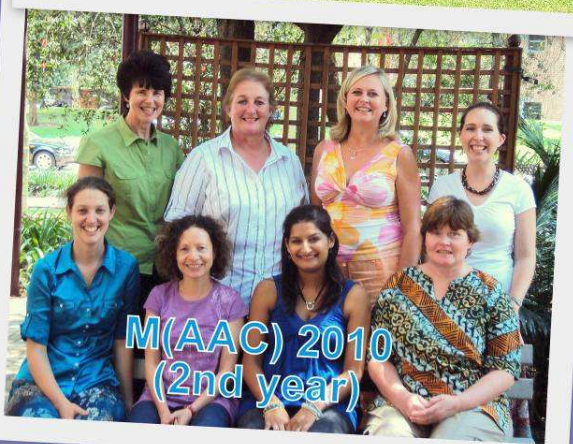
M(ESI) 2010
(1st year)



M(ESI) 2010
(2nd year)



M(AAC) 2010
(1st Year)



M(AAC) 2010
(2nd year)

MESSAGE FROM THE ACTING DIRECTOR

'In a gentle way, you can shake the world'. – MAHATMA GANDHI

In the field of disability, particularly where severe communication disability is present, one can never be a passive onlooker – it is a field that requires commitment and passion for *'gently shaking the world'*. Hence the CAAC's vision: *To generate, transfer and translate knowledge through research, teaching and community engagement in the multi-disciplinary fields of AAC, severe disability and early childhood intervention in the national and international arena.* This vision clearly stipulates the driving forces behind the CAAC's diverse activities: quality, research, teaching, local and international impact and efficiency.

By way of introducing the 2010 Annual Report, we are pleased to share a few highlights of this year's accomplishments:

- Two large collaborative research grants were received: *'ICF-CY A common language for understanding the multi-dimensional construct disability in childhood'* with the CHILD (Children, Health, Intervention, Learning, Development) Research Group at Jönköping University, Sweden (SIDA-funded) and *'Developmental Assessments across Languages and Cultures: A preliminary study'* with the CRADL (Centre for Research on Atypical Development of Learning) Research Group at Georgia State University, USA (NIH-funded).
- Collectively, our staff and students authored 11 journal publications, a book and 3 chapters in books; and contributed 17 conference presentations, many of which at international conferences.
- More than 2,200 individuals benefited from CAAC's services through community engagement projects, tender training, information dissemination initiatives and consultations.
- An Education Innovation Award (Laureate) was received from the University of Pretoria for exemplary innovative teaching on a PhD level.

These achievements were attained despite many challenges posed by 2010: Vuvuzelas and disrupted timetables as a direct result of the 2010 FIFA World Cup; 2 staff members on 3-month research sabbaticals to collect data for their PhD studies; high student numbers and a small teaching staff (479 registered students and 4 full-time UP-funded academic staff members); and the fact that the permanent Director's position has been vacant for 2 years.

During the past year the staff and students of the CAAC strived to produce outputs of the highest possible quality, and in this Annual Report we present a sampling of the scope of our work, beginning with an overview of teaching, research and community engagement projects, followed by details of the involvement of and achievements by specific staff members.

However, no achievements would have been possible without teamwork; therefore it is appropriate to also use the Annual Report to sincerely thank each and every staff member at the CAAC who all know that TEAM is the acronym for Together Everyone Achieves More; we also thank our Advisory Board, our alumni, current students, local and international partners, colleagues and peers. Our joint involvement leaves a living legacy that the whole is greater than the sum of its parts, since no single individual is as smart as the collective human capital – a critical asset in any academic context.

Prof. Juan Bornman
Acting Director

January 2011

1. THE YEAR IN REVIEW: 2010 IN A NUTSHELL

1.1 Teaching

Objectives for 2010

- To graduate **2** PhD students and enrol **6** new PhD students
- To graduate **20** master students and enrol **18** new M (ECI) and **6** new M (AAC) students
- To graduate **15** BA (Hons) in AAC students and to enrol **25** new BA (Hons) students. The effect of the introduction of new selection criteria should be evaluated
- To enrol **150** new ACE (Inclusion of Learners with Severe Disabilities) students
- To secure bursaries for at least **5** post graduate students

Outcomes for 2010

- Research for a PhD was completed by 2 students who will submit their final theses in January 2011. This programme was awarded an Education Innovation Award (Laureate) by the University of Pretoria for exemplary innovative teaching on PhD level. A total of **6** new PhD students registered for the PhD (Preparatory) year.
- A total of **23** master students graduated, consisting of **5** M (AAC) students and **18** M (ECI) students. A total of **26** new master's students enrolled, consisting of **8** M (AAC) and **18** M (ECI) students.
- A total of **17** BA (Hons) in AAC students graduated. The strict selection criteria were met by **27** applicants who were accepted into the BA (Hons) in AAC programme. The result of the new selection criteria was a throughput rate of 60% of students from the first to the second year of study.
- A total of **182** students were accepted into the ACE Program.
- A total of **17** students received bursaries (4 NRF, and 13 UP bursaries).

1.2 Research

Objectives for 2010

- To conduct a survey of the incidence of childhood disability in Mamelodi
- To start the 3-year collaborative project with Prof. Mats Granlund of the CHILD (Children, Health, Intervention, Learning, Development) Research Group at Jönköping University in Sweden (SIDA-Funded) entitled '*ICF-CY: A common language for understanding the multi-dimensional construct disability in childhood*'
- To expand the project '*Reducing the risk of being a victim of crime in SA: You can tell and be heard*' with Dr Diane Bryen (Temple University, USA)
- To apply for a post doctoral fellowship

Outcomes for 2010

- The childhood disability incidence survey was temporarily halted. Please see the discussion in the section 'Community engagement' under 3.
- Five South African researchers (Prof. J Bornman, Prof. K Uys, Dr M Harty, Ms K van Niekerk and Ms G Ledwaba) visited Sweden to explore areas of joint interest and potential collaboration projects. Prof. Bornman also acted as a discussant at a Swedish PhD student's (Ms M Adolfsson) part-time seminar, impacting on her final PhD papers. Dr N Klang and Ms M Adolfsson presented a lecture series on the ICF to the M (AAC) students at UP, resulting in 5 ICF related research topics (Ms P Kershaw, Ms A Erasmus, Ms S Pelembe, Ms S Dosieah and Ms A Carstens).
- The disability and crime project culminated in a publication in the most prominent journal in the field, namely *Augmentative and Alternative Communication*. This project will be expanded in 2011 to socially validate the findings. An edited book on the topic is planned for 2011, which will be available through ISAAC (International Society for AAC) as a resource.

- Dr Dana Donohue (Georgia State University) was awarded a prestigious 2-year post doctoral fellowship to expand her research career at the CAAC under the supervision of Prof. Juan Bornman.

1.3 Community engagement

Objectives for 2010

- To commence the first phase of the Inclusive Play Park project in Mamelodi
- To continue with the FOFA Youth Leadership Empowerment project

Outcomes for 2010

- The planning of the Family and Child Development Hub (formerly known as the Inclusive Play Park) was halted because the Mamelodi campus is no longer available for this venture, due to certain unforeseen changes in the tertiary education landscape in South Africa. A new venue will be investigated in 2011.
- Due to the impact of the 2010 FIFA World Cup on the CAAC time table and the 14th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC) in Barcelona that draws AAC users and professionals, the FOFA Youth Leadership Empowerment project was rolled over to 2011. Some results flowing from this project were presented at the ISAAC conference in order to showcase its unique contribution. International experts commented that this is an example of exemplary practice in the field of disability.

1.4 Operational component

Objectives for 2010

- To collaborate with the DIA for possible funding opportunities for the Inclusive Play Park
- To apply to Telkom and Momentum for possible funding, as suggested by the Advisory Board
- To make every effort towards the appointment of a new director for the CAAC
- To ensure continuity of formal training and research initiatives throughout the 2010 FIFA World Cup, which seriously impacts our timetable
- To explore ways of increasing the staff component of the CAAC to alleviate the demands created by the current staff shortage and high student numbers

Outcomes for 2010

- Funding for this project was obtained from ACSA.
- No funds were received in 2010 from either Telkom or Momentum for the FOFA project.
- The position of a director was advertised but not filled.
- The contingency planning regarding the 2010 FIFA World Cup proved to be effective and all formal training and research initiatives were met.
- The small staff component at the CAAC and the high student numbers remain an increasing concern. Attempts were made to increase the number of hours of part-time staff in order to ensure continuity in the various activities, with some measure of success. However, it is envisaged that a post doctoral fellow will supplement the research outputs.

2. REFLECTION ON ACTIVITIES DURING 2010

2.1 Teaching

The numbers of students at the CAAC is continuously increasing; the current student profile is shown in Figure 1 and Figure 2. Figure 1 indicates inter alia that the majority of students trained in the CAAC are Black (71%) and also that there is a group (1%) of international students. Please note that South African citizens who are currently working abroad are not regarded as international students.

Figure 2 shows the multi-professional background of the students enrolled in the various AAC degree programmes. From this figure it is clear that the majority of professionals are teachers (62%). This is attributed to the fact that the Honours programme draws mostly teachers.

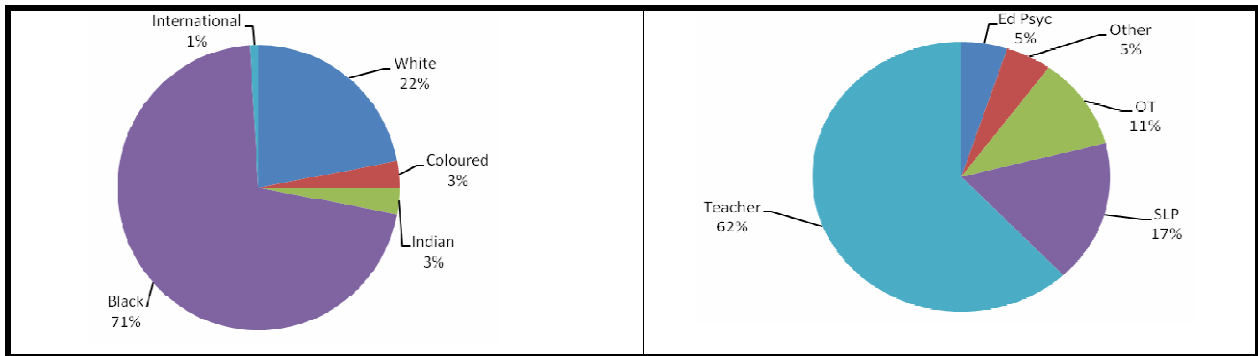


Figure 1: Ethnicity of the current student component

Figure 2: Discipline-specific background of the current student component

2.2 Academic programmes

Table 1: Summary of academic programmes and student profile

DEGREE PROGRAMME	# STUDENTS	OUTCOMES
PhD in Augmentative and Alternative Communication	3 rd year: 4 2 nd year: 2 1 st year: 6	Two students completed their research and will submit their theses early in 2011, with another 2 expecting to complete towards the end of 2011. Six new students were accepted into the PhD preparatory year, 4 of whom successfully defended their research proposals.
Masters in Augmentative and Alternative Communication MA (AAC)	Graduates: 5 2 nd year: 6 1 st year: 8	Five students graduated in April 2010. All 6 of the 2 nd years successfully completed their studies and will graduate in April 2011. Eight new students enrolled.
Masters in Early Childhood Intervention M (ECI)	Graduates: 17 2 nd year: 17 1 st year: 20	Seventeen students graduated in April 2010. Of the 20 1 st year students, two de-registered due to personal reasons. All 17 2 nd year MECI 2 students completed their studies successfully at the end of 2010 and will graduate in April 2011. The specialisation modules comprised Communication Pathology (2), Audiology (1) Occupational Therapy (3), Physiotherapy (1), Severe Disabilities (4), and Educational Psychology (6).
Honours in Augmentative and Alternative Communication BA (Hons) (AAC)	Graduates: 17 2 nd year: 47 1 st year: 27	Seventeen students graduated in April 2010. Forty seven students enrolled for the 2 nd year (11 of which as repeater students). Twenty seven BA (Hons) students enrolled for the 1 st year.
Advanced Certificate in Education with Specialization in the	2 nd year: 123 1 st year: 182	Of the 126 students who enrolled in 2009, 123 are in their 2 nd year. Two students de-registered because of personal reasons and 1 joined the new ACE intake in

Inclusion of Learners with Severe Disabilities (ACE)			2010. The first group will graduate in June 2011. A total of 182 students enrolled for the new intake in 2010.
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2.3 CAAC involvement in other academic programmes of the University of Pretoria

Mrs E Moolman and Dr M Harty presented a semester language module (KMP 310) to the 3rd year undergraduate Communication Pathology students at UP. All 44 students successfully completed this first semester module. Three students passed with distinction.

2.4 CAAC involvement in academic programmes of other universities

Dr M Harty presented a 2-day seminar entitled *'The ABCs of AAC: Introducing AAC to SLPs and Audiologists'* to the 2nd year undergraduate Speech-Language Pathology and Audiology students at Groote Schuur Hospital, University of Cape Town on 30 and 31 January 2010. This is the 2nd consecutive year that the Centre for AAC has been approached to present this seminar to UCT's undergraduate students. The seminar provides an overview of the most important issues which speech language therapists and audiologists need to be aware of when providing assessment and intervention services to the population who use augmentative and alternative communication systems.

On 23 March, 23 4th year Speech-Language Pathology and Audiology students from Limpopo University (Medunsa Campus) attended a 2-hour lecture and practical workshop to introduce them to AAC technology. The lecture/workshop was presented by Ms K Tönsing. Two AAC users also shared their personal stories (Mr F Visagie and Ms C Ntuli). Students gained knowledge on AAC and were able to observe high technology AAC being used during the presentations. They also had the opportunity to use AAC technology during a practical session.

3. RESEARCH

(The surnames of all CAAC staff members and CAAC students are indicated in bold type)

3.1 ISI/DoHE accredited journal articles

Alant, E., Kolatsis, A., & Lilienfeld, M. (2010). The effect of sequential exposure of colour conditions on time and accuracy of graphic symbol location. *Augmentative and Alternative Communication*, 26(1), 41-47. DOI:10.3109/07434610903585422

Bornman, J., Sevcik, R., Romski, M. A., & Pae, H. K. (2010). Successfully translating language and culture when adapting assessment measures. *Journal of Policy and Practice in Intellectual Disabilities*, 7(2), 111-118.

Higham, S., Tönsing, K. M., & Alant, E. (2010). Teachers' interactions during storybook reading: A rural African perspective. *Early Education and Development*, 21(3), 392-411. DOI:10.1080/10409281003668052

Johnson, E., Bornman, J., & Alant, E. (2010). Parents' perceptions of home reading activities: Comparing children with and without learning disability. *Perspectives in Education*, 28(1), 34-42.

3.2 Non-accredited, peer reviewed journal articles

Joubert, K., Bornman, J., & Alant, E. (2010). Speech intelligibility and marital communication in amyotrophic lateral sclerosis: An exploratory study. *Communication Disorders Quarterly*. Advance online publication. DOI: 1177/1525740110367824.

3.3 Books

Bornman, J., & Rose, J. (2010). *Believe that all can achieve: Increasing classroom participation in learners with special support needs*. Pretoria: Van Schaik.

3.4 Chapters in books

Uys, C. J. E.* & Samuels, A. (2010). Early Childhood Intervention in South Africa: Minimizing the impact of disabilities. In R Crouch & V Ahlers (Eds.), *Occupational Therapy: An African Perspective* (pp. 206-231). Sarah Shorten Publishers. Johannesburg, South Africa.

3.5 In press

Bornman, J., & Tönsing, K. M. (In press). Augmentative and alternative communication. In E. Landsberg, D. Krüger & N. Nel (Eds.). *Addressing barriers to learning: A Southern African Perspective* (2nd ed.). Pretoria: Van Schaik

Uys, C.J.E (In press). Severe disabilities. In E. Landsberg, D. Krüger & N. Nel (Eds.). *Addressing barriers to learning: A Southern African Perspective* (2nd ed.). Pretoria: Van Schaik

Harty, M., & Alant, E. (In press). Early childhood intervention. In E. Landsberg, D. Krüger & N. Nel (Eds.). *Addressing barriers to learning: A Southern African Perspective* (2nd ed.). Pretoria: Van Schaik

*CJE Uys is referred to as K Uys in the rest of the report

3.6 Accepted for publication

(Papers marked with** were accepted in ISI accredited peer reviewed journals)

Bornman, J. (in press). Low technology. In O. Wendt, R.W. Quist, & L.L. Lloyd (Eds.). *Assistive Technology. Principles and Applications for Communication Disorders and Special Education*. Bingley,UK: Emerald Press.

** **Bornman, J., Bryan, D., Kershaw, P., & Ledwaba, G.** (In press). Reducing the Risk of Being a Victim of Crime in South Africa: You Can Tell and be Heard! *Augmentative and Alternative Communication*.

Park, W. H., Jeong, Y. S., & **Bornman, J. (In press). The effect of psychomotor play on motor and body perception competence for young children with developmental delays. *South African Journal of Occupational Therapy*.

3.7 Submitted for publication

(For reasons of confidentiality the journal names are omitted.)

Harty, M., Bornman, J., & Alant, E. A task-specific measure for parent self-efficacy: An exploration.

Harty, M., Griesel, M., & Van der Merwe, A. Perception of goal-setting priorities of clients and acute care rehabilitation staff: The value of the ICF as a common language.

Joseph, L., Alant, E., & Bornman, J. Does the Use of Graphic Representations of Signs Make a Difference in Teaching Manual Signs to Mothers of Deaf Children.

Rajaram, P., Alant, E., & Dada, S. The application of the self-generation effect to the learning of Blissymbols by persons presenting with a severe aphasia.

Strauss, I. & Uys, C. J. E. Typically developing 4-year-old children using AAC systems with different language organization techniques.

3.8 Non-refereed publications or popular articles

Bornman, J. (2010). Die bytjies en die blommetjies: Gedink jy hoef nog nie jou voorskoolse kind oor seks in te lig nie? Dink weer. *Vrouekeur*, 2 Julie 2010, 20-21.

Bornman, J. (2010). Voorskoolse boelies: wat elke ouer moet weet, selfs al dink jy nie dit affekteer nou kind nie! *Baba & Kleuter*, Januarie Uitgawe, p70-73

Ledwaba, G. (2010). Help them find their voices. *Teacher*, February 2010, 4.

Van Niekerk, K. (2010). Transdisciplinary approach to augmentative and alternative communication consultations. *Focus (Official newsletter of OTASA)*, 1, 15-17.

Interface National Newsletter (April, August, December, 2010). Interface and CAAC.

4. COMMUNITY ENGAGEMENT

4.1 Tender training projects

Two large tender training projects were undertaken. They are discussed below.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN THE CLASSROOM: IMPLEMENTATION OF AIDS, DEVICES, STRATEGIES AND TECHNIQUES IN SELECTED CLASSES OF THREE SPECIAL SCHOOLS

The CAAC completed a training project for the Gauteng Department of Education (GDE) which forms part of their strategic drivers aimed at implementing an inclusive education system whereby learners of all abilities receive relevant support. The CAAC was requested to support 15 learners in three special schools (Thaba Vuyo [Sedibeng West District], Zodwa [Tshwane South], Reinotswe [Tshwane East]). This support included the training of teachers and district officials to orientate them towards the value of augmentative and alternative communication and its role in the implementation of Inclusive Education as propagated by Education White Paper 6. Furthermore, the learners were assessed and provided with relevant assistive communication technology to serve as an augmentative or alternative communication strategy. Teachers were supported in the implementation of this technology in the classroom and guidance was given to district officials to enable them to continuously support teachers. This tender specifically aimed to provide support to learners who experience severe communication barriers.



AUGMENTATIVE AND ALTERNATIVE COMMUNICATION IN THE CLASSROOM: AN INTRODUCTION

The CAAC conducted a three-day training course to teachers and district officials in Kimberley at the request of the Northern Cape Department of Education. The aim of this training was to provide participants with a sound knowledge-base regarding the importance and value of augmentative and alternative communication systems, aids and strategies and how these can effectively be used in the classroom context. The training was received positively, with teachers and district officials reporting an increased awareness of the unique needs and challenges of this group of learners. In addition, an evident shift occurred in attitudes toward serving learners with communication disabilities in the school system. Fragmentation and lack of communication between different levels within the Provincial Department of Education was however highlighted as a fundamental challenge to implementing the strategies discussed during this training. Further training has been requested in this municipality district as a result of this initial training, and can hopefully be utilized as an opportunity to begin to address some of these concerns.

4.2 Community engagement projects

The CAAC's FOFA project and the UP Department of Drama's Theatre for Development came together in a 'dramatic' way in the form of a unique production, *'The silence that surrounds us'*. FOFA (a Northern Sotho word meaning *'to fly/soar'*) is a pioneering non-curricular community engagement project by the CAAC and aims to facilitate communication and empowerment for youth with severe communication difficulties through the use of AAC. This collaboration between two departments at the University of Pretoria came about through the concerted efforts of Ms K Tönsing (Centre for AAC) and Mr J Visser (the Drama department's coordinator for Theatre for Development). This drama production took place on the 12th of May 2010 and had the audience completely riveted as the challenges of not being able to speak were grippingly portrayed by 1st and 2nd year drama students. Issues such as lack of control, being spoken down to, as well as the victimisation and abuse of people who are unable to communicate were realistically explored. The evening served to raise awareness amongst the general public regarding issues facing people with disability who cannot communicate and additionally contributed to the overall academic service learning of the UP drama students. The TuksAlumni sponsored a glass of wine for all.



'Theatre for Development' drama students in the production 'The silence that surrounds us'



AAC users Cival Mills and Tom Fourie (FOFA participant) in discussion about the play using their AAC devices.



'Getting in on the act'. Audience members experience what it is like to have a communication disability. Even Miss Pretoria 2010, Monique Human, participated!

5. INFORMATION DISSEMINATION

Table 2: AAC information dissemination by way of seminars, workshops and skill shops

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
SEMINARS				
26 January Indiana University, USA	Dr M Harty	Staff and special education students from the School of Education, Indiana University, USA	Invited presentation on Teaching in South African Rural Classrooms: The challenges and some solutions	Participants gained additional knowledge on the challenges of teaching in diverse and multi-lingual classrooms. They discussed the similarities and differences that exist between SA classrooms and the classrooms where they teach.
12 February Pretoria	Mrs K van Niekerk	Master students in play therapy, Department of Social Work, University of Pretoria	Explaining the role of the occupational therapist (OT) in intervention with children with disability	Students gained knowledge on the role of the OT and when to refer to an OT in working with children with disability.
18 February Pretoria	Prof. K Uys	3 rd year occupational therapy students, University of Pretoria	The students were presented with an introduction to AAC and the role of the OT was highlighted.	OTs interact with clients with complex communication needs and therefore require knowledge on referral, assessment and management of these clients.
4 August Johannesburg	Ms G Ledwaba	80 teachers and district officials of the Gauteng Department of Education (GDE)	Invited by the GDE to provide information on the ACE programme as part of teachers' professional development.	After the presentation 182 teachers and district officials enrolled for the ACE, making it the largest CAAC student group.
1 October Indiana University, USA	Ms K Tönsing	Staff and PhD students from the School of Education, Indiana University, USA	Invited presentation on PhD research entitled 'Teaching graphic symbol combinations during storybook reading'	Participants expressed their interest in the single subject methodology and gave input on the interpretation of the results.
WORKSHOPS AND SKILL SHOPS				
6 February Johannesburg	Prof. K Uys	Teachers, therapists and parents of the Key School, Johannesburg	Invited presentation on the importance of team work in a special needs school	Parents and the professional team often experience a communication gap which was addressed by this presentation and consequently other schools requested the same training.
24 February Pretoria	Dr M Harty; Mrs E Moolman	22 teachers and therapists	2-hour skill shop on how to conduct an	Participants were introduced to how to

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
			AAC screening assessment	conduct an AAC screening assessment. Within work groups, they applied their knowledge and designed intervention activities for children within their own caseload.
6 March Nelspruit	Prof. J Bornman	50 members of SAALED Lowveld Branch including teachers, speech language therapists and parents of children with disabilities	One day seminar on understanding and managing challenging behaviour in the classroom context	There was an overwhelming positive response to information provided and requests for more reading on the topic. A regular contribution towards the CAAC Newsletter on the topic will be included in future.
13 March Pretoria	Prof. K Uys; Ms A Samuels; Mrs K van Niekerk	43 participants including speech therapists, occupational therapists, physiotherapists, teachers, psychologists, social workers and opticians.	One day workshop on Early Childhood Intervention Assessment and Intervention	This was a successful multi professional workshop. Participants were exposed to the concept of trans-disciplinary play based assessment and activity based intervention. The collaborative and practical nature of the workshop was well received.
24 March Pretoria	Ms A Samuels; Dr M Harty	20 teachers and therapists	2-hour skill shop on how to match a potential AAC user to an AAC communication device	Participants learnt how to select communication devices for children within their own caseloads.
21 April Pretoria	Ms P Kershaw; Ms K Tönsing	15 teachers and therapists	2-hour skill shop on activity analysis for communication	Within work groups, participants applied their knowledge to design intervention activities for children within their own caseload.
19 May Pretoria	Dr M Harty; Prof. K Uys	15 teachers and therapists	2-hour skill shop on how to select core vocabulary for inclusion on AAC systems	Participants learnt how to select appropriate core vocabulary to put on communication systems for children within their own caseload.
16 September Pretoria	Prof. K Uys	20 teachers and therapists from Alma School, Pretoria	Invited presentation regarding AAC classroom implementation	AAC is implemented on different levels in this school. The presentation strengthened the consulting relationship between the CAAC and the OT regarding AAC and positioning issues. Some staff members are

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
				enrolled in the CAAC's academic programmes.
22 September Pretoria	Prof. K Uys; Mrs K van Niekerk	30 teachers, therapists, parents and classroom assistant	2-hour skill shop on how to make a battery interrupter for adapted play	Participants applied their knowledge to make a battery interrupter for children within their own caseload.
15 October Durban.	Prof. J Bornman	25 speech therapists, occupational therapists and physiotherapists	One day workshop on Understanding and handling challenging behaviour	Workshop for therapists employed by the Department of Health and by the Department of Education in Kwa-Zulu Natal. Found content novel and interesting and requested follow-up workshops on AAC-related topics.
20 October Pretoria	Prof. K Uys; Mr S Sikhosana	28 teachers, therapists, parents	2-hour skill shop on how to make a simple pressure switch	Within work groups, participants made a switch.


6. CONSULTATIONS

A total of 17 consultations were done by the staff of the CAAC in 2010. Some very positive feedback from the parents was received. One parent in particular contributed to the CAAC Newsletter by writing an article about their son's progress.



7. PRESENTATIONS AT CONFERENCES AND SEMINARS

Table 3: Conference and Seminar presentations by the CAAC's staff members

DATE	NAME	TITLE
25 January	Dr M Harty	<i>The development of a parenting self-efficacy measure for mothers of young children with severe disabilities.</i> Paper presentation. Special education research seminar program. School of Education, Indiana University, USA
20 April	Prof. J Bornman	<i>Beginning Communication Skills in the Classroom Context.</i> Paper presentation. SASLHA Conference. New Perspectives on Our Profession, Pretoria
20 April	Ms A Samuels	<i>An in-service training programme for South African speech pathologists working in government hospitals.</i> Paper presentation. SASLHA Conference: New Perspectives on Our Profession, Pretoria
24 May	Dr M Harty	<i>The role of culture on parenting self-efficacy in a low-income African context.</i> Paper presentation. CHILD Research Seminar Series, Jönköping University, Jönköping, Sweden
24 May	Mrs K van Niekerk	<i>Home-based activities of young children in 2 low income South African contexts.</i> Paper presentation CHILD Research Seminar Series Jönköping University, Jönköping, Sweden
 <p>JÖNKÖPING UNIVERSITY</p>		
24 May	Prof. J. Bornman	<i>Disability and Poverty.</i> Paper presentation. CHILD Research Seminar Series. Jönköping University, Jönköping, Sweden
24 May	Ms G Lewaba	<i>Teacher training in Eastern Cape province, South Africa.</i> Paper presentation. CHILD Research Seminar Series. Jönköping University, Jönköping, Sweden
24 May	Prof. K Uys	<i>Mamelodi: A prevalence study to determine children with disabilities.</i> Paper presentation. CHILD Research Seminar Series. Jönköping University, Jönköping, Sweden
12 July	Prof. J Bornman	<i>Soms is die stilte oorverdoewend!</i> Paper presentation. ARSO-Conference, Pretoria (Invited speaker)
28 July	Prof. J Bornman	<i>Two decades of AAC service delivery in South Africa: Measuring the impact.</i> Paper presentation. 14 th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC). Barcelona, Spain
28 July	Prof. J Bornman; Dr D Bryen (Temple University, USA), Ms P Kershaw	<i>Reducing the risk of being a victim of crime: You can tell and be heard.</i> Paper presentation. 14 th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC). Barcelona, Spain

DATE	NAME	TITLE
28 July	Dr K Joubert (University of Witwatersrand, former PhD student), Prof. J Bornman	<i>Does decreased speech intelligibility as a result of amyotrophic lateral sclerosis (ALS) impact on marital communication?</i> Paper presentation. 14'th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC). Barcelona, Spain
		
		The South African contingent at ISAAC
29 July	Dr M Harty, Prof. J Bornman, Prof. E Alant	<i>A task-specific measure for parent self-efficacy: An exploration.</i> Paper presentation. 14 th Biennial Conference of the International Society for Augmentative and Alternative Communication, (ISAAC). Barcelona, Spain
29 July	Prof. K Uys, Dr M Harty, Dr D Bryen (Temple University, USA)	<i>The impact of an empowerment programme on the lives of young adults with communication disabilities.</i> Paper presentation. 14 th Biennial Conference of the International Society for Augmentative and Alternative Communication (ISAAC). Barcelona, Spain
28 August	Prof. J Bornman	<i>Forming Partnerships: Implications for Prader Willi Syndrome.</i> Paper presentation. Prader Willi Syndrome Conference of the South African PWS Society. Pretoria. (Invited speaker)
28 September	Prof. K Uys, Ms A Samuels	<i>Jimmy's not in the jungle! Creating play parks for all children.</i> Pan African ECD Conference. Cape Town, South Africa
8 October	Ms K Tönsing	<i>Teaching graphic symbol combinations during storybook reading.</i> Clinical AAC Conference, Iowa University. Iowa, USA

8. CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED

Table 4: The CAAC's staff attendance

DATE	NAME	CONFERENCE / SEMINAR / WORKSHOP / TRAINING
22-23 January	Prof. K Uys; Mrs K van Niekerk	<i>Wall Model for Occupational Performance.</i> A van Jaarsveld, University of the Free State
9-10 February	Mrs K van Niekerk; Mrs E. Moolman	<i>ClickUP Basic Course.</i> Department of Education Innovation. University of Pretoria
23-24 February	Prof. J Bornman; Prof. K Uys; Ms P Kershaw; Ms K Tönsing; Ms G Ledwaba	<i>All about me: Life skills and sexuality education for learners with intellectual disabilities.</i> SAALED workshop. Bellavista School, Johannesburg
15 March	Prof. J Bornman; Prof. K Uys; Dr M Harty; Ms K Tönsing; Ms G Ledwaba; Ms A Samuels; Ms P Kershaw; Ms E Moolman; Ms K van Niekerk	<i>Lessons Learned on the Journey toward Success in Special Education.</i> Neville Cohen Memorial Lecture. University of Pretoria
26-27 March	Prof. J Bornman; Prof. K Uys; Dr M Harty; Ms A. Samuels; Ms P Kershaw; Ms K Tönsing; Ms G Ledwaba; Ms E. Moolman	<i>Bridging the Communication Gap.</i> The Bridge School. San Fransisco. Presented at St Peters School Johannesburg
12-13 May	Prof. K Uys	<i>Project management.</i> Introductory course. CE@UP. University of Pretoria
22 May	Ms A Samuels	<i>Ethics day seminar.</i> Western Cape South African Association of Audiologists
5-9 July	Mrs K Van Niekerk	<i>Education Induction.</i> Department of Education Innovation. University of Pretoria
26-30 July	Ms A Samuels	<i>SANPAD: Advanced RCI Programme.</i> Durban, South Africa
17-20 August	Prof. J Bornman; Prof. K Uys; Dr M Harty; Ms K Tönsing; Ms K van Niekerk; Ms G Ledwaba; Ms A Samuel; Ms P Kershaw; Ms E Moolman	<i>Introduction to the ICF-CY and the practical implementation of the classification system.</i> The workshop was presented for 2 hours per day by Mrs M Adolfsson (Jönköping University), Sweden and Dr N Klang (Mälardalen University), Sweden
4 September	Dr M Harty; Mrs K van Niekerk	<i>The 2010 CHRIB Seminar.</i> Department of Communication Pathology. University of Pretoria
10 September	Ms A Samuels	<i>Blended learning workshop.</i> Department of Education Innovation. University of Pretoria
10 September	Ms E Moolman	<i>The role of the rehabilitation team in working with a child with HIV/AIDS,</i> 1 Military Hospital, Pretoria
2-4 November	Prof. J Bornman; Prof. K Uys; Mrs K van Niekerk; Mrs E Moolman; Ms K Tönsing	<i>Assessment workshop.</i> Department of Education Innovation. University of Pretoria.

9. VISITORS TO THE CAAC

Table 5: Visitors to the CAAC

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
15 March	Dr Margareta Jennische (Uppsala University, Sweden)	Guest lecture on Blissymbolics presented to 1 st year honours students	The first year students gained knowledge and insight into the application of Blissymbolics to enhance the communication of persons with little or no functional speech.
17-19 August	Mrs Margareta Adolfsson (Jönköping University, Sweden) Dr Nina Klang (Mälardalen University, Sweden)	Guest lecture series on ICF-CY presented to 1 st year master students in AAC	Five of the master students have decided to focus on the ICF-CY for their dissertation research project for 2011. (Ms P Kershaw, Ms A Erasmus, Ms S Pelembe, S Dosieah and Ms A Carstens)

10. CREATIVE INPUTS FOR THE PUBLIC DOMAIN: Media

- Ms A Samuels's online teaching practices were used as a case study in the Department of Education Innovations' BrightenUP your IDEAS book which provides lecturers with ideas to enhance their e-learning teaching and learning.
- Prof. J Bornman had a radio Interview on International Disability Day on *Radio Sonder Grense (Spektrum)* with Ms Mitzi van der Merwe. 3 December 2010

11. ACHIEVEMENTS/SPECIAL INVOLVEMENT

11.1 Neville Cohen Memorial Lecture

This is the most prestigious award made by the CAAC, and was made possible by the bequeath made to the CAAC by the late Neville Cohen (7 February 1933 - 4 September 2005), one of the founding members of the CAAC and a visionary for rehabilitation in South Africa. This award goes to a person who does exemplary work in the fields of AAC and severe disability, with sensitivity for the unique challenges that face the South African context. This year it was awarded for the 4th time, this time to Dr V Casella, the Executive Director of The Bridge School, San Francisco, USA. The lecture was entitled: *'Lessons Learned on the Journey toward Success.'* Dr Casella was awarded for her work in special education as a teacher, therapist, professor (she initiated the first academic university level courses in technology for students with special needs at San Francisco State University) and administrator for over 40 years.



Former recipients include:

2009: Dr D Bryen *'Finding your voice: the Road to Empowerment.'*

2008: Dr P Mirenda *'AAC: A bridge over troubled waters.'*

2007: Ms G van Tatenhove *'Technology and Language: Friends or Foes?'*

11.2 Staff Achievements

- Prof. J Bornman received an Education Innovation Award (Laureate) from the University of Pretoria for exemplary innovative teaching on PhD level.
- Ms A Samuels was one of only 6 PhD students in South Africa to be accepted into the SANPAD Advanced Research Capacity Initiative (RCI) programme for 2010.
- Ms K Tönsing received the second place for the best student paper presented at the Clinical AAC conference in Iowa, USA.

11.3 Student Achievements

- Ms R Wilson received the Mayer Johnson Award for the best Honours (AAC) student completing in 2010.



11.4 Student Awards

- University of Pretoria bursaries were awarded to the following 13 students: Ms T van der Merwe, Ms ML Geswindt and Ms T Horn for the BA (Hons) in AAC; Ms P Kershaw, Ms A Yelland, Ms I Krige and Ms A Carstens for the M (AAC); and Ms E Obaba, Ms J Myers, Ms L Schlebusch, Ms M Botes, Ms J Hetem and Ms P Govender for the M (ECI).
- NRF bursaries were awarded to 3 M (AAC) students, namely Ms A Halland, Ms A Gonasillan and Ms N Mare; one PhD bursary was awarded to Ms A Samuels as part of Prof. J Bornman's IRDP research project.

12. PROFESSIONAL ACADEMIC ACTIVITIES

12.1 Involvement with other universities as external examiners

- Prof. J Bornman acted as external examiner for the “Departement Spraak-, Taal- en Gehoortherapie, Fakulteit Gesondheidswetenskappe”, Stellenbosch University; Department of Speech-Language Pathology and Audiology, University of Limpopo, Medunsa Campus; Department of Speech Pathology and Audiology, School of Human and Community Development, Faculty of Humanities, University of the Witwatersrand and for the CHILD Research Group, Jönköping University, Sweden.
- Dr M Harty acted as external examiner for the Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand, Johannesburg, and the Department of Speech-Language Pathology and Audiology, University of Limpopo, Medunsa Campus.
- Ms A Samuels acted as external examiner for the School of Audiology, Occupational Therapy and Speech Language Pathology, University of KwaZulu-Natal.
- Prof. K Uys acted as external examiner for the Department of Occupational Therapy, University of Limpopo, Medunsa Campus and for 2 master’s theses from the Department of Occupational Therapy, Stellenbosch University.
- Mrs K van Niekerk acted as external examiner for a master’s thesis from the Occupational Therapy Department, University of the Free State.

12.2 Referee duties

- Prof. J Bornman acted as a reviewer for 3 ISI accredited journals, namely the *American Journal of Intellectual and Developmental Disabilities* (AJID), *Journal of Policy and Practice in Intellectual Disabilities* (JPPID), *Journal of Childhood Psychology and Psychiatry* (JCPP) and 2 DoHE accredited journals, namely *South African Journal of Communication Disorders* (SAJCD) and for the *Distance Education Teachers Association Journal* (DETA).
- Dr M. Harty acted as speech editor-in-chief for the SASLHA online CPD programme.

13. STAFF

13.1 CAAC staff funded by the University of Pretoria

Associate Professor: Prof. J Bornman (40 hours per week)

Associate Professor: Prof. K Uys (40 hours per week)

Lecturer: Dr M Harty (40 hours per week)

Lecturer: Ms A Samuels (40 hours per week)

Lecturer: Dr S Dada (10 hours per week)

Departmental Administrator: Mrs E J C Rossetti-Siefe (40 hours per week, January – March 2010);

Mrs R Grantham (40 hours per week, April – June 2010);

Mrs L Maasdorp (40 hours per week, July – December 2010)

Extra-ordinary Professor: Prof. E Alant, Otting Endowed Research Chair: Indiana University, USA.

Disability Consultant Assistant: Mr S Sikhosana: 25 hours per week.

13.2 CAAC staff funded from private funding

Junior Lecturer: Ms G Ledwaba (40 hours per week)

Junior Lecturer: Ms K Tönsing (40 hours per week)

Junior Lecturer: Mrs P Kershaw (40 hours per week)

Junior Lecturer: Mrs K van Niekerk (15 hours per week)

Junior Lecturer: Mrs E Moolman (10 hours per week)

Junior Lecturer: Mrs M van der Merwe (15 hours per week)

Research Assistant: Mrs K Vagle (15 hours per week, January – October 2010)

Research Consultant: Mrs R Owen (5 hours per week)

13.3 External examiners

MAAC:

Mrs N Visser MA(AAC), Private practice

Mrs M Coetzee MA(AAC), Private practice

Mrs I Strauss MA(AAC), Private practice

Mrs E Johnson MA(AAC), Private practice

MECI:

Dr S Balton MECI 1, Baragwanath Hospital, Soweto

Dr N Joseph MECI 2, Department of Speech and Hearing Therapy, University of KwaZulu-Natal

HONOURS:

Ms M Van Niekerk Department of Occupational Therapy, University of the Witwatersrand

Dr K Joubert Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand

Prof. P Bakker Department Private Law, UNISA

Dr A Wium Department of Speech-Language Pathology and Audiology, University of Limpopo, Medunsa campus

Prof. N Phasha Department of Education, UNISA

ACE:

Dr G Lloyd Department of Education, University of the Witwatersrand

Ms M Manamela Department of Physiotherapy, University of Limpopo, Medunsa campus

14. OBJECTIVES FOR 2011

14.1 Teaching

- To graduate 3 PhD students and enrol 6 new PhD(Preparatory) students
- To graduate 6 M(AAC) students and enrol 6 new students
- To graduate 18 M(ECI) students and enrol 20 new students
- To graduate 30 BA(Hons) in AAC students and enrol 30 new students
- To graduate 120 ACE (Inclusion of learners with Severe Disabilities) students and enrol 150 new students
- To secure bursaries for at least 10 post graduate students

14.2 Research

- To continue with the 3-year collaborative project (2010-2012) with Prof. Mats Granlund at the CHILD (Children, Health, Intervention, Learning, Development) Research Group at Jönköping University in Sweden (SIDA-Funded) entitled '*ICF-CY: A common language for understanding the multidimensional construct disability in childhood*'
- To socially validate the project '*Reducing the Risk of being a victim of crime in SA: You can tell and be heard*' with Dr Diane Bryen (Temple University, USA)
- To start the 2-year collaborative project with Dr Mary Ann Ronski and Dr Rose Sevcik at the CRADL (Centre for Research on A-typical Development) Research Group at Georgia State University in the USA (NIH-Funded) entitled '*Speech and Language Delays in Children with Neuro-developmental Disorders*'

14.3 Community engagement

- To implement the first phase of the Family and Child Development Hub at an approved UP site
- To continue with the FOFA Youth Leadership Empowerment project

14.4 Operational component

To celebrate 21 years of excellence of the CAAC's existence (1989-2010) through 4 major projects:

- Visual enhancement of the front entrance and courtyard of the CAAC
- To host the 2nd Regional African AAC Conference
- To undertake the 'Walk for a Voice' 2 km fun walk/run as an awareness raising campaign
- To publish the 'AAC Resource Manual'

THANK YOU

The following foundations and departments that financially supported the activities of the CAAC during 2010 are gratefully acknowledged:

***National Research Foundation
Swedish International Development Cooperation Agency (SIDA)***

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***Mayer-Johnson Company
Semantic Compaction Systems***

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***INTERFACE,
South African Association for Learning and Educational Difficulties (SAALED)***

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***Department of Drama
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Academic Information Services (Library)
CE@UP
Client Service Centre
Department of Child Health
Department of Communication Pathology
Department of Community Engagement
Department of Education Innovation (EI)
Department of Educational Psychology
Department of Finance
Department of Information Technology
Department of Institutional Advancement (DIA)
Department of Nursing
Department of Nutrition
Department of Occupational Therapy
Department of Physiotherapy
Department of Residence Affairs and Accommodation
Department of Security Services
Department of Social Work
TuksAlumni
Disability Unit***

**Finally, the commitment of the
members of the CAAC staff
and Advisory Board is warmly
acknowledged.
Thank you !**