

***CENTRE FOR AUGMENTATIVE  
AND ALTERNATIVE COMMUNICATION  
UNIVERSITY OF PRETORIA***

**ANNUAL REPORT:**  
*1 JANUARY TO 31 DECEMBER 2001*



**University of Pretoria**

Centre for Augmentative and Alternative Communication	Sentrum vir Aanvullende en Alternatiewe Kommunikasie
& INTERFACE	



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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 2001 TO 31 DECEMBER 2001**

#### **INTRODUCTION**

The CAAC moved into new premises in January 2001 which provided state of the art lecturing facilities and improved office accommodation. This change allowed the CAAC staff to significantly expand training and research activities.

The activities of the CAAC in 2001 proved to be most stimulating and innovative and culminated in the introduction of the Masters in Early Childhood Intervention for multi-professionals presented on the Web. This is the first course of its kind internationally and therefore provided staff and students with great opportunities to grow in the field. A number of research seminars were held involving a variety of collaborators to assist capacity building in the training and research fields.

During the year all the courses offered by the CAAC were externally evaluated by three local as well as three overseas experts in AAC and Early Childhood Intervention. The favourable evaluation, suggestions and comments were indeed appreciated as the CAAC staff and students strive for excellence in a highly competitive field internationally. (Please see **Appendix 1**: Executive Summary of External CAAC Evaluation).

As the CAAC becomes better known, we were honoured to have received an increasing number of international experts and guests. This year Prof L. Lloyd (USA); Prof S. von Tetzchner (Norway) as well as Dr Carol Goossens' (USA) visited and participated in training and research. We are most appreciative of their interest in the CAAC and look forward to further collaboration during 2002.

#### **OBJECTIVES FOR 2001**

The external evaluation of all the CAAC activities was a main aim for 2001. Specific aims for training, research and community training are briefly described.

##### **A. Formal Training:**

- ◆ Continuation of pre-graduate training of B.Comm Path students in Clinical Linguistics.
- ◆ Continuation of Further Diploma with specialisation in Severe Disabilities, Honours and Masters degrees in AAC
- ◆ Conducting of 4 first year modules for the Masters in Early Childhood Intervention.
- ◆ Continuation of PhD training with the incorporation of on-site seminars.

<b>B. Research Aims:</b>
<ul style="list-style-type: none"> <li>◆ Finalization of 7 accredited articles</li> <li>◆ Conduction of three 2-day Early Intervention Research seminars aimed at capacity building which included multi-professionals from different departments at the University of Pretoria and University of Durban-Westville.</li> <li>◆ Presentation of at least one conference paper by each CAAC staff member.</li> <li>◆ Evaluation of the Masters in Early Childhood Intervention degree by SAIDE (South African Institute for Distance Education).</li> </ul>
<b>C. Non-degree training at CAAC and in communities:</b>
<ul style="list-style-type: none"> <li>◆ Training and support of parents, teachers and therapists as well as people with severe communication disabilities.</li> <li>◆ Maintaining collaboration with recently trained schools and centres as well as follow-up and feedback with existing schools and centres.</li> </ul>

## REPORT-BACK ON ACTIVITIES DURING 2001

### 1. DEGREE TRAINING

#### 1.1 DEGREE TRAINING SPECIALISING IN AAC

Degree	Number of Students		Outcomes: Successful completions
Further Diploma in Education: Severe Disabilities	First year: Second year:	14 6	7 students successfully completed their 1 <sup>st</sup> year and 6 enrolled into 2 <sup>nd</sup> year. 14 New students began their 1 <sup>st</sup> year modules.
BA Hons (AAC)	First year: Second year:	5 15	A minimum pass of 50 % on all subjects (4 modules in 1 <sup>st</sup> year and 5 modules in 2 <sup>nd</sup> year )
MA (AAC)	First year:  Second year:	13  8	10 of the 1 <sup>st</sup> year students completed all 3 modules successfully and were admitted to the 2 <sup>nd</sup> year of study. Five 2 <sup>nd</sup> year students graduated (3 research and 2 course work). All three research students obtained their degrees cum laude.
M (ECI)	First year: Second year:	23	22 students have successfully completed their first year and will enrol into the 2 <sup>nd</sup> year in 2002. 2 <sup>nd</sup> year will continue in 2002
PhD	First year: Second year: Fourth year:	1 6 1	2 students graduated. Two on-site visits (each a week long) were conducted where students were given the opportunity to discuss their ideas with their supervisor. During one on-site visit Prof L. Lloyd, an international expert in the field, participated. Six weeklong on-line discussions among students and their supervisors were conducted. During two discussions, a international group comprising PhD students at Purdue University participated.

#### 1.2 CAAC INVOLVEMENT IN DEGREE TRAINING OF OTHER DEPARTMENTS

Department	Course	Number of Students
Communication pathology	KMP 311	All 42 students passed of whom 24 passed with distinction (> 75 %)
Communication pathology	KMP 312	41 passed and 1 failed
Communication pathology	D.Phil in Communication Pathology	2 students

## TRAINING AND CAPACITY BUILDING

### 2.1 TRAINING/CAPACITY BUILDING IN RESEARCH

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
15-16/02/01	9 <sup>th</sup> Annual AAC Research Seminar	Active researchers that are interested in exploring issues in the fields of AAC and severe disability. Was attended by individuals from various universities, i.e. UP, Wits, UDW and Purdue (USA). A total of 20 people participated in this seminar.	Topics covered a broad range of AAC topics, e.g. young adults associations with Minspeak icons; the validation of a play package to develop communication related skills; the development of a beginning communication intervention protocol for health workers; social conversations at the workplace; adolescent attitudes towards AAC, etc.	Interesting research applications. Participants debated and discussed various research methodologies and their application in the AAC field. Masters students who attended found it fruitful to listen to established researchers and found that it helped them develop their own particular interest areas.
12-13/03/01	2 day Early Childhood Intervention Research Seminar	Participants from speech therapy, paediatrics, occupational therapy, physiotherapy, parents, NGO's, governmental departments (health and education), nurses, AAC specialists and Prof L. Lloyd (Purdue University, USA). A total of 35 people participated in the seminar.	Capacity building in Early Childhood Intervention; evidence based practice; a data based approach; childhood disability in the Northern Province. Web training for lecturers. Video conference with Purdue University.	Participants were excited about the project and were keen to commence projects in ECI within their departments. They found the video conference stimulating and insightful. The international focus on "evidence based practice" as opposed to "best practice", facilitated debate and discussion among participants.
19-20/06/01	2-day Early Childhood Intervention Research Seminar	Participants from speech therapy, paediatrics, occupational therapy, physiotherapy, parents, NGO's, governmental departments (health and education), nutrition, AAC specialists and Prof L. Lloyd (Purdue University, USA). A total of 28 people participated in this seminar.	Discussion about potential research questions in ECI; Kangaroo mother care, inclusion of learners with disabilities; HIV transmission between mother and child and the discussion of an extension of the current ECI project and Video conference with Purdue & (ALA, Sweden) Dr Mats Granlund on how to work with families.	The possibility of an extension project in Gauteng and KwaZulu/Natal was discussed. Participants were enthusiastic about this prospect. The importance of Government support for the project was acknowledged. Dr Granlund's sensitivity for families was exceptional and participants stated that a visit to SA should be arranged. His theoretical model on family involvement should be further explored.
22-23/08/01	2-day workshop on Theoretical perspectives on AAC: Implications for Assessment and Intervention	Therapists and teachers involved in the application of AAC, Prof S. von Tetzchner. A total of 23 people participated in this seminar.	Topic included the discussion of 3 functional developmental disorder groups; general theories of language development; joint attention and shared context and learning grammar.	Participants enjoyed the focus on the theories of child development and its application to the AAC field. A general realization amongst all that theory should always come before application. European perspective was refreshing.

28-29/08/01	2-day Early Childhood Intervention Research Seminar	Participants from speech therapy, paediatrics, occupational therapy, parents, NGO's, governmental departments (health and education), nutrition, AAC specialists and Prof S. von Tetzchner (from Oslo University, Norway), Dr D. Viljoen (Wits), Prof L. Richter (HSRC), Ms K. Levin (Wits). A total of 28 people participated in the seminar.	The development of programmes for nurses and caregivers was discussed. A presentation on the development of a primary core mode to promote interactions between caregivers and young children in the Eastern and Western Cape Provinces was discussed. An overview of foetal alcohol syndrome (FAS) was presented in terms of its cause, characteristics and the number of persons affected. The social dimension of the syndrome was also discussed. A presentation on the role of babbling in language development was done. Prof von Tetzchner presented 2 papers on current research trends in ECI and EI in AAC.	Task teams were excited about the project and training that would occur in 2002. The issue of the extension project was also discussed. The importance of understanding the development of children in all dimensions was highlighted by the participants. They enjoyed the developmental perspective presented by Prof von Tetzchner. The importance of the social / emotional development was also found to be relevant as highlighted by Prof Richter. The program she presented was found to be informative particularly with regard to empowering caregiver and the manner in which the project was implemented. The statistics and complexities of the issues surrounding foetal alcohol syndrome were highlighted.
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## 2.2 TRAINING IN CLASSROOM IMPLEMENTATION

Date/place	Trainees	Content	Outcome evaluation
22-23/02/01 ALS training, Pretoria	Dr C. Goossens' 100 participants including therapists, teachers and parents	Facilitation skills for engineered classroom with particular reference to story time and circle time.	All participants felt equipped with the knowledge and skills to put these strategies into practice. Many have contacted CAAC staff to assist with particular implementation issues and to obtain resources.
15/03/01; 22/02/01; 03/05/01; 24/05/01; 14/06/01; 21/11/01 Casa do Sol Enterprises, Johannesburg	2 Workshop managers 3 Workshop assis- tants 27 Workers	To improve participants' functional literacy skills by exposure to different literacy activities (compiling a newspaper, writing "my story", literacy activities related to restaurants and a herb garden). The programme was designed to allow participants to make meaningful choices and to participate fully using their particular skills.	The programme positively impacted on the attitude of the workshop supervisors and generated a great deal of enthusiasm and participation from the workers. Three of the four activities are continuing ("my story" was only a once off activity) but some practical difficulties will need to be resolved, e.g. times at which the restaurant can be run, who will participate in running it, etc.
13-17/08/01 PRI training, Pretoria	1 PRI technician 5 technicians from KZN and Gauteng	Training local technicians to provide support for repairing PRI devices imported from overseas.	Reducing costs of sending devices abroad for repairs. Expanding a support base locally.
24/10/01; 25/10/01 Logwood Ranch, Johannesburg	2 Managers 3 Parents 6 House mothers 6 Assistants 4 Residents	To introduce the participants to the concept of life skills and its components. To demonstrate the application of a life-skills checklist and personal profile to the participants.	A core group for life-skills areas was established. The core groups will co-ordinate life-skills training at Logwood. They will commence completing life-skills checklists for the 64 residents. Follow-up visits arranged for 2002.

### 2.3 FOLLOW-UP VISITS AND INFORMAL TRAINING AND INTERVENTION (IN COMMUNITIES)

Date/place	Nature of work	Trainees	Content	Outcome evaluation
26-30/03/01 CAAC	AAC training workshops	8 Teachers 2 Parents	Training on AAC screening; unaided & aided strategies; play & positioning and classroom implementation.	Participants reported that the workshops gave good practical guidelines which can be easily implemented.
7-11/05/01 CAAC	AAC Advanced training workshops	1 Nurse 2 Therapists 1 Parent 11 Teachers	Advanced training workshops on AAC intervention strategies; challenging behaviour; life-skills; AAC devices & switches and literacy & curriculum adaptation.	The participants enjoyed the openness of facilitators. They found the workshops, practical case discussions, demonstrations and video presentations very informative and useful.
4-6/06/01 Pathways, Pietersburg	Follow-up visit to Pathways Pietersburg to review progress and assess new pupils.	2 Teachers 8 Parents 4 Assistants 2 Volunteers 1 Physio therapist	Follow-ups on 9 children who were assessed in 2000. Initial assessment on 10 new pupils. Classroom observations and group facilitation regarding the implementation of AAC strategies.	Specific guidelines were given for individual and classroom intervention. Support provided for mainstreaming of 2 pupils. Establishing support networks in the Northern Province by involving other schools, e.g. Lethaba.
22/06/01 Casa do Sol School, Johannesburg	Follow-up visit of training done in 2000 regarding AAC implementation.	16 Teachers 1 Occupational therapist	Discussion on progress since training was completed. Promotion of ACE & BA (Hons) in AAC	Reports of considerable improvement in communication across disabilities types. Parents also report improvements.
27/08/01 Nuwe Wending Special School, Pretoria	Observation and discussion of classroom stimulation.	2 Speech therapists 5 Teachers from foundation phase	Discussion of current AAC classroom intervention strategies and how to increase active participation of learners with special needs.	Therapists and teachers are keen for CAAC staff to assist with AAC implementation in the foundation phase. Teachers requested skill training to achieve this.
27/08/01 Unica Special School, Pretoria	School visit to observe AAC implementation	1 Principal 6 Teachers	Discussion of AAC classroom implementation strategies with individuals with autism. Prof S. von Tetzchner spoke about trends in Norway in this regard.	Teachers are keen to work with CAAC staff on expanding AAC classroom intervention strategies, particularly with learners with challenging behaviour.
28/09/01 Sunrise School, Laudium	Contact visit	1 Speech therapist 3 Teachers	Discussion of the content of degree courses. Implementation of AAC in the school, in terms of Goossen's boards will commence. Demonstrated local technology – the Shonaquip.	1 Speech therapist interested in MA (AAC) to increase own skills and to provide support to teachers. Keen to implement Goossen's boards.
18/10/01 Jiswa Special School, Lenasia	Follow-up visit to discuss AAC implementation	1 Principal 25 Teachers	Discuss success of implementing graphic symbols. Encourage use of gestures. Discuss possibilities of parental involvement. Promote ACE and BA (Hons) in AAC.	Graphic symbols have worked effectively with majority of learners. Will continue to keep in contact with CAAC in order to expand AAC implementation (e.g. gestures).

29/10/01 Pathways, Pietersburg	Follow-up visit	1 Principal 1 Teacher	Discussion of implementation of suggestions made in follow-up visits.	Many recommendations were implemented. Staff keen on developing resource material next year. Want to initiate a support group for parents, as achieving parent involvement is challenging.
29/10/01 Letaba School, Tzaneen	Contact visit	1 Principal 11 Teachers	Make contact with the school. Inform them of our formal and informal training.	The teachers were interested in the courses. Three applied for the Further Diploma with specialisation in Severe Disabilities. Many others expressed interest. They were pleased with the visit and had no previous knowledge of CAAC.

### 3. INFORMATION DISSEMINATION ON THE USE OF AAC

Date/Place	Nature of contact	Visitor(s)	Outcome
Opendays, 23/02/01; 23/03/01; 20/04/01; 01/06/01; 29/07/01; 27/07/01; 31/08/01; 28/09/01; 26/10/01; 30/11/01 CAAC	Visitors are provided with information about AAC and its application. All resources are exhibited and demonstrated.	Included parents, therapists, teachers, assistants and potential AAC users.	Increases in referrals of clients to the Centre. Resources purchased for use in specific contexts. Participants express gratitude for opportunity to view latest developments in the AAC field free of charge.
20/06/01 Menlyn Conference Centre, Pretoria	AAC for individuals with traumatic brain injuries (TBI).	Families of TBI, neurosurgeons, neuro-psychologists, nurses, therapists.	Participants at this conference really enjoyed information provided on communicative intervention for persons with severe traumatic brain injuries. Referrals were made and some interested in attending further training and courses offered for 2002.
18/10/01 Sunshine Centre, Inclusive Preschool, Johannesburg.	Assessing the need for AAC, discussing possibility of teacher training	4 Teachers 1 Principal 3 Therapists	Discussion with headmistress and therapists to consider training in 2002.
25/10/01 Selwyn Segal Home, Johannesburg	Assessing need for AAC, discussing possibilities for staff training	5 Workshop managers 1 Occupational therapist	A quotation for training was requested. Will investigate possibilities for training in 2002 regarding life-skills.
30/10/01 Ga-Rankuwa Hospital, Ga- Rankuwa	Promoting M (ECI), BA (Hons) AAC, MA (AAC)	3 Speech therapist 1 Occupational therapist 6 Physiotherapists Pamphlets to doctors	Interested persons will contact CAAC to receive application forms. Found multi-professional M (ECI) concept interesting.
31/10/01 Kalafong Hospital	Promoting M (ECI), BA (Hons) AAC, MA (AAC)	1 Speech therapist 2 Occupational therapists 2 Physiotherapists Pamphlets to doctors	Interested persons will contact CAAC to receive application forms. Despite time constraints, interest in further studies exist. Distance education is a good option.
12/11/01 Ethembeni School, Inchanga, KZN	Promoting Further Diploma in Severe Disabilities, BA (Hons) AAC, M (ECI)	1 Occupational therapist 1 Psychologist 1 Vice-Principal 3 Teachers	Discussion with therapists and teachers on the courses offered by the CAAC as well as information about informal training opportunities such as the block course.
12/11/01 Golden Gateway School, Durban	Promoting the Further Diploma in Severe Disabilities, BA (Hons) AAC, M (ECI)	1 Occupational therapist 1 Speech therapist 2 Teachers	Pamphlets were given to all staff members on all the courses offered by the CAAC. Specific questions were answered from individuals wanting more information .

13/11/01 Prince Mysheni Hospital, KZN	Promoting BA (Hons) AAC, MA (AAC), M (ECI)	4 Occupational therapists 4 Physiotherapists Pamphlets to doctors and Speech therapists	Interested persons will contact CAAC to receive application forms. Despite time constraints, interest in further studies exist. Distance education is a good option. Occupational Therapists will present courses at next regional forum meeting of the KZN Occupational therapy society.
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#### 4. VISITORS TO THE CAAC

Date	Visitor	Nature of contact	Outcomes
09/02/01 – 28/02/01 18/05/01 – 26/07/01	Prof Lyle L. Lloyd (Dept. of Special Education and Speech Sciences and Audiology, Purdue University, USA).	Training and discussion of research methodologies with CAAC staff and post graduate students.	Continuation of the inter-university collaboration between Pretoria and Purdue to build research capacity. This collaboration has lead to an advancement of the AAC field in South Africa and to the increase of publications in accredited journals.
12/02/01 – 25/02/01	Dr Carol Goossens' (Consultant speech therapist for New York Special Needs Schools, New York, USA).	In-house staff training workshops on the implementation of Aided Language Stimulation (ALS). 2-Day formal workshop.	Staff gained invaluable guidance for training intervention programmes for schools. Also feel equipped to provide assistance to workshops participants. Appreciate resource materials donated to CAAC by Dr Goossens'.
21/08/01 – 31/08/01	Prof Stephen von Tetzchner, (Institute of Psychology, University of Oslo, Oslo, Norway).	Research training of post- graduate students and staff; 2-day workshop on theoretical issues in AAC intervention; School visits.	Sharing of expertise in the field of research and laying a foundation for collaboration. This should continue in 2002 to build staff skills in typical development of children in the AAC and ECI field in SA.
19/08/01 – 03/09/01	Ms Sally Wales (Speech-language therapy student, Sydney University, Australia).	Participation in CAAC activities, including school visits, a workshop on the theoretical issues in AAC and an Early Intervention Seminar.	Sally obtained insight into the CAAC activities, and especially the theoretical perspectives on the challenges on working in the field on disabilities within a developing world context.
23/10/01	Ms Patricia Politano and five therapists (Chicago, USA).	Exchange ideas on AAC training and implementation.	Ideas on working transdisciplinary was discussed. The issue of home visits and addressing AAC implementation was discussed.
25/10/01	Mr Billy Oosthuizen (KZN) Ms Linda Jooste (Cape) Ms Thea Gallon (Gauteng) Mr Chris Keating (Gauteng) Mr Zach Joubert (Gauteng) CAAC staff	Discuss national strategies for Interface in building AAC awareness.	Discussed the starting of an Interface Gauteng branch. Discuss possibilities of AAC users to go to ISAAC 2002 and to become active AAC advocates.
07/08/01	Rev. Malusi Mpumlwana (Regional director-WK Kellogg Foundation).	Informal discussion about funding issues.	Foundation already involved with UP leadership project, focus on collaborating with community structures mainly in 3 poorest provinces.
03/10/01	Mr Nelke van der Lans, Mr Robert Arlman, Mr Paul Hoebink (SANPAD delegation)	To discuss the SANPAD project in early childhood intervention.	Issues surrounding research capacity building in the project as well as progress in training and research were discussed. The extension project in early childhood development currently planned was also introduced to the SANPAD team.



Celeste Mckedie 20/11/01	Celeste Mckedie (Computer programmer and mother of a disabled child).	Dissemination of information regarding use of computer software for teaching purposes in special needs schools. Information provided on Clicker program used extensively in schools and on how to adapt programs and switches to allow access to computer technology for persons with severe disabilities.	Clicker programme loaded onto centre computer with access via switches to be used for assessment at CAAC. Expanding the support base available to AAC users locally.
05/12/01	Prof J.D. Jansen (Dean – Faculty of Education – UP)	Discussion of collaboration between CAAC and Faculty of Education.	Stimulating discussion – staff look forward to closer collaboration and joint projects.
05/12/01	Dr Lauren Adamson (Member of a delegation from Georgia State University, USA – visiting UP)	Discussion of possible collaboration on AAC research issues.	Overlap in skill areas. Collaboration should be further explored via e-mail and 2002 ISAAC conference.

## 5. CONSULTATIONS

1 Medico Legal ; 20 Children assessed at CAAC; 13 Adults assessed at CAAC; 10 consultations done in Pietersburg; 1 Hospital visit; 2 Home visits; 3 Video consultations. Thus a total of 50 individuals were reached during consultations in 2001.

## 6. PUBLICATIONS (\* accredited journals)

**Alant, E.** (2001). A developmental approach to teacher training: A contradiction in terms? (Accepted for publication in vonTetzchner, S. & Grove, N. *Developmental Approach to AAC*: Whurr Publishers).

\***Alant, E.** (2001). Life skill and employment training for young adults with mental disabilities. *South African Journal of Occupational Therapy*. 31(3), 3-8.

\***Alant, E.** (2001). Transdisciplinary training on the web. *South African Journal of Higher Education*. (Submitted for publication).

\***Alant, E.** & Moolman, E. (2001). Blissymbol learning as a tool for facilitating language and literacy development. *South African Journal of Education*. 21(4), 339-344.

\***Bornman, J; Alant, E.** & Meiring, E. (2001). 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*. 23(14), 623-634.

**Bornman, J.** (2001) WHO terminology and classification: Application to AAC. In L.L. Lloyd & R.W. Quist (Eds.). *Augmentative and Alternative Communication Perspective Series*. Academic Press: New York (Accepted for Publication).

\***Bornman, J. & Alant E.** (2001). Community nurses' perceptions of and exposure to children with severe disabilities and their primary caregivers. *Health SA Gesondheid*. (Article under review).

\***Dada, S. & Alant, E.** (2001). Teachers' attitudes towards learners with little or no functional speech using alternative/augmentative communication devices. *South African Journal of Education*. 21(2), 116-120.

\***Dada, S. & Alant, E.** (2001). A comparative study of teachers' attitudes towards learners with little or no functional speech using communication devices. *South African Journal of Child and Adolescent Mental Health*. (Article under review).

\***Harty, M; Alant, E.** & Opperman, S. Adolescents: Typically developing siblings and siblings with severe disabilities. *Social Work / Maatskaplike Werk*. (Article under review).

\*Life, H. & **Alant, E.** (2001). A comparison of the learnability and retention between Blissymbols and a handdrawn graphic symbol system. *Augmentative and Alternative Communication*. (Article under review).

\*Lilienfeld, M. & **Alant, E.** (2001). The Attitudes of Children to An Unfamiliar Peer Using an AAC Device either with or without voice output. *Augmentative and Alternative Communication*. (Accepted for publication in 2002).

\***Rose, J. & Alant, E.** (2001). Augmentative and Alternative Communication: Relevance for physiotherapists. *South African Journal of Physiotherapy*. 57(4), 18-20.

**Rose, J. & Bornman, J.** (2001). Low technology. In L.L. Lloyd & R.W. Quist (Eds.). *Augmentative and Alternative Communication Perspective Series*. Academic Press: New York (Accepted for publication).

\***Tönsing, K.M. & Alant, E.** (2001). Social conversation at the workplace: A topic analysis. *Augmentative and Alternative Communication*. (Article under review).

\***Van der Bijl, C; Alant, E. & Tönsing, K.** (2001). Die effek van prentgrootte en prentplasing op geheue vir geskrewe woorde by kinders met min of geen voorgeletterdheidsvaardighede. *Suid Afrikaanse Tydskrif vir Opvoedkunde*. 22. (Accepted for publication).

\*Van der Merwe, E. & **Alant, E.** (2001). Associations with Minspeak™ icons: A cross-cultural Investigation. *Augmentative and Alternative Communication*. (Article under review).

## 7. REPORTS

**SANPAD** report on the Early Intervention Collaborative Project was produced. The report included details on the aims and objectives for 2001 as well as a description of the participants and presentations by both local and international experts. The progress in terms of module development and teaching of the Masters in Early Childhood Intervention degree was highlighted. Research and publications that emerged from the program were also included.

**SAIDE:** An evaluation of the first module of the Masters in Early Childhood Intervention i.e. the theoretical framework of Early Childhood Intervention was conducted by Ms. R. Dawjee and Ms. I. Du Plessis at the South African Institute for Distance Education (SAIDE). The module was evaluated in terms of its teaching and technology component. The report was most favourable and pointed out that the level of interaction of students on the web was found to be very high. In addition the students reported to enjoy this innovative method of teaching. The technological aspects of the web training were also positive. Recommendations to improve the modules on the web to increase user friendliness of the course were suggested. These recommendations were discussed with Telematic Education and they agreed to implement these for 2002.

## 8. CREATIVE WORK

Background information for Soul City TV programme: *Literature review on learning disability*. This programme will be screened between August – October 2002 on SABC (Alant, E. & Rose, J).

The CAAC brochure “*Breaking the Silence*” was submitted to the Enabling Education Network in November 2001 for web publication.

## 9. MEDIA COVERAGE REGARDING THE CAAC

Insert on Gina Maynardt (CAAC) on Carte Blanche, MNET, 28 January 2001.

*Breaking the Silences*. Article in *Mail & Gaurdian*. June 22-28, 2001.

*Sentrum vir AAK brei uit.* Article in *Tukkievaria*. 18(2), 5.

*Meet the researchers who make a difference.* Article in *Tukkievaria*. 18(10), 4-5.

*Boost for PHC Nurses.* Article in *Tukkievaria*. 18(7), 8.

*Developing local skills for the future.* Article in *Tukkievaria*. 18(20), 6.

*Radio Sonder Grense:* Radio interview with Prof Alant, 1 October 2001

## 10. PAPERS PRESENTED AT CONFERENCES/WORKSHOPS

**8 June:** *Service delivery in emerging countries: Where should we start?* 3<sup>rd</sup> Regional Eastern and Central European Conference on AAC. Kwidzyn, Poland (Bornman, J.)

**2 October:** *Communication is more than just using words for children with intellectual disabilities.* 1<sup>st</sup> International Conference on Intellectual Disabilities. East London, South Africa. (Mophosho, M. & Opperman, Y.)

**3 October :** *Teaching self-determination to learners with intellectual disabilities: Overcoming the barriers.* 1<sup>st</sup> International Conference on Intellectual Disabilities. East London, South Africa. (Mophosho, M.)

**4 October :** *Making choices – the role of AAC strategies.* 1<sup>st</sup> International Conference on Intellectual Disabilities. East London, South Africa. (Mophosho, M.)

**11&12 October:** *Walking and Talking: Owning your critical role as physio, occupational or speech language therapist in facilitating communication.* South African Neuro Developmental Theory Association (SANDTA) Conference, UDW, Durban, South Africa. (Cobb, E; Rose, J. & Tönsing, K.)

**10&12 October:** *Trans-disciplinary training for professionals working in Early Childhood Intervention.* (Poster presentation). South African Neuro Developmental Theory Association (SANDTA) Conference, UDW, Durban, South Africa. (Cobb, E; Rose, J. & Tönsing, K.)

**10 & 12 October:** *Opportunities for professional development: multi-professional training programmes.* (Poster presentation). South African Neuro Developmental Theory Association (SANDTA) Conference, UDW, Durban, South Africa. (Cobb, E; Rose, J. & Tönsing, K.)

**27 October :** *Everyone can play: Adapting toys and play for children with physical disabilities.* 1<sup>st</sup> National South African Toy and Leisure Libraries Association (SATLLA) Conference. Ormonde, Johannesburg. (Bornman, J.)

**22 – 24 November:** Plenary presentation: *AAC in South Africa.* Silent Voices – An International conference on AAC, Disability and Human Rights, Kolkata, India. (Alant, E.)

**22-24 November:** Keynote address: *AAC intervention and training: What should our focus be?* Silent Voices – An International conference on AAC, Disability and Human Rights, Kolkata, India. (Alant, E.)

## 11. CONFERENCES / SEMINARS ATTENDED

22-23 January : Powerpoint presentation course, University of Pretoria. (Bornman, J; Dada, S. van Greunen, F; Mophosho, M; Opperman, Y; Cobb, E. & Alant, E.)

22-23 February: Engineering the classroom for interactive augmentative communication. 2-Day workshop presented by Dr C. Goossens (USA). (Alant, E; Bornman, J; Cobb, E; Dada, S; Mophosho, M; Opperman, Y; Poremba-Brumer, D; Rose, J. & Tönsing, K.)

- 7-9 June: Third regional eastern and central European Conference on AAC, Kwidzyn, Poland. (Alant, E. & Bornman, J.)
- 22-23 August: Theoretical perspectives on augmentative and alternative communication: Implications for assessment and intervention. 2-Day workshop presented by Prof S. von Tetzchner (Norway). (Alant, E; Bornman, J; Cobb, E; Dada, S; Mophosho, M; Opperman, Y; Poremba-Brumer, D; Rose, J. & Tönsing, K.)
- 2-5 October: 1<sup>st</sup> International Conference on Intellectual Disabilities. East London, South Africa. (Mophosho, M. & Opperman, Y.)
- 25-27 October: 1<sup>st</sup> South African Toy and Leisure Library Association (SATLLA) conference, Ormonde, Johannesburg. (Bornman, J. & Dada, S.)
- 10-12 October: South African Neuro developmental Theory Association (SANDTA) Conference, University of Durban-Westville, Durban, South Africa. (Cobb, E; Rose, J & Tönsing, K.)
- 22-24 November: Silent Voices – An International Conference on Augmentative and Alternative Communication (AAC), Disability and Human Rights, Kolkata, India. (Alant, E.)

## 12. STAFF ACHIEVEMENT: SPECIAL INVOLVEMENTS

- Alant, E.** South African Association of Women Graduates: Award of Excellence  
**Alant, E.** Chancellor's Award: Training, UP  
**Alant, E. & Bornman, J.** Final year of 3-year Mellon Foundation Mentoring Award, UP  
**Alant, E. & Campbell, N.** Mellon Foundation Award, UP  
**Bornman, J.** Research Development Programme Award, UP  
**Bornman, J.** Obtained PhD  
**Bornman, J.** Promoted to senior lecturer as from 1 January 2002  
**Cobb, E.** Obtained BA (Hons) AAC (Cum Laude)  
**Opperman, Y.** UP Achievement Award  
**Poremba-Brumer, D.** Obtained BA degree.  
**Rose, J.** UP Achievement Award  
**SANPAD award** (2000 – 2003)  
**Tönsing, K.** Obtained MA (AAC) Cum Laude.  
**Van der Bijl, C.** UP Achievement Award

## 13. CAAC STAFF

### 13.1 CAAC STAFF FUNDED BY THE UNIVERSITY

- Director : Prof E. Alant : 40 hours per week
- Lecturer: CAAC co-ordinator: Dr J. Bornman: 40 hours per week
- Lecturer: Community consultant: Mrs M. Mophosho: 40 hours per week.
- Lecturer: Researcher & trainer: Ms S. Dada: 40 hours per week
- Secretary : Mrs F. van Greunen: 40 hours per week (from July 2001, previously 25 hours per week)

### 13.2 CAAC STAFF FUNDED FROM PRIVATE FUNDING

- Speech pathologist: Trainer (Ms E. van der Merwe): 40 hours per week (January – April)
- Speech pathologist: Trainer (Ms Y. Opperman): 40 hours per week
- Occupational therapist: Trainer (Ms E. Cobb): 40 hours per week
- Speech pathologist: Trainer (Ms K. Tönsing): 25 hours per week
- Physiotherapist: Trainer (Mrs J. Rose): 25 hours per week (started: 1 February)
- Research Assistant: (Mr D. Poremba-Brumer): 10 hours per week (started: 18 April)
- Research Assistant: (Ms C. van der Bijl): 10 hours per week (June - November)
- Research Assistant: (Ms M. Harty): 10 hours per week (January - April)

- 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.
  - Dr A. Kritzinger: KHRIB, Department of Communication Pathology, University of Pretoria.
  - Dr B. Solarsh: University of Durban-Westville: External Examiner.
- External examiners
  - Mr T. Makgoba, University of the Witwatersrand, College of Education.
  - Mrs N. Potgieter, Private Practice.
  - Prof L. Lloyd, Purdue University, USA.
  - Prof S. von Tetzchner, University of Oslo, Norway.

### 13.3 OTHER CO-WORKERS

- Ms S. Pond, Video Production Unit, Telematic Education, University of Pretoria.
- Mrs A. Marx, Telematic Education, University of Pretoria
- Dr E. Mostert, Telematic Education, University of Pretoria
- Ms L. Holworthy, Telematic Education, University of Pretoria
- Dr I. Eloff: Department of Orthopedagogics, University of Pretoria.
- Mrs R. Kruidenier, Academic Information Services, University of Pretoria
- Mr L. Maropeng, Academic Information Services, University of Pretoria
- Mrs Rabia Dawjee, SAIDE & Irma du Plessis
- Ms J. Fresen, Telematic Education, University of Pretoria
- Prof B. Louw, Dept. of Communication Pathology, University of Pretoria
- Mrs H. Viljoen, Faculty of Education, University of Pretoria

### 13.4 PARTICIPANTS IN THE COLLABORATIVE PROJECT IN EARLY CHILDHOOD INTERVENTION

#### TASK TEAM MEMBERS

#### 1. Audiology Task Team

- ◆ Prof René Hugo; Mrs Lydia Pottas; Mrs Elsie Naudé & Ms Elsabe Smuts

#### 2. CAAC Task Team

- ◆ Prof Erna Alant; Dr Juan Bornman; Mrs Munyane Mophosho; Ms Mamoukone Moumakoe; Ms Elaine Cobb; Ms Yasmin Opperman; Ms Shakila Dada; Ms Kerstin Tönsing, Mrs Jill Rose & Mr Derick Poremba-Brumer;

#### 3. Communication Pathology Task Team

- ◆ Prof Brenda Louw; Dr Alta Kritzinger; Mrs Adri Ligthelm; Ms Sonja Jacobs; Prof René Hugo; Mrs Lidia Pottas; Mrs Elsie Naudé; Mrs Lynette Meyer; Mrs Sandra du Plessis; Mrs Nicci Campbell & Mrs Naina Modi-Patel

#### 4. Educational Psychology Task Team

- ◆ Dr Irma Eloff; Mrs Liesel Ebersöhn; Mrs Ronel van Wyk; Mrs Judy Ferreira & Ms Carien Lubbe

#### 5. Nursing Task Team

- ◆ Dr Solina Richter; Mrs Sonia Willemse; Ms Carin Maree; Ms Joanita de Kock & Ms Suzette Goosen

#### 6. Nutrition Task Team

- ◆ Dr Gerda Gericke

#### 7. Occupational Therapy Task Team

- ◆ Ms Kitty Uys; Mrs Marlie Aronstam; Ms Jemima Strydom; Ms Hesta Stöhr; Ms Riana Henning & Ms Natasja Fourie

**8. Paediatric Task Team**

- ◆ Prof D. Wittenberg; Dr Wilma de Witt; Dr Izelle Smuts; Dr Elise van Rooyen & Dr Phillip Snyman

**9. Physiotherapy Task Team**

- ◆ Dr Carina Eksteen; Ms Karien Mostert & Ms Gillian Anderson

**10. Social Work Task Team**

- ◆ Prof Antoinette Lombard; Ms Leanna le Roux & Dr Marietjie Yssell.

**11. UDW/KZN Task Team**

- ◆ Ms Glen Jager; Dr Barbara Solarsh; Ms Neethie Joseph; Ms Legini Moodley; Ms Sandya Singh; Ms Zandile Hlangwa; Ms Zoe Ncayigy (TREE); Ms Allison Hallet (The Valley Trust) & Ms Sibongile Sibiya (DICAG)

**1. OBJECTIVES FOR 2002**

<b>A. Formal Training:</b>
<ul style="list-style-type: none"><li>▪ Increase number of 1<sup>st</sup> year students enrolled for the ACE (Advanced Certificate in Education ) with specialization in severe disability to 20.</li><li>▪ Increase number of 1<sup>st</sup> year students enrolled for the Hons(AAC) to 12. This will also be the first year that the accelerated honours degree (1 year) will be presented to assist students who have a 4-year degree to gain content-specific knowledge before enrolling for the M(AAC).</li><li>▪ Present the 2<sup>nd</sup> year modules (9 specialization modules and 2 generic modules) to students enrolled for the 2<sup>nd</sup> year of the M(ECI) and to maintain the number of students (24) for the first year.</li><li>▪ To enrol 6 students for the M(AAC) and to maintain the quality of training (with an emphasis on research) . This degree will also be put on the Web during 2002. Students will be guided in terms of the development theoretical argumentation and writing skills.</li><li>▪ To graduate at least 2 students, and to enrol 1 new student to the PhD programme. Extend international collaboration during on-line discussions.</li></ul>
<b>B. Research:</b>
<ul style="list-style-type: none"><li>▪ To initiate a research forum amongst staff members that will meet monthly to discuss research issues and to assist staff members in conducting own research.</li><li>▪ To initiate a collaborative international research programme on graphic symbols.</li><li>▪ To initiate one post-doctoral research study on the application of the BCIP (Beginning Communication Intervention Protocol).</li><li>▪ To host international experts in the AAC and severe disability fields, viz. Prof L. Lloyd (USA), Dr S von Tetzchner (Norway), Dr R McConkey (Ireland)and Ms G van Tatenhove (USA).</li><li>▪ To complete 5 accredited journal articles, 1 for internationally accredited journal.</li><li>▪ To give at least 5 presentations at the biennial ISAAC (International Society for AAC) conference in Odense, Denmark.</li></ul>
<b>C. Informal and Community Training:</b>
<ul style="list-style-type: none"><li>▪ To lobby for greater Government support in the provision of services</li><li>▪ To tender for teacher training (Government funded).</li><li>▪ Collaborate with NGO's and other stakeholders who attend the EI seminars in order to conduct community training with them.</li><li>▪ Closer collaboration between the CAAC, Department of Education and schools in relation to follow-up visits.</li><li>▪ All CAAC staff to be involved in community projects.</li><li>▪ Employment project on UP campus.</li><li>▪ ECI National extension project (negotiations with Government Departments).</li></ul>

## ACKNOWLEDGEMENTS

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### ***THE LIBERTY LIFE FOUNDATION SANPAD***

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***Interface  
Federation for Mental Health  
Disabled People South Africa  
Disabled Children's Action Group (DiCAG)***

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***Department of Communication Pathology  
Department of Occupational Therapy  
Department of Educational Psychology  
Telematic Education  
Video Production Unit, Tuks  
Department of Paediatrics  
Information Services (Library)***

***Finally the commitment and dedication of the CAAC staff  
is warmly acknowledged.  
Thank you***



University of Pretoria