

***CENTRE FOR AUGMENTATIVE
AND ALTERNATIVE COMMUNICATION***

Faculty of Education

UNIVERSITY OF PRETORIA

ANNUAL REPORT:
1 JANUARY TO 31 DECEMBER 2002



University of Pretoria

AN OVERVIEW OF THE YEAR 2002 IN A NUTSHELL

FORMAL TRAINING: OBJECTIVES
<ul style="list-style-type: none">▪ To increase number of 1st year students enrolled for the ACE (Advanced Certificate in Education) with specialization in severe disability to 20.▪ To increase number of 1st year students enrolled for the Hons (AAC) to 11. 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 MA (AAC).▪ To present the 2nd year modules (9 specialization modules and 2 generic modules) to students enrolled for the 2nd year of the M (ECI) and to maintain the number of students (24) for the first year.▪ To enroll 6 students for the MA (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 of theoretical argumentation and writing skills.▪ To graduate at least 2 students, and to enroll 1 new student to the PhD programme. Extend international collaboration during on-line discussions.
FORMAL TRAINING OUTCOMES FOR 2002
<ul style="list-style-type: none">• 15 Students who enrolled for the ACE program in severe disabilities. Although the target of 20 was not met, this does reflect a growth in this program• The number of Honours students did increase to 13. The accelerated degree for students interested in the Masters degree in AAC also attracted 6 students• The 2nd year specialisation modules were presented and 22 students will qualify at the end of 2002• 8 New students registered for the MA in AAC which is slightly more than targeted for. This course was put on the web during 2002 to broaden the scope of the course internationally. The first joint discussion between Masters in AAC students and masters' students from Georgia State University (USA) was conducted on the web in November 2002.• 2 PhD students were examined and will graduate in April 2003. One new student enrolled.
RESEARCH OBJECTIVES
<ul style="list-style-type: none">▪ To initiate a collaborative international research programme on early childhood intervention and graphic symbols with Purdue University (USA) and Malardaren University, Sweden.▪ To initiate 1 post-doctoral research study on the application of the BCIP (Beginning Communication Intervention Protocol).▪ To host international experts in the AAC and severe disability fields, viz. Prof L. Lloyd (USA), Dr R. McConkey (Ireland) and Ms G. van Tatenhove (USA) and Dr Mats Granlund (Sweden).▪ To complete 5 accredited journal articles, 1 for an internationally accredited journal.▪ To make at least 5 presentations at the biennial ISAAC (International Society for AAC) conference in Odense, Denmark.
RESEARCH OUTCOMES FOR 2002
<ul style="list-style-type: none">• A collaborative international research program was initiated and funding was applied through the NRF/Swedish Research Agency for funding of the 3-year project. The first visit from Prof Granlund from Sweden took place in October during which period he interacted with the PhD students during their on-site week on campus.• The post-doctoral work on the BCIP had to be postponed due to Dr Bornman's leave of absence during the second half of the year.• All the above experts visited the CAAC during this year to enhance research collaborations. In addition, Dr Mary Ann Ronski and Dr Rose Sevcik (Georgia State University, USA) also visited in an attempt to establish further research and training collaboration.• The CAAC published 9 accredited articles in 2002: 1 international article and 8 local articles.• 7 Presentations were made by CAAC staff and students at the Biennial ISAAC Conference in August in Odense, Denmark. There were 22 South African participants in total and the group certainly made a most significant impact internationally.
COMMUNITY TRAINING OBJECTIVES
<ul style="list-style-type: none">▪ To tender for teacher training (Government funded).▪ Closer collaboration between the CAAC, Department of Education and schools in relation to follow-up visits.▪ All CAAC staff to be involved in community projects.▪ To continue with consultations with intervention teams to facilitate intervention with individual clients
COMMUNITY TRAINING OUTCOMES FOR 2002
<ul style="list-style-type: none">• The CAAC conducted 5 training tenders for the Department of Education during 2002. Most of these tenders included training teachers in two districts on the White Paper # 6 on Inclusion of learners with disability into the classroom and the use of AAC strategies in the classroom context. All these training sessions were highly successful and the CAAC intends becoming more involved in these training sessions in future.• The CAAC is also maintaining close contact and collaboration with all the institutions trained during the past years by means of follow-ups to the schools. 25 Follow up visits were conducted to schools in 3 provinces.• All CAAC staff participated in the community project that involved training of 130 teachers with in-situ training sessions in three schools in North West. This was a highly successful training venture and reflected the relevance of the training model currently used in the CAAC for community training.• 54 Consultations were conducted; 42 on children and 12 on adults. This shows a slight increase on the number of consultations in 2001. Although an important part of the CAAC service, consultations generally are one of the smaller components of the CAAC's social responsibility

DETAILED REPORT-BACK ON ACTIVITIES DURING 2002

1. DEGREE TRAINING

1.1 DEGREE TRAINING SPECIALISING IN AAC

Degree	Number of Students		Outcomes: Successful completions
Advanced Certificate in Education: Severe Disabilities (ACE).	First year:	13	11 Students successfully completed their first year of study. 2 Students failed.
	Second year:	14	12 Students successfully completed their second year of study. 2 Students have supplementary exams.
Further Diploma in Education: Severe Disabilities (FDE).	First year (Accelerated course):	6	4 Students completed the degree. 1 Student deregistered. 1 Supplementary exam.
	First year:	7	4 Students successfully completed their first year of study. 1 Student deregistered. 2 Students have supplementary exams.
	Second year:	6	4 Students successfully completed the degree. 2 Students have supplementary exams.
BA Hons (AAC)	First year:	9	8 Students successfully completed their first year of study. 1 Students deregistered.
	Second year:	8	2 Research students continue with their studies. 6 Students successfully completed the Masters' degree.
MA (AAC)	First year:	20	20 Students completed their first year of study.
	Second year:	23	22 students have successfully completed their degree. 1 Student deregistered.
M (ECI)	First year:	1	2 Students finalized and submitted their PhD's in October 2002.
	Second year:	1	4 Students continue with their studies.
	Third year:	4	
	Completed:	2	

1.2 CAAC DEGREE TRAINING IN OTHER DEPARTMENTS

Department	Course	Number of Students
Communication pathology	KMP 311	46 Students passed the module.
Communication pathology	KMP 312	47 Students passed the module. 1 Student failed.
Communication pathology	D.Phil in Communication Pathology	3 Students are continuing with their studies.

TRAINING AND CAPACITY BUILDING

2.1 TRAINING/CAPACITY BUILDING IN RESEARCH

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
15/02/02 CAAC	10 th Annual AAC Research Seminar.	Active researchers that are interested in exploring issues in the field of AAC and severe disabilities. Individuals attended the seminar from various Universities: Wits, Stellenbosch and Purdue (USA). A total of 20 people participated.	Topics covered a range of AAC and disability issues including choice making with young adults, cultural appropriateness, narrative and situational analysis and research issues such as validity.	Interesting research applications. Methodologies were discussed and debated. The Masters students that attended also found it useful in terms of understanding the research process.

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
18/03/02 CAAC	Gail van Tatenhove training session.	CAAC staff, One parent and three AAC users were assessed.	PRI devices were demonstrated and problem solving strategies were investigated.	Participants were enthusiastic and learnt a great deal. One user of AAC devices committed himself to training other users.
15/04/02 -16/04/02 CAAC	2-Day Early Childhood Intervention Seminar	Participants from 8 departments at the University of Pretoria, including Speech therapy, Occupational therapy and Educational Psychology; NGO's e.g. DICAG and hospital therapists attended. The SANPAD collaborators from the Institute for the Deaf in the Netherlands were also present (Dr Hans van Balkom, Helen Coumans, Marguerite Welle-Donker, Metie Dirks & Jos Dirks). A delegation from the University of Durban-Westville also attended. In total 28 people attended the seminar.	Capacity building in Early Childhood Intervention in parental issues, and assessing individuals with multiple disabilities. An evaluation of the SANPAD program was conducted.	Participants were positive about the project and the capacity it had built in Early Childhood Intervention (ECI). The workshops facilitated debate about working with families and individuals with multiple disabilities.
17/04/02 –19/04/02 CAAC	3-Day Training workshop conducted by Dr Hans van Balkom and team members from the Institute for the Deaf (The Netherlands).	A variety of professionals, Speech Therapists, Occupational Therapists; Physiotherapists and parents attended.	Day 1 was a practical workshop on making communication materials, presented by two mothers of children with disabilities. Day 2 was a discussion of intervention strategies for persons with multiple disabilities presented by a psychologist and linguist. Day 3 looked at language acquisition and communication for persons with multiple disabilities who are non-speaking and was presented by two linguists.	Day 1 was very insightful and motivating particularly for parents. The universality of strained parent-professional relationships was discussed. The importance of collaboration between parents and professionals was discussed as well as the importance of parents being advocates for their children. Day 2 allowed the participants to discuss video case studies. Participants were excited about sharing ideas. Day 3 provided an opportunity to explore and problem solve issues regarding the non-speaking population.
5/06/02 University of Pretoria	Prof M.A. Romski & Prof R. Sevcik, Georgia State University, USA.	The second year Masters in Early Childhood Intervention students and CAAC staff and one PhD (AAC) student.	The presenters covered a discussion of their research in intervention with children with complex communication needs.	The participants were excited about learning about various research methodologies, particularly longitudinal studies.
7/09/02 University of Pretoria	The Roy-McConkey 1-day workshop. Joint presentation between the CAAC and Dept. of Communication Pathology.	All interested individuals – including parents, therapists, volunteer workers and teachers	Roy McConkey discussed early childhood intervention in the framework of community-based work. He discussed various models of disability services and gave examples of training packages from around the world.	The participants enjoyed the practical examples taken from Africa. They also enjoyed the problem-solving approach and were more motivated to become involved in community projects.

2.2 TRAINING IN CLASSROOM IMPLEMENTATION

Date/place	Trainees	Content	Outcome evaluation
16/09/02 Felicitas School.	20 Teachers.	An overview of AAC strategies and principles.	The staff gained insight into different ways to communicate with children who have complex communication needs.
2/10/02; 23/10/02; 20/11/02 Meerhof school, North West province.	2 Teachers from Meerhof school.	Hand over of material for the Aided Language Stimulation project. Video sessions held.	The Teachers were given feedback on the implementation of the strategies to be practised. Training was successful. (Training materials were handed over to the school).
23/10/02; 6/11/02; 20/11/02 Mafitla Khalo school, Klipgat, North West province.	2 Teachers from Mafitla Khalo school.	The implementation of aided language stimulation in the classroom (using song, story and activity boards). This was facilitated through video taking and discussions.	The teacher skills in engaging a group of learners using aided language stimulation improved. Teachers reported better, interaction and participation with the class. (Training materials were handed over to the school).
09/10/02; 23/10/02; 7/11/02; 20/11/02 Betsesda School, North West province.	2 Teachers from Betsesda school.	The implementation of aided language stimulation in the classroom (using song, story and activity boards). This was facilitated through video taking and discussions.	Training was successful. Teachers are motivated to continue to use the techniques demonstrated.

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

Date/place	Nature of work	Trainees	Content	Outcome evaluation
12/03/02 – 14/03/02 Upington	Training and consultations.	Therapists, Teachers, Parents, Facilitators, Grandparents.	AAC strategies and implementation.	Participants overwhelmed with gratitude.
18/03/02; 20/06/02 Logwood Sunfield Ranch, Johannesburg.	Follow-up for life-skills training done in 2001.	3 Residents; 1 Nurse; 6 House mothers; 2 Managers; 2 Cleaners.	Discussion of implementation of life-skills at Logwood Ranch.	A task team was established to do this. Activities for recreation and vocation were implemented for some of the residents.
12/04/02 - 13/04/02 Ekurhuleni District D6 in Kathlehong.	Tender training for the Department of Education.	36 Educationists; Therapists.	Low technology AAC strategies and devices.	Participants enjoyed the training and requested more of these training sessions.
24/07/02; 31/07/02 CAAC	Exposure to the field of AAC.	BEd Psychology students from the University of Pretoria.	An overview of AAC strategies and assessment principals and the observation of a 2-hour consultation.	The students found the visit beneficial and expressed the opinion that future 4 th year students should have similar exposure to the field of AAC.
11/09/02 – 12/09/02 North West province training for whole province held at Meerhof school.	Pilot project sponsored by the First Rand Foundation for training in the North-West Province.	136 Educators, Therapists; District officials.	Strategies to facilitate communication, participation and learning in the classroom context.	136 people attended from the regions in the North West province. The training was very successful.
16/09/02 Felicitas School, Boksburg	Follow-up visit and presentation of basic information on AAC.	20 Teachers; 3 Therapists.	Follow-up forms were completed. Information on AAC and CAAC activities was provide via Power Point presentation.	Interest was shown in purchasing resources and a renewed interest in further training.

Date/place	Nature of work	Trainees	Content	Outcome evaluation
16/09/02 Forest Town School.	Follow-up visit.	5 Speech Therapists.	Discussion regarding AAC implementation. Good use being made of Goossens' boards. Request for information on life-skill training. Promotion of all the AAC courses.	Progressing with the introduction of technology based AAC strategies. Enthusiastic core team.
19/09/02 Pietersburg Hospital, Pietersburg.	Recruitment.	2 Occupational Therapists; 2 Social Workers; 1 Speech Therapist.	AAC overview. Recruitment for MECI and AAC Hons. Courses. Overview of CAAC and its activities.	Much interest expressed in terms of consultation and the MECI course.
19/09/02 Dietetics Department at the University of the North, Pietersburg.	Contact with the department.	Head of Department.	Recruitment of MECI students.	HOD agreed to distribute the information to the 4 th year Nutrition students.
19/09/02 Grace & Hope School, Pietersburg.	Contact visit.	1 Principal; 2 Teachers.	Discussed implementation of AAC in the school and the difficulties experienced.	The need for a core group to implement AAC.
20/09/02 Pathways, Pietersburg.	Follow-up based on previous training.	2 Teachers.	Discussed implementation of AAC in the school.	Specific discussions relating to developing AAC strategies for use in the classroom for specific learners.
20/09/02 – 21/09/02 Ekurhuleni District D6 in Thokoza.	Tender training for the Department of Education.	67 Educators; Therapists.	Low technology AAC strategies and devices.	A successful training was held. The participants were able to take back to their schools practical examples of 5 different communication displays/ boards.
26/09/02 Casa Do Sol.	Follow-up visit.	1 Head mistress.	Overview of progress of AAC implementation. Ongoing development of key word signing and PCS use. Promotion of ACE and AAC Honours courses.	AAC strategies in daily use. Interest in participation in the Disability Conference in 2004.
02/10/02 The Key school.	First visit to the school. Observation of classes and playground.	1 Head mistress; 1 Speech Therapist.	Overview of AAC needs and implementation in the school. Presentation of Goossens' boards. Promotion of ACE and all other AAC courses.	Purchase of Goossens' CD. Interest in expanding use of PCS (Picture Communication Symbols) in the school.
10/10/02 Sunshine Centre.	Follow-up and promotion of courses.	1 Head mistress; 1 Speech Therapist.	Overview of AAC needs in school. Presentation of Goossens' Boards. Promotion of ACE and AAC Honours courses.	To attend the CAAC open day and to participate in the Disability Conference in 2004.
11/01/02 – 12/10/02 Ekurhuleni District D6 in Thokoza.	Tender training for the Department of Education in District 6.	36 Non-educators.	White Paper # 6 – the impact on non-educators' jobs. Positioning of children who have severe disabilities.	The non-educators e.g. caregivers, cooks and mothers were extremely grateful for the learning experience.
15/10/02; 29/10/02 Nuwe Hoop school, Pretoria.	Support in school.	Principal, Therapists; Teachers.	Support and class evaluation at the school.	Staff receptive to suggestions to facilitate individual learning within the classroom.
18/10/02 – 19/10/02 Ekurhuleni District D6 in Thokoza.	Tender training for the Department of Education.	67 Educators; Therapists.	White Paper # 6 – the impact on educators' jobs. Positioning of children who have severe disabilities.	Participants responded well to the input and gave freely of themselves in group discussions. More input is required for all educators to view themselves as educators of all children and not just for the category in which they are presently teaching.

Date/place	Nature of work	Trainees	Content	Outcome evaluation
21/10/02 Muriel Brand School.	Follow-up visit.	Speech Therapists; Staff.	15 Minute presentation on CAAC activities and formal degree courses offered by the CAAC.	Successful – therapists voiced a need for training in specific areas of AAC.
23/10/02 Frances Vorweg School, Johannesburg.	Follow-up visit.	Speech Therapists; Occupational Therapists.	Discussion and training staff on using an AAC device (Delta Talker) in the class.	Therapists expressed the need to also involve parents in the training.
24/10/02 Gateway School.	Follow-up and promotion of all AAC courses.	2 Speech Therapists.	Informal evaluation of AAC needs in schools.	Visit to CAAC open day. Assistance with getting technology up and running. Possibility of facilitating publication of PCS based recipes.
24/10/02 Johannesburg Hospital.	AAC course promotion.	7 Speech Therapists.	Informal meeting to discuss value of AAC courses and AAC implementation in hospital setting.	Visit to the CAAC open day. Interest in courses, especially the M ECI.
24/10/02 Nokuthula School, Alexandra.	Follow-up visit.	School management team.	Discussion of training needs for the staff on AAC inclusion.	The principal agreed to raise funds toward staff development and training by the CAAC.
25/10/02 – 26/10/02 Ekurhuleni District D6 in Tokoza.	Tender training for the Department of Education.	20 Educators; Therapists; District officials.	Job coaching.	A good training session was held. Follow-up sessions were requested.
28/10/02 Sunrise School, Laudium.	Follow-up visit.	1 Speech Therapist.	Discussed AAC implementation in the classroom and the use of devices for children.	Put the Therapist in contact with someone who would be selling a second hand device.
31/10/02 Nuwe Wending school, Pretoria.	Follow-up visit.	Speech Therapist and Occupational Therapists.	30 Minute presentation on CAAC activities and formal degree courses offered by the CAAC.	Discussion for further training to be considered in 2003 took place.
4/11/02 Alma School, Pretoria	Follow-up visit.	Staff and Therapists.	Basic information on AAC and CAAC activities via power point presentation.	Discussion for further training in 2003 and renewed interest in the courses that the CAAC runs, took place.
5/11/02 Jiswa School, Johannesburg	Follow-up based on training conducted in 2000.	1 Speech Therapist; 1 Occupational Therapist.	Issues regarding classroom implementation were discussed. The extension of resource materials will be explored.	Therapists to commence making materials using the Carol Goossens' CD. To work on the gradual introduction of these material in the primary phase.
11/11/02 The Brown's School, Durban	Initial visit.	3 Speech Therapists; 2 Remedial Teachers; 20 Teachers; 1 Physiotherapist.	A 30 minute presentation on the implications of inclusion; White Paper # 6 and the effect it will have on the jobs of teachers in special schools was delivered.	The teachers and therapists were very interested in AAC and ten took pamphlets. The need for more training was raised.
11/11/02 Whizz Kids Special Needs Unit, Pinetown.	Initial visit.	1 Principal; 2 Teachers	The main aim of the visit was to recruit staff for the Honours and ACE courses.	3 Staff members have raised funds to enrol for the Honours and ACE courses for 2003.
12/11/02 Livingston Remedial School, Durban.	Initial visit.	1 Principal.	To discuss the implications of inclusion; White Paper # 6 and the role that the Honours and ACE will have in assisting the transition of educators.	The principal was very interested in the courses. She took pamphlets for teachers who may be interested in the AAC field of study.
12/11/02 Pathways Kloof, Durban.	Initial visit.	1 Principal; 1 Physiotherapist.	To make contact and give support to the school as the principal is a student in AAC.	The principal was very grateful for the visit. The need for more involvement of the parent body was a primary concern raised.
12/11/02 R.P. Moodley Special School, Durban.	Initial visit.	1 Speech Therapist; 1 Occupational Therapist.	To discuss resources that the school requires. To look at ways of facilitating literacy skills for the children.	The Speech Therapist took pamphlets for the Honours degree in AAC. Resources will be ordered for the school.

3. INFORMATION DISSEMINATION ON THE USE OF AAC

Date/Place	Nature of contact	Visitor(s)	Outcome
25/01/02; 26/04/02; 26/07/02; 25/10/02; 29/11/02 Open days held at the CAAC	Visitors are given a power point presentation on an introduction to AAC and its application. All resources are exhibited and demonstrated – this includes high and low technology, books, teaching materials and communication boards.	Included parents, therapists, teachers, assistants and potential AAC users.	New referrals arose out of these contact sessions. Visitors placed order for resources. The development of an Afrikaans synthesiser has resulted out of interest posed by an attorney of a client who sustained a brain injury.
5/03/02 Occupational Therapy Department, University of Pretoria.	An overview of AAC strategies and principles.	4 th Year Occupational Therapy students.	The students obtained an overview of basic AAC strategies and information regarding when to refer clients with complex communication needs.
22/04/02	Personal visit to the deputy chief education specialist.	Mrs H. Laauwen.	Discussion on AAC and specifically on Makaton symbol system. She was busy conducting research on autistic children and needed more information on communication.
24/05/02 UP Residence, Pretoria.	Training of the University of Pretoria's RAG committee and care centre staff.	University of Pretoria Hostel, RAG committee members and staff of the care-centre.	Information regarding the importance of play was shared with the participants. Toys adapted for the care centre included puzzles, crayons and musical instruments.
1/08/02 Pretoria Academic Hospital, Pretoria	Informal dissemination of activities of the CAAC and implementing AAC in the hospital setting.	5 Speech Therapists.	Therapists were interested in the material / equipment that the CAAC had available. They expressed interest in further training in AAC.
19/06/02 CAAC	Request for information on the Makaton system to a speech therapist who is going to work in the U.K.	1 Speech Therapist	Exposure to the Makaton material and discussion in regard to the strengths and weaknesses of the approach.

4. VISITORS TO THE CAAC

Date	Visitor	Nature of contact	Outcomes
06/02/02 – 15/03/02	Prof Lyle L. Lloyd (Dept. of Special Education and Speech Sciences and Audiology, Purdue University, USA)	Issues in research methodology were discussed with the 2 nd year Masters in AAC and PhD students. He reviewed the students' methodologies and assisted with the finalization of the methodologies for their studies.	The students were grateful for the opportunities to finalize their methodologies. Further insight into the issues of research was gained by the students.
13/02/02	Olaf Zawaki (Centre for Distance Education, University of Oldenburg, Germany).	Visited the Telematic Learning in Education Innovation (TLEI). They requested the CAAC to discuss the MECI project with him. Difficulties and solutions for Web based courses were discussed.	The data obtained was used as part of his research project.

Date	Visitor	Nature of contact	Outcomes
11/03/02 - 15/03/02	Ms Gail van Tatenhove (Speech Pathologist from Semantic Compaction Company USA)	Ms van Tatenhove came to share knowledge regarding programming of communication devices and her practical experience in teaching MINSPEAK™ to clients with complex communication needs. She also participated in two assessments specifically regarding device use.	The staff at the CAAC received information which they have since been able to share with other clients seen at the CAAC for consultations.
15/04/02 – 19/04/02	Dr Hans van Balkom and team members	To conduct a 3-day workshop and to attend the CAAC's 2-day Early Intervention Seminar.	Participants were excited about sharing ideas. Participants were positive about the capacity the project had built.
02/09/02 – 07/09/02	Prof R. McConkey (Dept. of Nursing, University of Ulster, Northern Ireland)	Prof McConkey spent a week at the CAAC, discussing issues related to adult and parental advocacy, job coaching and PhD research.	He contributed to the national Interface newsletter as a guest Editor. He provided insight and practical application in issues of advocating and job coaching.
07/10/02 - 10/10/02	Prof Mats Granlund (Professor of psychology, health, intervention and disability from the Department of Social Sciences, ALA Research Unit, Stieftelson University, Sweden).	Prof Granlund visited the CAAC in order to share his research expertise with PhD students during their contact week with the CAAC.	The CAAC and students will work closely with Prof Granlund on an early intervention collaborative research project.
03-7/06/02	Prof Mary- Anne Romski & Prof Rose Sevcik (Georgia State University, USA).	The potential for collaboration with Georgia State University was discussed. In addition they presented their research in Early Intervention to the 2 nd year MECI students.	The opportunity for Web based discussions were finalized. The 1 st year MA in AAC students and the Georgia State students had Web discussions based on AAC assessment issues.
29/07/02 - 9/08/02	Ellie Youdale (Speech-language therapy student, Sydney University, Australia)	The student spent 5 weeks with the CAAC. She attended the introduction to AAC course and advanced AAC training. She participated as an inter-rater in a Masters' study and with data processing for a research seminar. She also attended 4 AAC consultations.	She enjoyed en benefited from her visit to the CAAC and is interested in returning to the CAAC as a full time Honours student in 2003.

5. CONSULTATIONS

1 Medico Legal Evaluation; **18** Children assessed at CAAC; **11** Adults assessed at CAAC; **18** consultations done in Upington; **6** consultations done in Brakpan. Thus a total of **54** individuals and their intervention teams were reached during consultations in 2002.

6. PUBLICATIONS (* accredited journals)

Alant, E. (2002). A developmental approach to teacher training: A contradiction in terms? (Accepted for publication in 2003 in von Tetzchner, S. & Grove, N. *Augmentative and Alternative Communication. Developmental Issues*. 335-356. Whurr Publishers, London).

- ***Alant, E.** (2002). Transdisciplinary training on the web: An exploration. *Journal of Higher Education*, 16(2), 193-197.
- ***Alant, E.** (2002). Early childhood intervention: Web based training for transformation. *Journal of Higher Education*. (Accepted for publication in 2003.)
- Alant, E., Dada, S., Fresen, J. & Marx, A.** (2002). "Think Fast, Read Deep" - A formative evaluation of the masters degree in early childhood intervention. Feedback on SAIDE recommendations. *Open learning through distance education newsletter*, November, 6-7.
- ***Bornman, J., & Alant E.** (2002). Community nurses' perceptions of and exposure to children with severe disabilities and their primary caregivers. *Health SA Gesondheid*, 7(3), 32-55.
- Bornman, J.** (2002) 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).
- Cobb, E., & Alant, E.** (2002). Technology options for people with severe communication problems (abstract). *FOCUS newsletter*.
- ***Dada, S., & Alant, E.** (2002). A comparative study of the attitudes of teachers at special and educationally inclusive schools towards learners with little or no functional speech using communication devices. *South African Journal of Education*, 22(3), 213-218.
- ***Harty, M., Opperman, S. B., & Alant, E.** (2002). Adolescents: Typically developing siblings and siblings with severe disabilities. *Social Work*, 38(1), 62-70.
- Harty, M. & Alant, E.** (2002). Sibling accommodation: A comparison between adolescents' perception of siblings with and without disabilities. *Journal of Early Adolescence*. (Article submitted for publication.)
- ***Haupt, L., & Alant, E.** (2002). The iconicity of selected picture communication symbols for rural Zulu-speaking children. *South African Journal of Communication Disorders*. (Accepted for publication.)
- Alant, E., Life, H., & Harty, M.** (2002). A comparison of the learnability and retention between Blissymbols and Cyberglyphs. *Augmentative and Alternative Communication*. (Article under review.)
- ***Lilienfeldt, M., & Alant, E.** (2002). Attitudes of children towards an unfamiliar peer using an AAC device with and without voice output. *Augmentative and Alternative Communication*, 18(2), 91-101.
- ***Lilienfeldt, M., & Alant, E.** (2002) AAC devices: An analysis of the attitudes of children to voice output. *South African Journal of Communication Disorders*, 48, 45-54.
- ***Opperman, S. B., & Alant, E.** (2002). The coping responses of adolescent siblings of children with severe disabilities. *Disability and Society*. (Accepted for publication.)
- Rose, J., & Bornman, J.** (2002). Low technology. In L. L. Lloyd & R. W. Quist (Eds.). *Augmentative and Alternative Communication Perspective Series*. Academic Press: New York (Accepted for publication).
- ***Solarsh, B., & Alant, E.** (2002). The test of ability to Explain for Zulu-speaking children (TATE-ZC) - Facing the challenge of cross cultural assessment. *South African Journal of Communication Disorders*. (Article under review.)
- Tönsing, K. M., & Alant, E.** (2002). Topics of social conversation in the workplace- A South African perspective. *Augmentative and Alternative Communication*. (Article under review.)
- ***Van der Bijl, C., Alant, E., & Tönsing, K. M.** (2002). Die Effek van Prentgrootte en prentplasing op die geheue van geskrewe woorde by kinders met min of geen voorletterdeheidsvaardighede. *South African Journal of Education*, 22(1), 40-46.

7. REPORTS

- Inspection report on the Speech and Hearing Department at MEDUNSA for the Health Professional's Board of South Africa (HPCSA). The CAAC was consulted by the HPCSA to evaluate the Speech and Hearing Department at this University for purposes of quality assurance of their under-graduate training programme (Compiled and written by Mophosho, M. from the Centre for AAC and Pahl, J. from the University of Durban-Westville)

8. CREATIVE WORK

- An Interface leaflet was created to advertise and introduce Interface and its branches across the country.
- Communication boards for training in the North-West province were made on the following topics: food preparation (peanut butter sandwich and fruit salad); arts and crafts (drawing a picture); song board (Mr Crocodile) and a story board (The Gingerbread man). These were made by using Carol Goossens' CD, as well as the Boardmaker programme.

9. MEDIA COVERAGE REGARDING THE CAAC

CAAC benefits from visit by leader in the field. Article in *Tukkievarya*, Vol. 19(1), 4 February 2002.

Kursus bevorder kwaliteit onderrig aan UP. Article in *Tukkievarya*, Vol. 19(2), 18 March 2002.

CAAC staff join colleagues at Danish conference. Article in *Tukkievarya*, Vol. 19(6), 28 October 2002.

Onderwysinnovasie – meer as net 'n leuse. Article in *Tukkievarya*, Vol. 19(6), 28 October 2002.

Toekennings beloon onderwysinnovasie. Article in the *Tukkie*, Vol 10(2), November 2002.

10. PAPERS PRESENTED AT CONFERENCES/WORKSHOPS

- 1 February:** Accessing the curriculum (paper presented). Inclusive Education Conference, Boksburg, South Africa. (Casey, M. & Mophosho, M.)
- 15 February:** The impact of choice-provision training of parents on their young adult children with intellectual disabilities, with reference to problem solving goal setting and self esteem: A methodological exploration. (paper presentation). AAC Research Seminar, CAAC, University of Pretoria, South Africa (Mophosho, M.).
- 26 February:** Methodological issues in research on impact of parent training (presentation). Post-graduate Research Indaba of the Faculty of Education, University of Pretoria, Pretoria, South Africa. (Mophosho, M.)
- 3 April:** Multi-professional training program: a collaboration effort. (paper presented). International Conference on Technology and Education. Potchefstroom, South Africa. (Dada, S.)
- 12 August:** From monologue to dialogue. The role of the physical therapist in AAC. (poster presentation). International Society for Augmentative and Alternative Communication (ISAAC) conference, Odense, Denmark. (Rose, J.)
- 13 August:** Teachers attitudes towards learners with LNFS (poster presentation). International Society for Augmentative and Alternative Communication (ISAAC) conference, Odense, Denmark. (Dada, S.)
- 14 August:** AAC technology for development: Are we making headway? (presentation). International Society for Augmentative and Alternative Communication (ISAAC) conference, Odense, Denmark. (Alant, E.)

- 14 August:** Training community health nurses to facilitate beginning communication skills. (poster presentation made by Bornman, J. - presented by Alant, E.). International Society for Augmentative and Alternative Communication (ISAAC) conference, Odense, Denmark.
- 14 August:** Teachers attitudes towards learners with LNFS (poster presentation). International Society for Augmentative and Alternative Communication (ISAAC) conference, Odense, Denmark. (Dada, S.)
- 16 August:** Multi-cultural issues in graphic symbol systems. (presentation) ISAAC conference research symposium, Odense, Denmark. (Alant, E.)
- 26 September:** Research issues in Augmentative and Alternative Communication and Severe Disabilities. (presentation). Post-graduate Research Indaba held at the Faculty of Education, University of Pretoria, South Africa. (Alant, E.)
- 26 September:** Methodological issues in research and the impact of parent training. (presentation). Post-graduate Research Indaba held at the Faculty of Education, University of Pretoria, Pretoria, South Africa. (Mophosho, M.)
- 26 September:** The impact of aided language stimulation on the receptive abilities of students with complex communication needs. (presentation). Post-graduate Research Indaba held at the Faculty of Education, University of Pretoria, South Africa. (Dada, S.)
- 4 October:** Management of postgraduate discussion groups in the MECI programme; using the WebCT discussion tool. Department of Telematic Education, University of Pretoria, Pretoria, South Africa. (Geiger, M.)
- 2 November:** The impact on aided language stimulation on the receptive language abilities of children with complex communication needs. (paper presentation). South African Speech Hearing Language Association (SASHLA). Cape Town, South Africa. (Dada, S.)
- 2 November:** Training Community Health Nurses to facilitate beginning communication skills. (poster presentation). SASHLA conference, Cape Town, South Africa. (Dada, S.)
- 2 November:** The impact of parent training on choice provision on their young adult children with intellectual disabilities. (paper presentation). SASHLA conference, Cape Town, South Africa. (Mophosho, M.)

11. CONFERENCES / SEMINARS ATTENDED

- 1 – 3 February:** Inclusive Education Conference on Assessing the curriculum: Learners with severe disabilities, hosted by the Gauteng Department of Education, Boksburg. (Casey, M & Mophosho, M.)
- 15 February:** AAC Research Seminar, CAAC, University of Pretoria, Pretoria, South Africa. (Alant, E; Bornman, J; Casey, M; Dada, S; Rose, J; Harty, M. & Mophosho, M.)
- 3 April:** International Conference on Technology and Education, Potchefstroom, South Africa. (Dada, S.)
- 29 July:** WebCT High Impact course. University of Pretoria – Department of Telematic learning and Education Innovation. (Harty, M. & Steyl, E.)

- 30-31 July:** Education, Training and Development Practices, Sector Education Training Authority (ETDP-Seta) conference on capacity building and scoping workshop on barriers to learning: Learners with disabilities. Benoni, South Africa. (Casey, M.).
- 12-15 August:** International Society for Augmentative and Alternative Communication Conference (ISAAC) 2002. Odense, Denmark. (Alant, E; Dada, S; Casey, M; Rose, J; Harty, M.)
- 16-17 August:** International Society for Augmentative and Alternative Communication conference (ISAAC) 2002 – Research Symposium. Odense, Denmark. (Alant, E. & Dada, S.)
- 16 - 17 August:** Main organizer with Prof L. Lloyd of the research strand: Multi-cultural issues in AAC. ISAAC conference, Odense, Denmark. (Alant, E.)
- 7 September:** Early Childhood Intervention: Community Based Approaches – Presented by Prof R. McConkey, Ulster University, Ireland. University of Pretoria. (Alant, E; Casey, M; Dada, S; Geiger, M; Harty, M; Steyl, E.)
- 26-28 September:** South African Developing Countries Inclusion Workshop (SADC): Towards building an inclusive education and training system – pilot project. Boksburg, South Africa. (Casey, M.)
- 26 September:** Post-graduate Research Indaba, held at the Faculty of Education, University of Pretoria, Pretoria, South Africa. (Alant, E; Dada, S. & Mophosho, M.)
- 3-4 October:** WebCT users forum, University of Pretoria. (Geiger, M.)
- 29 – 31 October:** MS Excel Basic Course. University of Pretoria – Faculty of Education. (Dada, S; Casey, M; Harty, M; Geiger, M.)
- 31 October–
2 November:** South African Speech- Language and Hearing Conference: communication in Africa. Cape Town, South Africa. (Dada, S. & Mophosho, M).
- 1 November:** Workshop on how to get published. Held at the Faculty of Education, University of Pretoria, Pretoria, South Africa. (Harty, M.)
- 5-6 November:** Workshop on preparing an effective promotion application and developing a teaching portfolio. Held at the Faculty of Education, University of Pretoria, Pretoria, South Africa. (Mophosho, M.)

12. STAFF ACHIEVEMENTS: SPECIAL INVOLVEMENTS & AWARDS

- Centre for AAC:** The Shirley McNaughton Exemplary Communication Award. Presented to the Centre for AAC for exemplary communication throughout the AAC community in Southern Africa and beyond. Awarded by the International Society for Augmentative and Alternative Communication (ISAAC) (August 2002).
- Centre for AAC:** Education Innovation (Laureatus) Award for an exceptional contribution made towards education innovation at the University of Pretoria (October 2002).
- Prof E. Alant &
Ms S. Dada** Mellon Foundation Mentoring Award, presented by the University of Pretoria.

**Prof E. Alant &
Mrs N. Campbell**

2nd year of Mellon Foundation Mentoring Award, presented by the University of Pretoria.

Ms M. Geiger

Completed Masters degree in Early Childhood Intervention.

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. Bormman: 40 hours per week
- Lecturer: Community consultant: Mrs M. Mophosho: 40 hours per week.
- Lecturer: Researcher & trainer: Ms S. Dada: 40 hours per week
- Lecturer: Martha Geiger; 40 hours per week (from 1 August)
- Secretary : Mrs F. van Greunen: 40 hours per week

13.2 CAAC STAFF FUNDED FROM PRIVATE FUNDING

- Occupational therapist: Trainer (Ms E. Cobb): 40 hours per week (up to 1 April 2002)
- Speech pathologist: Trainer (Ms M. Harty): 40 hours per week.
- Remedial teacher: Trainer (Ms M. Casey): 40 hours per week.
- Occupational therapist: Trainer (Mrs B. Fryer): 25 hours per week (from August 2002)
- Occupational therapist: Trainer (Ms E. Steyl): 25 hours per week (from June 2002)
- Physiotherapist: Trainer (Mrs J. Rose): 25 hours per week
- Research Assistant: (Mr D. Poremba-Brumer): 10 hours per week
- External lecturers involved in Honours degree in AAC
 - Mrs N. Potgieter, Private Practice.
 - Adv. M. van der Linde, Centre for Human Rights, Faculty of Law, University of Pretoria.
- External examiners
 - Mrs E. Moolman, Speech Therapist.
 - Mrs T. Greyling, Occupational Therapist, Private Practice.
 - Prof L. Lloyd, Purdue University, USA.
 - Prof S. von Tetzchner, University of Oslo, Norway.
 - Prof M. Granlund, ALA Research Unit, Stieftelson University, Sweden.
 - Prof M.A. Romski, Communication Pathology, Georgia State University, USA.
 - Dr P. McLaren, Disability Action Research Team (DART).
 - Prof E. May, Occupational Therapy Department, University of South Australia.
 - Mrs T. Levin, Department of Education, Inclusion Project, Pretoria.

13.3 PARTICIPANTS IN THE COLLABORATIVE PROJECT IN EARLY CHILDHOOD INTERVENTION FOR 2002

- Prof B. Louw; Dr A. Kritzinger (**Department of Communication Pathology**)
- Dr I. Eloff; Mrs L. Ebersöhn; Mrs R. van Wyk; Mrs J. Ferreira & Ms C. Lubbe (**Department of Educational Psychology**)
- Dr S. Richter (**Department of Nursing**)
- Ms G. Gericke (**Department of Nutrition**)
- Ms K. Uys (**Department of Occupational Therapy**)
- Dr C. Eksteen (**Department of Physiotherapy**)

- Prof A. Lombard (**Department of Social Work**)
- Ms G. Jager; Ms N. Joseph; Mrs L. Moodley (**University of Durban-Westville/KZN Task Team**)

OBJECTIVES FOR 2003

A. Formal Training:

Aims for PhD for 2003:

- To increase international collaboration in training in the PhD in AAC program and to develop an international PhD program in AAC with Prof LL Loyd (USA) and several other universities
- To explore CAAC involvement in training and research in the Faculty of Education – to facilitate a stronger presence of disability in the doctoral programs of the faculty and Special Needs programs.
- To further explore training strategies on the web.

Aims for MECI for 2003:

- To invest effort to ensure that basic objectives of the course are reflected in the specialization modules.
- To work in changes based on the students' feedback/comments on the course during 2002.
- To explore CAAC involvement in training and research in the Faculty of Education – to facilitate a stronger presence of disability in the masters' training programs, particularly within the pre-school programs.
- To further explore training strategies on the web to facilitate group interaction.

Aims for the MA in AAC for 2003:

- To change assignments to accommodate more recent developments in the field.
- To increase international collaboration in training in the MA in AAC program, particularly with Georgia State University.
- To explore CAAC involvement in training and research in the Faculty of Education – to facilitate a stronger presence of disability in the masters' training programs, particularly within the Special Needs programs.

Aims for the Hons for 2003:

- To invest time to upgrade the first year modules
- To update readings to accommodate recent developments in the field.
- To increase on-site training from 5 to 6 days to allow more discussions of theoretical issues.

Aims for the ACE for 2003:

- To consider the inclusion of tutorials for each of the modules

B. Research:

- To explore issues surrounding implementation of white paper 6 (classroom implementation) and the ICF (WHO's new classification on disability).
- To explore issues of self determination and independence / empowerment
- To encourage more research on multi-cultural issues in AAC
- To strengthen international collaboration, for example with Malardaren University, Sweden, particularly in relation to a parent / family training project.
- To start a research project on Augmented Language Stimulation with Prof. Romski and Prof. Sevcik (USA)

C. Informal and Community Training:

- To increase tenders as a means of earning for the CAAC as well as involvement in communities
- To develop a project oriented to the Empowerment of people with disabilities. To invite Dr Dianne Bryan from Temple State University to assist us in doing this.
- **To plan and organize the 2004 First Regional African Conference in Early Childhood Intervention, Human Rights, Severe Disabilities and AAC**

ACKNOWLEDGEMENTS

The Director would like to express her sincere appreciation to **Prof Chris de Beer** for his guidance and leadership during the period of March 1999 – June 2002. His vision and guidance contributed greatly to the successes of the CAAC during this period. The support and guidance of **Prof Jonathan Jansen** is also acknowledged with appreciation.

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FIRST RAND FOUNDATION
HEXAGON TRUST
GOLDFIELDS FOUNDATION**

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**Interface
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**Department of Communication Pathology
Department of Occupational Therapy
Department of Educational Psychology
Department of Paediatrics
Academic Information Services (Library)
Telematic Education**

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Thank you**



University of Pretoria