

**Centre for
Augmentative and
Alternative
Communication**
**&
INTERFACE**

**Sentrum vir
Aanvullende en
Alternatiewe
Kommunikasie**



Fax/Faks: (012) 420 – 4389
Tel: (012) 420 – 2001

Centre for Augmentative and Alternative Communication
Sentrum vir Aanvullende en Alternatiewe Kommunikasie
University of Pretoria
PRETORIA, 0002
SOUTH AFRICA

1995: Education Africa Presidential Award for Special Needs
1998: Rolex Award for Enterprise: Associate Laureate

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

ANNUAL REPORT FOR THE PERIOD:

1 JANUARY 1999 TO 31 DECEMBER 1999

INTRODUCTION

This year was a year of great changes in the CAAC as the Centre became autonomous and now functions as a separate multidisciplinary unit. We are very grateful for this opportunity as it allowed the CAAC staff to become innovative in different ways. During the year a new diploma course, namely the “Further Diploma in Education for children with severe disabilities” was developed that will start in 2000 and a new PhD degree in AAC was initiated. This means that the formal degree training program in the CAAC is becoming stronger to cater for the growing demand for training in the areas of severe disabilities and AAC.

The number of students enrolled for the BA (Hons) degree specialising in AAC is increasing steadily and it is expected that this number will increase significantly once the first students following the new further diploma graduate. This degree was one of the first distance learning programmes offered by the University of Pretoria, and the CAAC staff paved the way for further programmes of this nature. In recognition of this, the CAAC was awarded a certificate for *Educational Innovation* in 1999 by the University of Pretoria.

The collaborate research capacity building project with the Department of Speech and Hearing Therapy at the University of Durban-Westville (UDW) was completed. This project was particularly important in developing a broader infrastructure for the AAC implementation in the country. The CAAC staff were also involved in a major Life-skills and Employment project for young adults with severe disabilities which will be finalised in January 2000.

Finally, the CAAC entered a new agency agreement with the American-based company Prentke Romich International (PRI) to import communication devices for people with little or no functional speech. This is particularly exciting as it provides the opportunity to develop local technological skills in dealing with assistive devices.

OBJECTIVES FOR 1999

Formal Training:

1. The development of a further diploma in severe disabilities in the Faculty of Education.
2. The maintenance and extension of BA (Hons) and MA degrees with specialisation in AAC to include more teachers in regular schools
3. Increased involvement in telematic training by the development of relevant material for training
4. The introduction of a PhD in AAC.

Research Aims:

1. The finalisation of the CAAC/UDW/Purdue Team Award Report (CSD) as the final step in the completion of the grant
2. Publication of at least three articles in accredited journals
3. AAC research seminar: Involvement of Prof L Lloyd as guest speaker
4. Research capacity building: The use of teleconferencing facilities with Purdue University to facilitate the development of research protocols for staff and post-graduate students

Formal and informal training (non-degree):

1. The ongoing training and support of parents, teachers and therapists as well as people with severe communication disabilities in communities.
2. The training of community-based trainers to facilitate the development of life-skills and employment skills of young adults with disabilities in the community.
3. The development of an adequate infra structure within the Interface/CAAC alliance to cope with the technical and training demands of Prentke Romich devices (technical support and software training).
4. The establishment of an “ambassadors program” to formalise the involvement of AAC users in training and advocacy.

REPORT ON ACTIVITIES OF THE CAAC DURING 1999

1. Degree training

1.1 Degree training specialising in AAC

Degree	Number of Students	Outcomes: Successful completions
BA Hons (AAC)	First year: 14 Second year: 13	First year: 12 Second year: 13
MA (AAC)	First year: 8 Second year: 7	First year: 7 students completed 3 modules, 1 student completed 2 modules. Second year: 5 students completed their degree, 2 students busy with final phase of thesis.
PhD	2	Extended drafts of first two chapters have been completed.

1.2 CAAC involvement in degree training of other Departments

Department	Course	Number of Students
Communication Pathology	Clinical Linguistics (KL 400)	40
Communication Pathology	Final Year Research Projects	5
Communication Pathology	Clinical Training (Initial consultations) (STX 400)	40
Communication Pathology	Masters Research Thesis	2
Communication Pathology	D.Phil. Research Dissertation	1

2. Formal training (non-degree purposes)

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
25-27/01 CAAC	Life-skills training for young adults with disabilities	12 workshop managers/teachers 6 young adults 4 parents	Introduction to life-skills training, evaluation and screening of young adults with disabilities, training in how to use public restrooms and the use of ID cards.	Trainees found specific information on how to evaluate young adults with disabilities in terms of life-skills and practical ideas on how to cope in the community very refreshing.
1-3/03 CAAC	Life-skills training for young adults with disabilities	8 workshop managers/teachers 6 young adults 4 parents	Training in how to use a public phone, how to call a friend and how to take a message, crossing roads, using a taxi and using a bus. Trainees were also trained to make and use cue cards.	Trainees found the practical guidelines and the use of a set curriculum very helpful. The use of role-play as instruction medium worked very well. Keen to expand implement the strategies with more young adults.
11-12/03 CAAC	Switch workshop. Making switches and adapted toys for children with severe physical disabilities	40 participants comprising parents, teachers, caregivers and therapists	Theoretical and practical aspects of switch making and the adaptation of battery operated toys.	Practical workshop which taught participants to make their own low cost switches as well as how to adapt suitable toys and use them in therapeutic settings. All keen to start implementation
21-23/ 04 CAAC	Life-skills training for young adults with disabilities	6 workshop managers/teachers 5 young adults 3 parents	Training of social skills namely: greeting skills, how to say "excuse me", keeping an appropriate social distance, interrupting skills etc.	Information was most relevant and practical with useful ideas on social skills as part of life-skills. Interrupting skills greatly improved.
17-19/05 CAAC	Life-skills training for young adults with disabilities	6 workshop managers/teachers 6 young adults 3 parents	Introduction to employment issues and disability. Training in skills such as job coaching, job visits and job analysis and how to teach relevant employment skills to young adults with disabilities.	Trainees felt the issues around employment and disability enlightening and they were very motivated to seek employment for young adults with disabilities and to act as job coaches. All realized the importance of job visits.
7/06-11/06 CAAC	AAC Block Course	55 trainees, comprising 1 st year Honours students, teachers, speech- and occupational therapists and community health nurses	A five-day seminar which included theoretical discussions, demonstrations and practical workshops to highlight important issues related to AAC intervention.	This Block Course stimulated thoughts on AAC implementation and provided opportunities for insight to develop as well as growth in skills. The participants felt that networking should be expanded in the various regions of the country.

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
28/06-02/07 CAAC	Advanced AAC Block Course	35 trainees, comprising 2 nd year Honours students, teachers, therapist & community workers	AAC intervention for persons with very little or no speech & those with challenging behaviour, curriculum adaptation & literacy issues, life skills training & technology.	Informative and practically helpful in skill building on how to interact and teach people with severe disabilities. Trainees felt encouraged to use new knowledge and skills in their respective contexts. Expressed need for further training regarding adult issues.
27-29/07 CAAC	Employment training for young adults with disabilities	6 workshop managers/teachers 8 young adults 7 parents	Practical training in employment, e.g. interviewing skills, telephone skills, job visit and job analysis. Parents of young adults also attended the training.	Trainees and parents found the practical role-plays and job visit very useful. Trainees, parents and young adults were very motivated after the training.

3. In-situ training at specific schools institutions

Date/place	Trainees	Content	Outcome evaluation
20/01 – 22/01 Benoni-Brakpan district GDE	22 Foundation phase teachers	Language and literacy issues in second language learning and literacy teaching in the foundation phase, as the language of instruction in these schools was changed to English.	Most meaningful experience for the participants. They needed much input and practical demonstration to understand teaching strategies. Follow-up after training would have been beneficial, and enhanced the outcome.
2 - 6 /05 CAAC	Z. Joubert (AAC user) E. Alant (CAAC) M. Mophosho (CAAC) J. Bornman (CAAC) D. Nel (CAAC) E. v.d. Merwe (CAAC) T. Greyling (CAAC) M. Casey (UDW) B. Solarsh (UDW) J. Rose (AAC)	Introduction to Minspeak and PRI-devices. The what and how of: The Chatbox The Liberator The DeltaTalker The AlphaTalker	Equipped participants to handle PRI devices. Clinical skills improved as an in-depth discussion was held on videos taken of consultations. Training was done on specific issues, crucial to working with these devices and the implementation thereof. All participants felt comfortable with the devices.
23-25/08 Pathways Pietersburg	16 children 22 parents 7 teachers from three different schools, 8 volunteers, 1 speech therapist 1 bio-kinetic instructor	This workshop introduced participants to aided and unaided AAC strategies, the development of individualised communication boards, rules for communicating with non-speaking children and the implementation of AAC in the classroom.	All participants found the ideas helpful and practical and were keen to start with classroom implementation. A need for building networks amongst the different schools in Pietersburg was also expressed. The Pietersburg community at large is very involved in this project, and an article appeared in the local newspaper.
9-10/09 Gelukspan Hospital, North West Province	6 Occupational Therapists 7 Mothers 9 OT Assistants 4 Speech Therapists 3 Physiotherapists	Introduction to AAC including unaided systems; aided systems; developing individualised communication systems; ten golden communication rules; implementation of gestures and communication boards for play; the use of gestures and communication boards in the classroom and home contexts. Planning and demonstrating an activity using appropriate gestures and symbols.	All participants were eager to learn more about the AAC strategies and this enthusiasm only grew in intensity throughout the two days. Language problems were experienced as some of the mothers only spoke Tswana, but a translator was used with great success. Participants received many practical ideas that they could implement in their specific situations and the need for follow-up training was expressed.

4. Follow-up visits and informal training and intervention (in communities)

Date/place	Nature of work	Trainees	Content	Outcome evaluation
Eersterust Training Centre 13/01; 19/01 11/02; 24/02 02/03; 18/03 24/03; 06/04 29/04; 03/05 26/05; 03/06 15/07; 11/09 23/09	Consultation. Evaluation of young adults in terms of work related life-skills. Consultation with employers and parents. Training of workshop assistants in the implementation of a life-skills program. Group and individual intervention: life-skills and employment program.	2 workshop assistants 40 workers (young adults)	Screening of young adults in terms of work and life-skills. Assisting workshop assistants in the implementation and monitoring of a life-skills programme, e.g. telephone use, use of transport and social skills. Individual intervention also focused on life-skills and work preparation of four workers through placement with different employers.	Life-skills were taught to all the young adults by means of groupwork and role-play. Screening of all young adults and setting new short and long-term goals. Life-skills intervention: goals were met in terms of all the trained life-skills areas such as telephone use, use of transport, social skills and employment skills. Two young adults were successfully placed in jobs. Parent involvement is increasing.
Tshegofatsong School for the Mentally Handicapped 13/01; 19/01 11/02; 24/02 02/02; 18/03 24/03; 06/04 29/04; 03/05 26/05; 03/06 15/07; 11/09 23/09	Consultation. Evaluation of young adults in terms of work and life-skills. Consultation with employers and parents. Training of teachers and parents in the implementation of the life-skills program. Individual and group intervention: life-skills and employment.	3 teachers 44 young adults	Screening of young adults in terms of work skills and life-skills. Assisting workshop assistants in the implementation and monitoring of the life-skills program, e.g. telephone use, use of transport and social skills. Individual intervention also focussed on life-skills and work preparation of the young adults by placing them with different employers. Emphasis was also placed on teacher training	Life-skills were taught to all the young adults by means of group work and role play. Levels of participation varied. Young adults were screened and long and short-term goals were set. Life-skills intervention: Goals were met in terms of all the trained life-skill areas such as telephone use, the use of transport, social skills and employment skills. Three young adults were successfully placed in jobs which they were able to maintain.
CAAC 23/03; 22/04; 25/05; 31/05; 15/07 Clients crèche 18/03; 17/05	Consultation Home programme Facilitation of skills with sister and mother of client	1 client 1 sibling 1 mother 1 nursery school teacher	Introduction to AAC, including breaking the barriers against AAC, different forms of AAC, how to teach signs, total language learning to be implemented in school and at home, adaptation of environment, toilet training, and ways to diminish challenging behaviour.	Client started talking and at the end of intervention used 2 – 3 word sentences. Client's whole environment used signs to facilitate effective communication and language learning. Part of EXPO project and a lot of exposure were given to Down Syndrome as well as the CAAC's involvement in this project. Follow-up needed to monitor progress.
CAAC 22/04 ; 11/05 30/07 ; 05/08 10/08 ; 17/08 02/09 ; 30/09 07/10 ; 28/10 04/11 ; 10/11	Consultation Training Information dissemination	1 young adult client 1 father 1 speech therapist 1 occupational therapist 1 physiotherapist 4 nurses	Principles of Minspeak and the Liberator. All accessories for the Liberator to ease daily living activities, improving switch use and practical experience using the Liberator.	Substantial improvement. More consistent use of eye blink switch, knows Liberator overlay and is able to use it functionally. General increase in quality of life. The auditory prompts could be removed and her scanning rate increased by 0,3 seconds/step.
CAAC 24/06 ; 01/07 22-07 ; 05-08 19-08 ; 09-09 23-09	Training of an individual in the use of the DeltaTalker with Minspeak	1 speech therapist 1 young adult with severe physical disability	The use of Minspeak with Unity 128. The use of interjections, pronouns, prepositions and verbs were addressed.	AAC user felt more comfortable with using her device and started using it with unfamiliar partners. Mounting of the device remains problematic. AAC user want to follow PRI ambassador program.

Date/place	Nature of work	Trainees	Content	Outcome evaluation
Pietersburg Pathways and New Horison School for Special Education 13-15/10	Consultations for 8 children from Pathways and 8 children from New Horison School as part of a follow-up project and support in the intervention of AAC strategies in these two settings.	16 children 22 parents 7 teachers	Consultation of 16 school going children in order to determine recommendations for AAC implementation to facilitate basic interaction skills and literacy learning.	Parents and teachers were excited and keen on all the suggestions made and encouraged by the different available options for their children. Teachers also felt that they can support each other and that an AAC network is being built in this region. A formal request for more life-skill training for 2000 was made.
Casa do Sol Special School 20/10	Address to Casa do Sol AGM	40 parents 15 staff members	Importance of life-skill training.	Great interest and lively discussion. Request for formal training from the CAAC in 2000.
Nokuthula Special School 01/11	Follow-up visit to discuss implementation issues and needs for further training.	8 teachers 1 physiotherapist	Implementation of AAC was generally found to be difficult especially with the profound group. The AAC core group is not active due to some staff members that resigned.	The number of children not speaking and reading at the school is very high. The teachers need further training in AAC implementation for the profound group. Literacy training is also a high priority.
Klerksdorp Therapy Centre 02/11	Consultation regarding implementation of AAC strategies following 2-day training in 1998	1 speech therapist 1 occupational therapist 1 music therapist	Information regarding new AAC implementation trends including new Mayer Johnson books, CAAC training video and Chatbox device.	Parents are becoming more involved – implementation of toys and communication boards are very successful. Therapists are starting to function as a team. Music therapist incorporating AAC in sessions.
Sizanani Special School 4/11	Consultation with teachers and volunteers and classroom observation. Making contact with the key role players promoting the involvement of the CAAC	7 teachers 1 volunteer 1 head of department 1 principal	General discussions about problems experienced in the school, the importance of having a core group and brainstorming about possible solutions or routes to problem solving. Explaining the role of the CAAC in implementing AAC strategies in the classroom	Problems were identified and there seems to be renewed enthusiasm in establishing a core group and starting to implement the AAC strategies so desperately needed in the specific setting. The principal enquired about the protocol for approaching the CAAC for training and involvement.
Sunshine Centre 10/11	Consultation and classroom implementation of aided and unaided AAC strategies	1 teacher (principal) 1 speech therapist 1 occupational therapist	Discussions around their activities and problems. Information dissemination about the CAAC and our role in a school with learners with severe disabilities. Information about assistive devices, as planning to buy a voice output device.	The principal and therapists became more aware and motivated about implementing AAC in the centre, and are aware of the communication problems that they experience. After this visit they are keen to receive more information regarding AAC.
Casa do Sol Special School 10/11	Consultation and classroom implementation of AAC strategies	4 teachers	Contact visit to gain information about the school and to disseminate information on low and high technology AAC systems. AAC implementation in its infancy.	Contact with teachers who attended the Block course. All teachers are excited implementing AAC strategies in their classrooms, and have asked many questions about informal training. One teacher to enrol for the Further Diploma in Severe Disabilities.
Frances Vorweg Special School 11/11	Consultation regarding AAC implementation. Focus on two children with severe disabilities being admitted to Grade 0 in 2000	4 speech therapists, 2 occupational therapists, 2 teachers	Information regarding high and low technology options as well as the nature of team work and consensus building.	Commitment to meaningful team work to facilitate AAC use and full integration of children with severe disabilities. Need more training on curriculum adaptation.

Date/place	Nature of work	Trainees	Content	Outcome evaluation
Tshegofatsong Special School 15/11	Interview with the staff regarding training needs.	2 teachers 1 school nurse	The school has many children that are illiterate and 25 % is non-speaking. No AAC is being implemented.	The staff need training on AAC implementation and functional literacy for children. Collaborative teaming between parents and teachers is problematic.
Gateway Special School 19/11	Presentation to staff members and classroom visits.	1 principal 24 teachers 1 speech therapist	The school is actively implementing AAC strategies with the junior groups. Teachers in the senior phase need guidance.	All teachers are very excited about educational opportunities that is offered to the children by means of AAC implementation. Keen to integrate AAC with curriculum 2005.

5. Information dissemination on the use of AAC

Date	Nature of contact	Visitor(s)	Outcome
29/01 ; 26/02 ; 26/03 30/04 ; 28/05 ; 30/07 27/08 ; 30/09 ; 29/10 26/11	<i>Open days:</i> Attendants are exposed to the latest technology developments and other advances in the field of AAC. New instructional AAC books are also displayed.	104 attendants, including teachers, parents and other family members, speech therapists, occupational therapists, physiotherapists and engineers.	Attendants find information useful and practical when making decisions regarding AAC devices. Professionals attended well as they feel it assists with being up to date with current development. More referrals from schools after teachers attend. Important to continue in 2000.
23/03 ; 06/05 04/08 ; 05/10 19/10	Telephonic contact on implementation of AAC strategies with mother and therapist after attending Klerksdorp training in 1998.	1 Speech therapist from Upington 1 Parent from Keimoes	Discussion of the implementation of an AAC system to facilitate communication. Discussion of how to approach a charity organisation to raise funds for formal training in 2000 in this region.
19/05 ; 20/07 21/07 ; 15/09 15/10	Telephonic contact regarding classroom implementation in a special school.	1 Speech therapist from Klerksdorp Educational Support Services	The start of implementation of AAC strategies in a special school in this region. This project will be expanded in 2000.
07/06	Demonstration of Canon Communicator and Lightwriter.	AAC user and his family	Use of device in functional domestic setting. Purchase and use of Lightwriter. Report positive outcome in daily life
20/07	Formal lecture and demonstration of high and low technology AAC equipment.	35 final year occupational therapy students	Students experienced the lecture to be stimulating and saw new possibilities in the field. Three students are keen to enroll for the BA (Hons) in AAC.
23/06; 25/06 24/07; 31/07 07/08	Initially telephonic contact which resulted in staff attending the Block Course as well as visits to the CAAC and visits to the school by CAAC staff.	6 volunteers 1 teacher 1 psychologist 1 speech therapist at Immanuel School, Hartebeespoortdam	All were very interested in AAC implementation and keen to try it. All professionals work as volunteers, and all feel that they can support each other and that an AAC network is being built.
18/11	Training of the basics of Minspeak and the Liberator.	1 speech therapist involved with a client who has locked-in syndrome.	The speech therapist felt empowered to facilitate use of the Liberator. Keen to expand knowledge on Minspeak strategies.

6. Visitors to the CAAC

Date/place	Nature of contact	Visitor	Outcomes
30/01 – 20/02	Research training Discussions Consultations	Prof Lyle L. Lloyd. Professor: Department of Special Education & Speech Sciences & Audiology, Purdue University, USA	Establishment of a Pretoria-Purdue inter-university collaboration to build research expertise.
2-15/05	PRI Agency status of CAAC: Training of CAAC staff	Gail van Tatenhove Speech Pathologist at PRI in the USA	Training of CAAC staff in PRI devices and Minspeak
12-30/07	Discussions, informal training, demonstrations, visits to the community, workshop attendance.	Visitor from Paris, France. Hip-Hop Generation: Houmi Ahmed.	Visitor left the CAAC with knowledge of the field of AAC and severe disabilities. She also had a wealth of information at her disposal which she could consult and implement with the help of the CAAC. Some discussions followed of a visit to France to do some in-situ training.

7. Publications

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

***Alant, E.** (1999). Augmentative and Alternative Communication Intervention: A lifespan issue. *South African Journal of Physiotherapy*, 55(5). (In press).

***Alant, E.** (1999). Team research: An exploration. *South African Journal of Higher Education*. (Submitted for publication).

***Alant, E. & Moolman, E.** (1999). Blissymbol learning: A study of four pre-schoolers with Down Syndrome. *The South African Journal of Education*. (Submitted for publication).

Alant, E. & Rose, J. (Eds.) (1999). *Newsletter* (3 editions per annum).

***Bornman, J. & Alant, E.** (1999). Parkinson's Disease: Using augmentative and Alternative Communication. *South African Family Practice*, 20(1), 109- 111.

***Bornman, J. & Alant, E.** (1999). Training teachers to facilitate classroom interaction with autistic children using digital voice output devices. *Suid-Afrikaanse Tydskrif vir Opvoedkunde*, 19(4), 364-373.

Bornman, J. (1999). Touching the Untouched: The use of AAC strategies with individuals with Alzheimer's disease. *Clinica: Applications in Clinical Practice of Communication Pathology*, Monograph 4.

***Bornman, J, Alant, E. & Meiring, E.** (1999). The use of a Digital Voice Output device to facilitate language development in a child with developmental Apraxia of Speech: A case study. *Disability and Rehabilitation*. (Submitted for publication).

Nel, D. & Alant, E. (1999). *Active Participation for Children with Severe Disabilities in the Classroom: Ideas for improving communication skills.* (Submitted for publication: Heinemann Publishers).

***Popich, E. & Alant, E.** (1999). The use of a digital speaker in the classroom context. *The South African Journal of Communication Disorders*, 46, p 73-82.

***Van der Merwe, E.** (1999). 'n Vergelyking tussen 'n geskrewe taal vir dowe kinders met dowe ouers en dowe kinders met horende ouers. *Suid-Afrikaanse Tydskrif vir Opvoedkunde.* (Accepted for publication.)

*** Articles marked with an asterisk are in accredited journals**

8. Reports

Alant, E. (1999). *The use of Augmentative and Alternative Communication Strategies in the Education and Rehabilitation of Children and Adults with Severe Disabilities: A Team Research Project.* FRD Team Award Grant 1997/1998.

9. Creative Work

Video Productions:

Bornman, J; Alant, E; Popich, E. & Pond, S.

“Communication and Functional Literacy for Learners with Severe Disabilities”.

Rose, J; Alant, E; Popich, E. & Pond, S.

“Introduction to Severe Disabilities”.

10. Press reports and television programs regarding the CAAC

26 April 1999

Lebone: Women on the Move

13 August 1999

Record – East : “Learn to become a better communicator”

27 August 1999

Pietersburg News : “Help for the ‘speechless’ ”

4 November 1999

Koronmorant – Hartebeespoortdam

11. Papers presented at workshops/conferences

Alant, E. (15 March). *Understanding the need for Augmentative and Alternative Communication: A lifespan issue.* 5th National NDT Conference, Johannesburg.

Alant, E. (25 October). *Training teachers in interacting with children using augmentative and alternative communication (AAC) devices in the classroom.* Crossroads Conference. Purdue University, West Lafayette, USA.

Bornman, J. (21 January). *Following a Transdisciplinary Approach to service delivery*. The Supplementary Health Services Conference. Mount Amanzi

Bornman, J. (20 August). *Augmentative and Alternative Communication: 10 Principles for using Communication technology*. (Dis)ability 2000 Conference, Midrand.

Bornman, J. (17 September). *Using Augmentative and Alternative Communication Strategies with individuals with Alzheimer's Disease*. 15th International Alzheimer Conference, Kempton Park.

Bornman, J. (18 September). *Making and using Augmentative and Alternative Communication aids for individuals with Alzheimer's Disease*. 15th International Alzheimer Conference, Kempton Park.

Greyling, T. & Rose, J. (16 July). *Exhibit of high and low AAC equipment and training materials*. Occupational Therapy South Africa Conference (OTASA), Johannesburg.

Mophosho, M. (15 March). *Holistic intervention*. 5th National NDT Conference, Johannesburg.

Mophosho, M. (27 May). *Resiliency in a Severely Disabled Person*. Kellogg Conference on Resiliency, University of Minnesota, Minneapolis, USA.

Mophosho, M. (14 July). *Overcoming Barriers to Learning: Communication for Children with little or no functional speech*. SAALED Conference, White River.

Mophosho, M. (17 September). *Prevention Of Child Abuse and Neglect: Communication for Children with little or no functional speech*. SASPCAN National Mini-Conference, Wits Medical School, Johannesburg.

Nel, D. & Rose, J. (15 March). *Incorporating multi-modal communication in therapy when working with persons with severe disabilities*. 5th National NDT Conference, Johannesburg.

12. Conferences/ Seminars attended

27 May, 28 June, 16 September, 29 November:

Teleconference: “*Discussion of research issues by Pretoria and Purdue Collaborative research teams*”, University of Pretoria (Presenters: Alant, E; Bornman, J; Uys, K.) (Attendants: CAAC staff and students, Department of Orthopedagogics staff and students)

9 August :

Symposium: “*Nagraadse Akademiese Programme*”, University of Pretoria (Bornman, J.).

17 August:

Symposium: “*Assessment*”, University of Pretoria (Bornman, J. & Mophosho, M.).

25-26, 30-31 August:

“*WEB-CT Training Course*”, University of Pretoria (Bornman, J., Mophosho, M, Rose, J., van der Merwe, E. & van Greunen, F).

27 August :

“*Genetics, Syndromes and Communication disorders symposium*”, University of Pretoria (Bornman, J.)

14 –15 September:

“*Augmentative and Alternative Communication*”, Interface Cape Town AAC Seminar (Mophosho, M)

26 October:

“*7th Biennial Regional AAC Research Seminar*”, Purdue University, West-Lafayette (Alant, E.)

1 November:

Symposium: “*Assessment*”, University of Pretoria (Van der Merwe, E. & Rose, J.)

16 – 17 November:

“*Corel Draw-9 training*”, CTU Training Solutions, Pretoria (Van Greunen, F.)

24 November:

“*Internet training course*”, CTU Training Solutions, Pretoria (Bornman, J)

13. Staff achievement: special involvements

- a) Mellon Foundation Mentoring Program Award
Alant, E. & Bornman, J.
- b) Award for Education Innovation: Certificate
Alant, E. & CAAC staff
- c) University of Pretoria: Cum Laude Awards
Bornman, J; Nel, D; Uys, K & van der Merwe, E.
- d) Mayer-Johnson Outstanding AAC (Hons) Student Award
Rose, J.
- e) Graduated with MA (course work) specialising in AAC degree
Mophosho, M.
- f) NRF panel-members
Alant, E. (Team Award)
Mophosho, M. (MA Study Awards)
- g) NRF support for International Conference Attendance
Alant, E.

- h) Initiation and facilitating of the collaborative research agreement between the University of Pretoria and the University of Purdue
Alant, E. & CAAC staff

14. CAAC Staff

14.1 CAAC staff funded by the University

- Director : Prof E. Alant : 40 hours per week
- CAAC co-ordinator: Mrs J. Bornman: 40 hours per week
- Speech pathologist: Mrs M. Mophosho: 40 hours per week.
- Secretary : Mrs F. van Greunen 25 hours per week

14.2 CAAC staff funded from private funding

- Occupational therapist: (Mrs T. Greyling): 40 hours per week.
- Speech pathologist: (Ms E. van der Merwe): 40 hours per week
- Speech pathologist: (Mrs D. Nel): 25 hours per week.
- Physiotherapist (Mrs J. Rose) : 25 hours per week
- Technical assistants: Euclide Sebole: 5 hours per week (engineering student) (January – May) ; Ms D. Wilson 15 hours per week.
- External lecturers involved in Honours degree in AAC
 - Ms K. Uys: Department of Occupational Therapy, University of Pretoria.
 - Mrs T. Buys: Private/Part-time: Department of Occupational Therapy, University of Pretoria.
 - Mrs A. Kritzinger: Centre for Early Intervention in Communication Pathology, Department of Communication Pathology, University of Pretoria.
 - Mrs I. Pansegrouw : Therapist in private practice, Pretoria.
 - Mrs E. Moolman: New Hope School, Pretoria : External Examiner

14.3 Volunteers

- Prof C. Boucher : Department of Orthopedagogics, University of Pretoria.
- Dr I. Eloff: Department of Orthopedagogics, University of Pretoria.
- Dr C. Swanepoel: Department of Orthopedagogics, University of Pretoria.
- Ms K. Uys: Department of Occupational Therapy, University of Pretoria.
- Mrs I. Pansegrouw : Unica School for children with Autism, Pretoria
- Prof P. Cilliers: Department of Electrical and Electronic Engineering, University of Pretoria.

15. Brief outcomes of objectives for 1999

A. Formal Training:
<ol style="list-style-type: none">1. The further diploma in severe disability was developed and is starting in 2000. Two of the 5 modules and 2 video tapes have been completed during 1999. The rest of the modules and videotapes will be finalised in 2000.2. There was an increase in students who enrolled for the BA (Hons) and MA degrees with specialisation in AAC. More effort was put into promotion of these courses during 1999.3. The involvement of CAAC staff in telematic activities is increasing as new distance education courses are developed and existing courses are improved to cope with the changing demands of students.4. As in previous years, the CAAC continued being involved in pre-graduate and post-graduate training of Communication Pathology students.
B. Research:
<ol style="list-style-type: none">1. The collaborative research project between the CAAC/UDW/Purdue was finalised. The Team Award Report (CSD) was the final step in the completion of the grant.2. This was a particularly productive year in the CAAC as far as publications are concerned: 9 Publications were finalised for publication. 5 will be published in 1999, the rest in 2000.3. Prof L. Lloyd (Purdue University, USA) visited the CAAC for 2 weeks to participate in research training of postgraduate students in AAC. This was a most significant event and we hope to repeat this in 2000. During his visit the University of Pretoria-Purdue University agreement was finalised which would facilitate further collaborative efforts between the two universities. 4 Teleconferences were held between the two universities during this year.
C. Informal and Community Training:
<ol style="list-style-type: none">1. The ongoing training and support of parents, teachers and therapists as well as people with severe communication disabilities in communities was maintained and extended. It is clear that with every year there is an increase in the number of requests received for training by the CAAC.2. The training of community-based trainers to facilitate the development of life-skills and employment skills of young adults with disabilities in the community. This project progressed well and will be finalised in January 2000.3. The development of an adequate infra structure within the Interface/CAAC alliance to cope with the technical and training demands of Prentke Romich devices (technical support and software training). This aspect was not satisfactorily resolved during 1999. Further attention will be given to this in 2000.4. The establishment of an "ambassadors program" to formalise the involvement of AAC users in training and advocacy. This aspect needs to be addressed more specifically in 2000.

16. Objectives for 2000

1. The development of the final three modules and videos for the Further Diploma in Severe Disabilities
2. Maintenance of Hons (AAC) and MA (AAC) degrees
3. Further development of the PhD in AAC
4. Groundwork for the development of the multiprofessional MSc degree course in Early Intervention
5. The development of a leadership program for people with disabilities on the University of Pretoria campus
6. Extended teleconferencing to stimulate research in AAC with Penn State University
7. The exploration of Web-based courses in AAC and severe disabilities
8. The development of a better infrastructure for the technical maintenance of high technology speech output devices.

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Department of Nursing
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Video Tuks***

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Thank you***



