

*CENTRE FOR AUGMENTATIVE
AND ALTERNATIVE COMMUNICATION
UNIVERSITY OF PRETORIA*

**ANNUAL REPORT:
1 JANUARY TO 31 DECEMBER 2004**



University of Pretoria



**CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION,
MAIN CAMPUS, LYNNWOOD ROAD, UNIVERSITY OF PRETORIA**



CENTRE STAFF 2005

**Front row, left to right: Prof Erna Alant, (Director), Mrs Liza Human, Mr Martin Pistorius,
Mrs Mirinda van der Merwe, Miss Michal Harty.**

**Back row, left to right: Mrs Gloria Madiba, Miss Corneli Strydom, Dr Juan Bornman,
Miss Lee Hommes, Dr Kitty Uys and Miss Alecia Samuels.**

Insert: Dr Shakila Dada

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



- 2004 *T-Systems Age of Innovation & Sustainability Awards: Excellence in Innovation and Sustainability: Social*
- 2003 *National Science & Technology Awards: Corporate Organization over the last ten years.*
- 2002: *Shirley McNaughton Award for Exemplary Communication received from the International Society for Augmentative and Alternative Communication*
- 1998: *Rolex Award for Enterprise: Associate Laureate*
- 1995: *Education Africa Presidential Award for Special Needs*

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CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

**ANNUAL REPORT FOR THE PERIOD:
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INTRODUCTION

We started off the year with the First Regional African AAC Conference in February, which was a most successful and inspiring event for all involved. Two hundred and sixty people participated in the conferences, sixty of whom were from overseas. In addition, we were most honoured to welcome the executive committee of the International Society for AAC (ISAAC) at the conference. Their support assisted in making this a most memorable event for us all.

The contribution made by the CAAC in promoting issues related to disability in the country was recognised with two awards this year:

- 25 May 2004. The *National Science and Technology Forum Award for: best corporate over the past 10 years*. This was awarded for the sustained contribution of the CAAC towards training and promotion of AAC within the country

- On the 31 August 2004, the Centre for Augmentative and Alternative Communication (CAAC) also received an award for: *Excellence in Innovation and Sustainability: Social* at the 2004 Innovation Award Ceremony incorporating the T-systems: Age of Innovation and Sustainability Awards (AIS) and the Standard Bank CPSI Public Sector Innovation Awards.

Two CAAC staff members, Shakila Dada (who also graduated with her PhD in AAC this year) and Juan Bornman were fortunate enough to spend prolonged periods in Sweden working with Prof Mats Granlund and his students in the CHILD programme at Mälardalen University, as part of the three year collaboration between the CAAC and Mälardalen University. Munyane Mophosho left the service of the University in January and we were fortunate to appoint Gloria Madiba as part of the CAAC staff.

The high number of enrolled students who completed their degrees and passed their studies once again reflects the commitment of the CAAC staff to attract and support quality students to the courses offered. We are indeed grateful for another year full of opportunities and growth in the CAAC!

AN OVERVIEW: 2004 IN A NUTSHELL

A. Formal Training:

Objectives 2004

- To increase the number and quality of post-graduate students in all of the post -graduate programmes in the CAAC.
- To qualify at least 80% of students enrolled in final year degree courses: ACE, Honours, MA in AAC and M (ECI)
- To qualify 1-2 PhD students in AAC.
- To implement a collaborative training venture with Purdue University (USA) in the Faculty of Education, University of Pretoria.

Outcomes 2004:

- Enrolments for all the courses were good; accept for the ACE in Severe Disabilities. This will be addressed during 2005.
- 95% of students were successful in their courses, thus meeting the goal.
- 1 PhD student qualified this year, which is satisfactory. More students need to qualify in 2005.
- A collaborative training venture with Purdue University, USA successfully took place. 6 Students visited the UP campus.

B. Research:

Objectives 2004

- To start the collaborative research programme between Mälardalen University (Sweden) and the CAAC.
- To facilitate research development of staff by facilitating more integrated research plans in the CAAC.
- To maintain the publication outputs of the CAAC whilst increasing the quality in local and international journals.
- To use the AAC Research Seminar in February 2004 which is held in conjunction with the Regional Conference as a major opportunity to promote more international collaboration between the CAAC and other research collaborators.
- To publish the book: *Augmentative and Alternative Communication: Beyond Poverty* edited by Alant, E. & Lloyd, L.L. contracted by Whurr Publishers, UK.

Outcomes 2004

- The collaboration between CAAC/Mälardalen University started off on a high with 9 PhD students/staff visiting Sweden in August 2004.
- Two of the CAAC staff was able to make extended research visits to Sweden during 2004.
- Publication outputs of the CAAC remained high through 2004: these include publications in accredited journals as well as book chapters.
- The AAC Research Seminar in February proved highly successful in facilitating further research in AAC. A Special issue on AAC in the journal: *Disability and Rehabilitation* based on the research seminar will be published in 2005.
- The Book: *Augmentative and Alternative Communication and Severe Disabilities: Beyond Poverty* was published in January 2005.

C. Informal and Community Training:

Objectives 2004

- To have a successful "First Regional African AAC Conference" in February 2004 by using this event not only as a major awareness raising and networking event, but also as a way to strengthen long-term commitments to training, research and intervention in the field.
- To continue with tender training in schools.
- To continue with community projects in North West and Moloto.
- To develop a programme with Temple State University (Philadelphia) and INTERFACE, South Africa to facilitate the empowerment of people with severe disabilities to increase self-representation and self-determination.

Outcomes 2004

- The Conference in February was a most successful event in creating awareness for the need of AAC in the country and in Africa. Networks with INTERFACE and various provinces in the country increased significantly as a result of the conference.
- The CAAC was involved with 4 tender trainings in schools during 2004.
- The Community projects in North West are progressing most satisfactorily and the Moloto training was finalised during 2004.
- Training on empowerment of youth with severe disabilities has been planned and submitted for funding during 2004. Depending on funding, we would like to start this programme in 2005.

REPORT-BACK ON ACTIVITIES DURING 2004

1. DEGREE TRAINING

1.1 Degree Training Specialising in AAC

DEGREE	NUMBER OF STUDENTS		OUTCOMES: SUCCESSFUL COMPLETIONS
ACE - Advanced Certificate in Education with Specialization in the Inclusion of Learners with Severe Disabilities	Graduates:	16	22 Students successfully completed the first year of the ACE. 16 students will graduate in 2005.
	First year:	22	
	Second year:	16	
BA Hons in Augmentative and Alternative Communication	Graduates:	16	17 Students successfully completed the first year of the Honors. 16 Students will graduate in 2005.
	First year:	17	
	Accelerated:	5	
	Second year:	11	
MA in Augmentative and Alternative Communication	First year:	8	7 of the 1 st year students will proceed to the 2 nd year, with two students deciding to spread the degree over 3 years. 4 students completed the research masters whilst 2 completed the coursework masters.
	Second year:	7	
Masters in Early Childhood Intervention	Graduates:	20	In April 2004 20 MECI students graduated. 12 Students enrolled in 2004, but unfortunately 2 students withdrew. The remaining 10 students have all finished the required modules for the first year and will progress to the second year. The 12 students that started the second year in 2004 remained constant and they passed all the required modules at the end of the year.
	First year:	10	
	Second year:	12	
PhD in Augmentative and Alternative Communication	Graduates:	1	Dr S. Dada obtained her PhD. Both students progressed well. Progressed well. Expected to finalise in 2005. Expected to finalise in 2005.
	First year:	2	
	Second year:	1	
	Third year:	1	
	Fourth year:	1	

1.2 CAAC Involvement in Degree Training of other Departments

DEPARTMENT	COURSE	NUMBER OF STUDENTS
Communication Pathology	KMP 311	All 40 students were successful in completing this module. Mention was made of the high academic standard and interactive lectures.
Communication Pathology	KMP 312	All 40 students successfully completed this course. Mention was made of the high academic standard and practical application of the areas covered. As a result 4 students will do their undergraduate research in this area in 2005.
Communication Pathology	KMP 321	4 students successfully completed their undergraduate research projects in September 2004. Students were all commended for the high standard of their work. An additional 4 third year students completed their research proposals at the end of September and will commence with their projects in 2005 under the guidance of the centre staff.
Communication Pathology	D.Phil in Communication Pathology	3 of the students in the PhD programme will receive D. Phil in Communication Pathology.

2. TRAINING AND CAPACITY BUILDING

2.1 Training and Capacity Building in Research

DATE/ PLACE	NATURE OF CONTACT	STAFF MEMBER/ PARTICIPANTS	CONTENT	OUTCOME EVALUATION
27 January, Pretoria	Mainstream teaching and special needs	Prof E. Alant Dr J. Bornman Dr S. Dada Dr C.J.E. Uys Ms M.A. Casey Ms M. Harty	Meeting with staff from UP Faculty of Education regarding inclusion of special needs in the curriculum.	Consideration of module on Special Needs for all education students.
23 February, Johannesburg	Research symposium: 1 st Regional Africa AAC Conference	CAAC Participants: Prof E. Alant Dr J. Bornman Dr C.J.E. Uys Ms M. Harty Ms K. M. Tönsing Presenters: Dr J.D. Jansen, Dean, Faculty of Education, University of Pretoria. SA. Dr R. Schlosser, Northeastern University, Boston, USA. Dr M. Granlund, Mälardalen University, Västerås, Sweden. Dr L. Loyd, Purdue University, West Lafayette, USA Dr R. Sevcik, Georgia State University, Atlanta, USA. Dr M. Smith, Trinity College, Dublin, Ireland. Dr F. Lonke, University of Virginia, Virginia, USA.	Research symposium: 1 st Regional Africa AAC Conference.	Discussions of issues surrounding topics were informative and enjoyable. Papers from research seminar are in the process of being published in a special edition of Disability and Rehabilitation.
2-6 August, Västerås, Sweden	Research collaboration with CHILD Unit at the Mälardalen University, Västerås, Sweden	Prof E. Alant Dr C.J.E. Uys Ms M.Harty Mrs E.B.M. Mophosho Ms S. Balton Ms P. Rajaram Mrs G. Goldblum Mrs L. Moodley Ms N. Joseph	Discussions regarding collaborative research opportunities in the field of disability and early childhood intervention.	Papers are being developed jointly. The students from Mälardalen will be visiting the University of Pretoria in March 2005, during which time articles will be finalized.

DATE/ PLACE	NATURE OF CONTACT	STAFF MEMBER/ PARTICIPANTS	CONTENT	OUTCOME EVALUATION
6-17 September, Pretoria	Georgia State University and University of Pretoria	Dr M. Romski Prof E. Alant Dr J. Bornman and M (AAC) students with Georgia State University students.	On-line discussions with Masters students in Speech Language Pathology regarding multicultural issues in AAC with University of Pretoria and Georgia State University.	Discussions were informative for both groups and as a result will be repeated in 2005.

2.2 Training in Classroom Implementation / AAC and Related Topics

DATE/ PLACE	TRAINERS INVOLVED	TRAINEES	CONTENT	OUTCOME EVALUATION
12 March, Krugersdorp, District 2	Dr C.J.E. Uys Mrs M. van der Merwe	25 Special Needs Educators in the D2 district.	Training educators in Special Education in Outcomes Based Education and how it relates to educating learners with severe disabilities. To examine accountability issues within the present educational framework and to critically explore educators' ownership of accountability issues. To consider how OBE can improve the quality of the individual goals and objectives of each learner. To look at multi-age, multi-level and multi-lingual issues and how these learners with diverse needs can be successfully engaged in the classroom situation.	Everyone participated well throughout the day. They were most interested in the presentation of adaptation of assessment methods and lesson plans to accommodate multi-level classrooms. Training on classroom management was also presented. They experienced frustration in their school situation because there are few guidelines on how to adapt lesson plans as well as the mainstream curriculum for use with multi-level teaching. All of the participants left the workshop motivated and with a variety of new ideas to implement in the classroom. This was just an introduction to the concept of OBE.

DATE/ PLACE	TRAINERS INVOLVED	TRAINEES	CONTENT	OUTCOME EVALUATION
26-27 March, Nelspruit	Ms M. A. Casey Dr S. Dada Ms J. Gouws	60 Educators, senior officials from the Department of Education, therapists and psychologists attended the training. The training resulted from a tender application to train educators in the region on White Paper 6.	To train educators and therapists in the Nelspruit district to understand what the impact of the <i>White Paper 6: Special Needs in Education</i> will have on their jobs / functions in special schools. To empower them with both the knowledge and skills necessary for establishing inclusive education. To train them in the identification and the addressing of barriers to learning and development. To empower them with basic knowledge of how to position and handle learners with physical disabilities.	Participants responded well to the presentations and worked well within the group sessions. A level of insight and sensitivity by the majority of educators during group sessions was noted. A small minority of educators expressed resistance to inclusion – they want to remain with their category of learners and not participate in the whole transition process.
16-17 April, Nelspruit	Ms M. Harty Ms M. A. Casey Ms G. Madiba Ms J. Gouws	60 Educators, senior officials from the department of education, therapists and psychologists attended the training. The training resulted from a Tender application to train educators in the region on severe disabilities and OBE.	To train educators in Special Education in Outcomes Based Education and how it relates to educating learners with severe disabilities. To examine accountability issues within the present educational framework and to critically explore educators' ownership of accountability issues. To consider how OBE can improve the quality of the individual goals and objectives of each learner. To address multi-age, multi-level and multi-lingual issues and how these learners with diverse needs can be successfully engaged in the classroom situation.	The trainees were pleased with the workshop. The trainees claimed that they obtained many ideas for implementation with persons with severe disabilities. All of the participants left the workshop motivated and with a variety of new ideas to implement in the classroom. Participants were keen to continue to find resources to facilitate implementation. There is a lack of skills and knowledge of OBE and its implementation in the area. The workshop therefore served as a good introduction to building skills in this area.
12-15 May, Rustenburg	Ms M. Harty Mrs M. van der Merwe	Different schools from the Rustenburg area attended the Exhibition.	To display different AAC methods to learners and educators. To demonstrate specialized equipment and exploring training opportunities for working with students with disabilities in the North West Province.	The children and educators were excited about the different communication systems and ideas. Teachers were interested in the formal degree courses as well as additional training in various AAC systems and strategies.

DATE/ PLACE	TRAINERS INVOLVED	TRAINEES	CONTENT	OUTCOME EVALUATION
12 June, Krugerdp, District 2	Dr C.J.E. Uys Dr J. Bornman Mrs M. van der Merwe	25 Special Needs Educators in the D2 district.	To train educators to define vocational skill and discuss the features of a vocational skills assessment. To understand how to assess vocational skill and evaluate which activities are appropriate for training vocational skills. To document which activities for training are available in the schools. To develop some understanding of the concept challenging behaviour. To identify factors that need to be included when observing and analysing challenging behaviour. To discuss some strategies that can be used to reduce challenging behaviours.	Everyone participated well throughout the day. The participants were most interested in the presentation of challenging behavior and how to equip learners with vocational skills in their classrooms. Most participants expressed a strong need for more in- depth information on these topics.
12 June, CAAC	Mr M. Pistorius Ms K. M. Tönsing	5 parents 2 speech therapists 2 interested parties	To give information about Interface and switches.	Participants expressed interest in Interface and much discussion took place.
21-25 June, CAAC	Dr J. Bornman Dr C.J.E. Uys Ms M. Harty Ms K. M. Tönsing Ms M. A. Casey	55 participants	To introduce basic issues involving AAC assessment, intervention and implementation.	Participants commented on the practical ideas presented as well as the theory taught during the course.
28 June - 2 July, CAAC	Dr J. Bornman Dr C.J.E. Uys Ms M. Harty Ms K. M. Tönsing Ms M. A. Casey Mrs M. van der Merwe Mrs E. Moolman Mr E. Fourie	20 participants	To introduce participants to specific issues of interest to individuals working with people with severe disabilities.	20 individuals attended this training session. The participants commented on the opportunities for collaboration and networking that such training provides.

DATE/ PLACE	TRAINERS INVOLVED	TRAINEES	CONTENT	OUTCOME EVALUATION
21-22 October, North-West, Garankuwa	Dr C.J.E. Uys Ms M. Harty Mrs M. van der Merwe Ms H.C.C. Strydom Ms G. Madiba	100 Preschool educators and officials	A two-day training for pre-school educators with the following aims in mind: To expose educators to different ways in which optimal communication stimulation can be provided, e.g. by using multiple communication means. To train educators in using teaching strategies that can facilitate and enrich communication development. To train educators on how to facilitate play in young children to enhance child development across different developmental domains, namely communication, cognition, sensori-motor and social-emotional. To assist educators in developing manageable and sustainable methods of documenting and monitoring the children's individual progress.	Everyone participated well and found the experience informative. The workshop was successful in creating awareness of the impact that disability has on play, communication and overall development amongst children with disabilities. In addition the affordable and inexpensive adaptations suggested during the workshops were met with keen interest and enthusiasm. Participants expressed their interest in further training in these areas.

2.3 Follow-Up Visits and Informal Training and Intervention (In communities)

DATE/ PLACE	TRAINERS INVOLVED	NATURE OF WORK	TRAINEES	CONTENT	OUTCOME EVALUATION
6 February 26 March 30 April 28 May 30 July 27 August 29 October CAAC Open Days	Mr M. Pistorius Miss M.A. Casey Dr J. Bornman Dr C.J.E. Uys Ms M. Harty Mr M. Pistorius Mrs M. van der Merwe Ms H.C.C. Strydom	Demonstration of equipment and a Power Point presentation followed by a question- answer session.	Parents, therapists, educators, people with disabilities, as well as personal assistants	The power point presentation provided an overview of AAC and the role of the CAAC. Participants were also able to view and operate devices, have software demonstrated and see the latest available AAC material.	All visitors felt it was a worthwhile experience. As a result of the exposure to value of the CAAC as a resource centre was promoted.

DATE/ PLACE	TRAINERS INVOLVED	NATURE OF WORK	TRAINEES	CONTENT	OUTCOME EVALUATION
22 January 12 February 11 March Moloto Community,	Dr C.J.E. Uys Dr S. Dada Ms M. Harty Dr J. Bornman	Group discussions and consultations	Foster parents of HIV/AIDS orphans and care workers in Moloto	Building of a supportive community by discussing the implementation of an asset-based approach.	Participants responded well to the identification of assets in their community and actively participated in the group discussions. This is an ongoing project.
29 January, CAAC	Dr C.J.E. Uys Dr S. Dada Ms M. Harty Dr J. Bornman	Hands-on training in the use of low technology AAC systems	Parents and their children who are AAC users	Building capacity of AAC users and their families so that they could participate at the AAC Conference in 2004. Theory combined with hands-on exposure was the primary focus.	This is an ongoing project, which requires frequent contact with CAAC. Participants are keen to demonstrate new skills. The CAAC lends devices to selected candidates who benefit from a voice output device.
31 July-1 August, Bethesda School of Hope, Middelburg	Dr J. Bornman Dr C.J.E. Uys	Training and workshop, as well as participation in a research project to determine the nature of children's communi- cation during circle time, determined before and after training.	Educators, therapists and parents and/or caregivers. (14 participants in total)	Day 1 dealt with different communication means and functions. Day 2 addressed different communication contexts, the creation of communication opportunities and the measuring of progress.	The majority of the parents and/or caregivers found the training meaningful. This was especially positive, as the researchers want to follow the progress of some of these children over time. Training equipped participants with basic AAC knowledge and skills.
14 September 19 October, Bethesda School of Hope, Middelburg	Dr J. Bornman Dr C.J.E. Uys	Follow-up sessions	2 Teachers of Bethesda School of Hope	The performances of the teachers were measured by video recording the circle-time activities. The communication behaviors of 4 identified children were also measured.	The data analysis process is currently underway and a scientific article about the results of this project is intended for 2005.

3. INFORMATION DISSEMINATION ON THE USE OF AAC

DATE/PLACE	TRAINERS INVOLVED	PARTICIPANTS	CONTENT	OUTCOME
27 January, Department of Human Nutrition, University of Pretoria	Dr C.J.E. Uys	Final year students	Addressed nutritional issues in children with severe disabilities and an introduction to AAC by applying case studies relevant to the field of human nutrition.	Students found it enlightening and were enthusiastic as they had little or no experience in the field of severe disability. The transdisciplinary approach to this population became clear to them. Mention was also made that the CAAC is a valuable resource when they start their careers.
10 June, CSIR Disability Portal opening function, Escom Convention Centre	Mr M. Pistorius	Interested parties and relevant stakeholders	Mr M. Pistorius was a guest speaker. He spoke about AAC and the role of technology in the life of a person with disability.	The speech was extremely well received by all attendees.
5 February 19 March 23 April 21 May 18 June 20 August 15 October 29 October 26 November Nuwe Wending School, Pretoria	Ms K.M. Tönsing	Interface parent-group meeting (7 parents, 2 therapists)	Discussion of the basics of AAC.	Parents gradually started utilizing communication boards in a more functional way. Knowledge and experiences were shared about their children/learners with the group.
1 August, Key School, Johannesburg	Dr J. Bornman Dr C.J.E. Uys	Principal and teachers	Discussion of possible training for teachers in the use of AAC strategies for children with autism.	This project cannot be implemented at present, but should be reconsidered during 2005.
17 September, CAAC	Ms H.C.C. Strydom	Final year students, Department of Speech-Language Therapy and Audiology, MEDUNSA	Introduction to AAC technology for individuals with severe disabilities. Relevant video material was used to illustrate principles. Students also had the opportunity to gain practical experience with communication devices.	Students found it enlightening, as they had no experience with high technology in AAC. Their own role and the role of technology in AAC intervention became clearer and they showed evidence of new insight into the challenges of the SA context. The CAAC was identified as a valuable resource.

4. VISITORS TO THE CAAC

DATE	VISITOR	NATURE OF VISIT	OUTCOMES
16 -18 February	Mr Anthony Robertson Mr David Morris Prof Filip Loncke Dr Katie Price Dr Martine Smith Dr Peggy Locke Mr Soeren Vintergaard Dr Sudha Kaul Ms Mona Zaccak	ISAAC Executive Committee Members	All ISAAC Executive committee members attended the First Regional African AAC Conference and presented papers on various topics. ISAAC Executive committee members spent three days at the CAAC discussing current and future issues regarding providing AAC internationally.
16 February - 14 March	Prof Lyle Lloyd, Professor of Special Education, and Audiology and Speech Sciences, Purdue University, West Lafayette, USA.	Discussion with CAAC staff.	Attended the First Regional African AAC Conference and presented paper.
18-24 February	Dr Mats. Granlund, Mälardalen University, Västerås, Sweden.	Discussion with CAAC staff.	Attended the First Regional African AAC Conference and presented paper.
20-27 February	Dr Ralf. W. Schlosser, Northeastern University, Boston, USA.	Discussion with CAAC staff.	Attended the First Regional African AAC Conference and presented paper.
3 March	Prof Mary Ann Romski, Professor of Speech Language Pathology, Georgia State University, USA.	Discussion with CAAC staff.	Discussed future collaboration in research on literacy acquisition.
3 March	Prof Rose Sevcik, Associate Professor of Psychology, Georgia State University, USA.	Discussion with CAAC staff.	Discussed future collaboration in research on literacy acquisition.
16 July	Dr Bruce Baker, Semantic Compaction Systems, Adjunct Associate Professor, School of Health and Rehabilitation Sciences, University of Pittsburgh, USA.	Presented a workshop "Teaching language and literacy to early communicators – Using Minspeak principles."	All delegates learned how to use and apply the Minspeak principles.
19 July- 6 August	Prof Lyle Lloyd, Professor of Special Education, and Audiology and Speech Sciences, Purdue University, West Lafayette, USA.	Purdue Study Abroad Programme in collaboration with Faculty of Education, University of Pretoria.	28 students participated in the programme. (6 students from Purdue, 22 from UP).
19 July- 6 August	Prof Helen Patrick, Professor of Educational Psychology, Purdue University, West Lafayette, USA.	Purdue Study Abroad Programme in collaboration with Faculty of Education, University of Pretoria.	28 students participated in the programme. (6 students from Purdue, 22 from UP).
19 July- 6 August	Mrs Marilyn Glick, PhD student, Educational Psychology, Purdue University, West Lafayette, USA.	Purdue Study Abroad Programme in collaboration with Faculty of Education, University of Pretoria.	28 students participated in the programme. (6 students from Purdue, 22 from UP).

5. CONSULTATIONS

A total of 30 children and 6 adults were assessed at CAAC. Therefore, 36 individuals and their teams were assisted during 2004. A number of individuals were also assisted with the implementation of their AAC systems. Consultations are fully booked six months in advance. This creates a major stressor on staff as pressures from professional teams increase. This will be addressed in 2005.

6. PUBLICATIONS

***Alant, E.** (2004). Editorial. *Perspectives in Education*, 22(2), vii-ix.

Alant, E. (2002). Multicultural issues in graphic symbol research: An overview. In S. von Tetzchner & M. H. Jensen (Eds.), *Perspectives on Theory and Practice in Augmentative and Alternative Communication* (pp.112 – 122). Toronto, Canada: International Society for Augmentative and Alternative Communication. (Edition only appeared in 2004).

Bornman, J. (2004). Let's start at the very beginning...using aided language stimulation in the classroom. *Southern African Association for Learning and Educational Difficulties*, 24(4), 7-11.

***Bornman, J.** (2004). The World Health Organisation terminology and classification: Application to severe disabilities. *Disability and Rehabilitation*, 26(3), 182-188.

***Bornman, J., Alant, E., & L.L. Lloyd** (2004). Severe disability: Do community health nurses have a role to play? *Curationis*, 27(2), 32-49.

***Solarsh, B. & Alant, E.** (2003). School performance in rural South Africa: The role of verbal reasoning. *Alternation* 10(2), 43-88. (Edition only appeared in 2004.)

Tönsing, K. M., & Alant, E. (2004). Social topics of conversation: A South African perspective. *Augmentative and Alternative Communication*, 20(2), 89-102.

***Van der Merwe, E., & Alant, E.** (2004). Associations with Minspeak icons. *Journal of Communication Disorders*, 37, 255-274.

***Uys, C.J.E., & Alant, E.** (2004). Play-based assessment of communication-related skills in young children with disabilities: The validation of an assessment tool. *Perspectives in Education*, 22(2), 115-128.

Uys, C.J.E. (2004). Evidence-based therapy: Why do we need it? *FOCUS*, Oct, 10.

Accepted:

Articles

***Alant, E., Bornman, J., & Lloyd, L.L.** (accepted for publication). Issues in AAC research: How much do we really understand? *Disability and Rehabilitation*.

***Alant, E. & Dada, S.** (accepted for publication). Group Learning on the Web. *International Journal of Educational Development*.

***Alant, E., & Geiger, M.** (accepted for publication) Observation of child-rearing practices and children's communicative interactions in a village in Botswana: Implications for early childhood intervention. *Early Years*.

***Alant, E. Life, H. & Harty M.** (accepted for publication). A comparison of the learnability and retention between blissymbolics and cyberglyphs. *International Journal of Language and Communication Disorders*.

***Bornman, J.** (accepted for publication). Book review: Augmentative and Alternative Communication: Developmental issues by S von Tetzchner & N. Grove. *International Journal of Language and Communication Disorders*.

***Uys, C. J. E., Alant, E., & Lloyd, L. L.** (accepted for publication). A play package for children with severe disabilities: A validation. *International Journal of Rehabilitation Research*.

***Van der Bijl, C. & Alant, E.** (accepted for publication) A comparison of two strategies of sight word instruction in children with mental disabilities. *Research in Developmental Disabilities*.

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Alant, E. (2005). Intervention issues. In E. Alant & L. L. Lloyd (Eds.), *Augmentative and Alternative Communication: Beyond Poverty*. London: Whurr Publishers.

Alant, E. (2005). Cultural and socio-economic influences on communication. In E. Alant & L. L. Lloyd (Eds.), *Augmentative and Alternative Communication: Beyond Poverty*. London: Whurr Publishers.

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- Uys, C.J.E.** (in press). Multiply Handicapped. In E. Landsberg (Ed.), *Addressing barriers to learning: A Southern African perspective*. Pretoria: Van Schaik.

Manuscripts submitted for publication:

- Basson, M. & Alant, E.** The iconicity and learnability of picture communication symbols: a study on Afrikaans-speaking children.
- Bornman, J., Alant, E., & L.L. Lloyd.** An AAC-focused beginning communication intervention protocol: In-service training of health workers.
- ***Boshoff, K., & Alant, E.** Towards facilitating change in occupational therapy managers' perceptions of early intervention service delivery in South Australia.
- ***Campbell, N. G., Alant, E., & Bellis, T.** The Central Auditory Processing of children with Attention Deficit Hyperactivity Disorder (ADHD) in the medicated state.
- ***Casey, M., & Alant, E.** Comparison of a non-spoken response mode and a spoken response mode in a test of phonological awareness.
- ***Casey, M., Alant, E., & Lloyd, L. L.** Test accommodations for learners with disabilities.
- ***Du Plooy, A., Alant, E., & Dada, S.** The impact of visual sequencing of pictures on the picture-based sentence construction of English-speaking grade 2 children.
- ***Emmett, T., & Alant, E.** Women and Disability.
- ***Harty, M., & Alant, E.** A comparison between adolescents' perception of siblings with and without severe disabilities: An exploratory study.
- ***Herold, M., Alant, E., & Bornman, J.** The use of word prediction as a tool to accelerate the typing speed and increase the spelling accuracy of primary school children with spelling difficulties.
- Lilienfeldt, M., & Alant, E.** The social interaction of an adolescent who uses AAC: The evaluation of a peer training programme.
- ***Solarsh, B., & Alant, E.** The test of ability to Explain for Zulu-speaking children (TATE-ZC) - facing the challenge of cross-cultural assessment.

* *Articles in accredited journals*

7. CREATIVE WORK

INTERFACE Newsletter published during April, August and November 2004. (Edited by Miss K.M. Tönsing).
Bornman, J., Collins, M., & Maines, B. (2004). *Just the Same on the Inside. Understanding diversity and supporting inclusion in Circle Time.* A series of children's books. London: Lucky Duck Publishing.
Bornman, J., in collaboration with Mayor Johnson Co. Generic communication board adapted for South Africa, launched at the First Regional African AAC Conference, sponsored by Mayer Johnson.
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8. MEDIA COVERAGE

- Mr M. Pistorius, "Vry om te leef", Rooi Rose, January 2004.
- Mr M Pistorius, Getting a voice after 15 silent years, The Star, 26 February 2004.
- Dr J. Bornman en Mnr Z. Joubert, Inspirasie om 'n stem te kry. Elke woord tel. Vrouekeur, 16 April 2004.
- CAAC Staff, Reflections on the First Regional African AAC Conference - The ISAAC Bulletin, May 2004.
- Prof E. "Sentrum gee gestremdes 'n stem" Tshwane-Beeld, Wednesday, 30 June 2004, p 4.
- Prof E. Alant, Unheard calls, Tukkie, Volume 12(1), July 2004.
- Prof E. Alant, Unheard calls, Tukkievaria, Volume 21(4).
- Sentrum beloon met tegnologieprys - Tukkie Varia, Volume 1, August 2004.
- Prof E. Alant, Augmentative and Alternative Communication, Financial Mail, September 2004.
- Prof E. Alant, Interview, Top Women in Business & Government, 2004.
- Prof E. Alant, Radio interview on SAFM on Augmentative and Alternative Communication on 25 November 2004.

9. PAPERS PRESENTED AT CONFERENCES/WORKSHOPS

DATE OF CONFERENCE & VENUE	NAME	PAPER PRESENTED
22-26 February, Birchwood Hotel, Johannesburg	Prof E. Alant	<i>AAC Intervention in Africa: The way forward.</i> Paper presented at the 1 st Regional African AAC conference 2004, Johannesburg.
22-26 February, Birchwood Hotel, Johannesburg	Dr J. Bornman	<i>Introduction to AAC: Low technology options for the classroom.</i> Paper presented at the 1 st Regional African AAC conference 2004, Johannesburg.
22-26 February, Birchwood Hotel, Johannesburg	Dr C.J.E. Uys	<i>Play as medium in early intervention in AAC for children with disabilities.</i> Paper presented at the 1 st Regional African AAC conference 2004, Johannesburg.
22-26 February, Birchwood Hotel, Johannesburg	Ms K.M. Tönsing	<i>Social communication at the workplace.</i> Poster presented at 1 st Regional African AAC conference 2004, Johannesburg. <i>Maternal self-efficacy beliefs and perception of child language abilities.</i> Poster presented at the 1 st regional African AAC conference 2004, Johannesburg.
22-26 February, Birchwood Hotel, Johannesburg	Dr S. Dada	<i>Impact of aided language stimulation on children's receptive language ability.</i> Paper presented at the 1 st Regional African AAC conference 2004, Johannesburg.
22-26 February, Birchwood Hotel, Johannesburg	Ms M. Harty	<i>Maternal self-efficacy beliefs and perception of child language abilities.</i> Poster presented at the 1 st regional African AAC conference 2004, Johannesburg.

DATE OF CONFERENCE & VENUE	NAME	PAPER PRESENTED
18-19 March, Gauteng Department of Health: Speech and Hearing Conference	Dr J. Bornman	<i>"Try and See" versus "Wait and See": Implications for Early Childhood Intervention and AAC.</i> Paper presented at Gauteng Department of Health: Speech and Hearing Conference: Johannesburg.
18-19 March, Gauteng Department of Health: Speech and Hearing Conference	Ms M. Harty	<i>Maternal self-efficacy beliefs and perception of child language abilities.</i> Poster presented at Gauteng Department of Health: Speech and Hearing Conference: Johannesburg.
18-19 March, Gauteng Department of Health: Speech and Hearing Conference	Ms. M. Harty & Dr J. Bornman	<i>Collaborative project in early childhood intervention.</i> Poster presented at Gauteng Department of Health: Speech and Hearing Conference: Johannesburg.
2-5 May, Cape Town	Dr C.J.E. Uys	<i>Let's play for all it's worth.</i> Paper presented at the Occupational Therapists Association Conference 2004, Cape Town.
3 July, Johannesburg	Dr C.J.E. Uys	<i>Evidence-based therapy: Why do we need it?</i> Paper presented at Occupational Therapy Association, Southern Gauteng AGM.
1-6 August, Västerås, Sweden	Dr C.J.E. Uys	Presentation at Mälardalen University, Västerås, Sweden. Identification of flow in children with disabilities.
3 August, Västerås, Sweden	Ms M. Harty	<i>Maternal self-efficacy & rating of child ability.</i> Presentation at Mälardalen University, Västerås, Sweden.
3 September, North Gauteng Mental Health	Mr M. Pistorius	<i>White Paper 6: Integrated National Disability Strategy,</i> Northern Gauteng Mental Health, Pretoria.
3-12 October, Natal, Brazil	Prof E. Alant	<i>Support-based AAC Intervention.</i> Paper presented at the 2004 11 th Biennial ISAAC Conference, Natal, Brazil.
3-12 October, Natal, Brazil	Dr J. Bornman	<i>AAC Services in Early Intervention: Nurses as Allies.</i> Paper presented at the 2004 11 th Biennial ISAAC Conference, Natal, Brazil.
3-12 October, Natal, Brazil	Dr C.J.E. Uys	<i>Training Teachers in AAC in a rural context.</i> Paper presented at the 2004 11 th Biennial ISAAC Conference, Natal, Brazil.
23 October, Transvaal Memorial Institute, Johannesburg	Dr J. Bornman	<i>Incorporating Augmentative and Alternative Communication (AAC) strategies in therapy.</i> <i>Challenging Behaviour: Understanding the Blind and Visually Impaired Child.</i> Papers presented at the Management of the Blind and Visually Impaired Child workshop, TMI, Johannesburg.
16 November, Västerås, Sweden	Dr J. Bornman	<i>Working as teams with allied professionals in early intervention in South Africa.</i> Seminar presented in the Forum for Special Education at Mälardalens Högskola, Västerås, Sweden.
24 November, Västerås, Sweden	Dr J. Bornman	<i>Increasing trustworthiness in qualitative research: Examples from an in-service training programme for health professionals about severe disability.</i> Seminar presented in the Forum for Special Education at Mälardalens Högskola, Västerås, Sweden.
24 November, Mälardalen Högskola, Västerås, Sweden	Dr J. Bornman	<i>Training nurses as allies in Early Intervention:</i> Seminar presented to MIMA and Swedish Masters students in the CHILD programme.
16 December	Dr J. Bornman	The challenge of diversity in education in South Africa. Presentation to Rotary, Aurora, Västerås, Sweden.

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

DATE	NAME	CONFERENCE/SEMINAR
25 March	Dr J. Bornman Ms M. Harty Mrs E.J.C. Human	Electronic performance appraisal training, University of Pretoria.
2-7 May	Dr C.J.E. Uys	Occupational Therapists Association's Conference, Cape Town.
25 May	Mrs E.J.C. Human	Seminar for personal assistants and secretaries, Tshwane University of Technology.
25-27 May	Mrs M. van der Merwe	Power Point Training, University of Pretoria.
31 May	CAAC Staff	Uniportal training, University of Pretoria.
8-9 June	Ms M. Harty Mrs M. van der Merwe	Assessment Training, Faculty of Education, University of Pretoria.
10 June	Dr J Bornman	Understanding and measuring effect size, UNISA.
20-21 June	Prof E. Alant	First International Summer Leadership in Education, Faculty of Education, University of Pretoria.
15 July	Mr M. Pistorius	Mr Pistorius discussed collaboration on AQLS with Dr Bruce Baker.
23 July	CAAC Staff	Assessment training: Carol Gossman, University of Pretoria.
1 October	Ms M. Harty Mrs M. van der Merwe	Faculty of Education Research Indaba 2004, University of Pretoria.
3-12 October	Ms H.C.C Strydom Prof E. Alant Dr C.J.E. Uys Dr J. Bornman	11 th Biennial ISAAC Conference, Natal, Brazil.
19 October	Mr M. Pistorius	Meeting with Albie Bester (Platform Strategy Manager) and Lisa Clarke (P.R.O) from Microsoft South Africa
2 November - 10 December	Dr J. Bornman Dr S. Dada	Attending Systems theory lectures with MIMA students (International Masters in Children), Health, Development, Intervention and Learning), Mälardalen University, Sweden.
19 November	CAAC Staff	Switch-making and toy adaptation workshop, University Pretoria.
23 November	Mr M. Pistorius (Presenter) Prof E. Alant Dr C.J.E. Uys	National Accessibility Portal, CSIR. Showcase how Information and Communication Technologies can be used to empower persons with disabilities and enhance the quality of their lives.
22-24 November	Mrs G. Madiba	Ms Word Basic computer course
3 December	Mrs G. Madiba	MS Internet Explorer computer course
6 December	Dr J. Bornman	Out of our Heads: The Second Cognitive Revolution. Guest Lecturer by Prof Andy Lock, Massey University, New Zealand at the University of Oslo, Oslo, Norway.
7 December	Dr J. Bornman	Blending out of the background: Play, props and staging in the material world. Guest lecture by Prof Chris Sinha, University of Portsmouth, UK at the University of Oslo, Oslo, Norway.

DATE	NAME	CONFERENCE/SEMINAR
8 December - 17 January 2005	Dr J. Bornman	Attending Assessment and Intervention, the habilitation process lectures with MIMA students (International Masters in Children, Health, development, Intervention and Learning), Mälardalen University, Sweden.
10 December	Dr J. Bornman	Increasing trustworthiness in qualitative research. Seminar presented at the CHILD Research Seminar. Mälardalen's Högskola, Västerås, Sweden.

11. STAFF/CAAC ACHIEVEMENT: SPECIAL INVOLVEMENTS/AWARDS

11.1 CAAC Awards

- 25 May 2004 - The Centre for Augmentative and Alternative Communication (CAAC) received the award for the best corporate over the past ten years at a recent award function of the National Science and Technology Forum (NSTF).
- 31 August 2004 – T-Systems Age of Innovation & Sustainability Awards: Excellence in Innovation and Sustainability: Social.
- September 2004 – Top Women in Business and Government Award, Department of Trade and Industry.

11.2 Special achievements

- Prof E. Alant became a member of the Editorial Board: Stellenbosch Papers in Linguistics. Editors: R.P. Botha, C. Anthonissen, J. Oosthuizen and F. Southwood.
- CAAC was awarded NRF/SIDA Funds for collaboration with Mälardalen University, Sweden.
- Dr C.J.E. Uys was promoted to Senior Lecturer for 2005.
- Dr C.J.E. Uys was elected President of the Occupational Therapy Association of South Africa.
- Dr S. Dada obtained her PhD in AAC in April 2004.
- Ms M. Harty obtained her Masters degree in AAC (Cum Laude).
- Dr J. Bornman received funding from Thuthuka (NRF) and the International Office (UP) to enable her to have a 3 months sabbatical in Sweden.
- Dr J. Bornman received Research and Development Funds from UP to continue with current research.
- Dr C.J.E. Uys received Research and Development Funds from UP to continue with current research.
- Dr J. Bornman acted as a reviewer for Medical Science Monitor International Medical Journal for Experimental and Clinical Research.
- Dr J. Bornman assisted in testing the Virtual Augmentative Communication Device (VACD) for Enkidu Research Inc. (USA).
- Mr M. Pistorius did beta software testing for Sensory Software International.
- Mr M. Pistorius was guest speaker at The Key School's AGM on the 10th of August.

12. EXTERNAL EXAMINATIONS

Prof E. Alant	External examiner at University of Durban Westville, Dept of Speech and Hearing Therapy, Module PS4537: Severe Developmental Communication Disorders, Oral.
Dr C.J.E Uys	University of Pretoria, Dept of Occupational Therapy, Research and Professional Development (RPD 481).
Dr C.J.E. Uys	MEDUNSA, Dept of Occupational Therapy, Fundamentals in Occupational Therapy (FUOT 401).
Dr C.J.E. Uys	University of Witwatersrand, Dept of Occupational Therapy, Science of Occupation (OCCT 325).
Ms H.C.C. Strydom	University of Stellenbosch, Dept. of Speech-Language and Hearing Therapy, Cerebral Palsy (SPH 361); Instrumentation (SPH 451).
Ms H.C.C. Strydom	MEDUNSA, Dept. of Speech-Language Therapy and Audiology, Clinical Speech Pathology (401), Oral.

13. CAAC STAFF

13.1 CAAC Staff Funded By The University

Director: Prof E. Alant: 40 hours per week.

Senior Lecturer: CAAC co-ordinator: Dr J. Bornman: 40 hours per week (from 1 March 2003).

Lecturer: Researcher & trainer: Dr S. Dada (post doc in Sweden April 2004 - March 2005).

Junior Lecturer: Ms H.C.C. Strydom (1 July 2004, 40 hours per week). (Temporary replacement: S Dada).

Lecturer: M (ECI) co-ordinator: Dr C.J.E. Uys: 40 hours per week.

Secretary: Mrs E Human: 40 hours per week. (From February 2003).

13.2 CAAC Staff Funded From Private Funding

Speech Pathologist: Ms M. Harty (40 hours per week).

Educational Specialist: Ms M.A. Casey (Until February 2004).

Educational Specialist: Mrs M. van der Merwe (40 hours per week). (From February 2004).

Junior Lecturer: Mrs G. Madiba (from 1 November 2004, 40 hours per week).

Disability Consultant: Mr M. Pistorius (15 hours per week).

Research Assistant: Mr D. Poremba-Brumer (until June 2004, 5 hours per week).

Research Assistant: Ms L. Hommes (from April 2004, 8 hours per week).

External lecturers: Mr E. Fourie, involved in Honours degree in AAC: - Centre for Human rights, UP.

Junior lecturer: Miss K. M. Tönsing: 25 hours per week.

13.3 External examiners

- Dr Elsie Cloete, University of the Witwatersrand, College of Education.
- Prof Mats Granlund – Mälardalen University, Västerås, Sweden.
- Mrs Thabisile Levine, Joint Education Trust (JET)
- Prof Lyle L. Lloyd, Purdue University, USA.
- Dr. Filip Loncke – University of Virginia, Virginia, USA.
- Mrs. E.B.M. Moposho, University of the Witwatersrand, Speech and Hearing Department.
- Mrs Enid Moolman, New Hope School, Pretoria.
- Prof. R. Osman, University of the Witwatersrand, College of Education.
- Mrs N. Potgieter, Private Practice.
- Dr Ralf W. Schlosser, North Eastern University, Boston, USA.
- Ms. L. Swart, Private Practice
- Dr. Annulu Waller – University of Dundee, Scotland.

14. VISITS TO OTHER UNIVERSITIES AND CENTRA

31 July to 6 August – Prof E. Alant, Dr C.J.E. Uys, Ms M. Harty and the PhD students visited the University of Mälardalen, Sweden.

1 November to 31 January 2005 - Dr J. Bornman has a 3-month sabbatical at Mälardalen Högskola, Västerås, Sweden.

May 2004 to April 2005 - Dr S. Dada visited the University of Mälardalen, Sweden.

15. STUDENT AWARDS

Mayer-Johnson Company award to Ms R. M. Stubbs and Mrs S.A Tooth for the outstanding BA Hons (AAC).

Kagisano Financial Services award to Mrs T. P. Landela for the student with the best progress in AAC.

Bruce Baker award to Mrs M Herold and Ms M Basson for the most outstanding M (AAC) students.

16. OBJECTIVES FOR 2005

A. Formal Training:
<ul style="list-style-type: none">• To qualify 3 PhD students, 18 masters students (MA in AAC and M (ECI), 15 honours students and 22 ACE students.• To have the following new enrolments: 5 new PhD students, 20 masters, 10 honours and 25 ACE students.• To restructure all the programmes to fit in with the new requirements for Higher Education Framework.• To develop two new modules with Telematics on AAC devices and Positioning with Nova South Eastern University (USA).
B. Research:
<ul style="list-style-type: none">• Maintain collaboration with CHILD programme with Mälardalen University (Sweden) and to see the first publication output of this collaboration.• To formalise a project with Georgia State University's CADL project on language development of typical and atypically developing children.• To maintain high levels of publications in the CAAC.• To develop a stronger agenda for post-graduate research collaboration with Purdue University, USA.
C. Informal and Community Training:
<ul style="list-style-type: none">• To continue with the community-training programme in North-West, training preschool teachers.• To conduct at least 4-5 tenders in schools.• To obtain more external funding to enable CAAC to support more training in communities.

ACKNOWLEDGEMENTS

The Director would like to express her sincere appreciation to Prof J.D. Jansen for his guidance and leadership. The following foundations that supported the activities of the CAAC during 2004 are also gratefully acknowledged.

**FIRST RAND FOUNDATION
CORPORATE SOCIAL INVESTMENT GOLD FIELDS LIMITED
NATIONAL LOTTERIES BOARD
DEPARTMENT OF COMMUNICATIONS
DEPARTMENT OF HEALTH**

Appreciation is also expressed towards the **MAYER-JOHNSON COMPANY** for donating a cash prize for the most outstanding BA Hons (AAC) student and to **KAGISANO FINANCIAL SERVICES** for donating a cash prize for the student with the best progress in AAC. Our appreciation is also extended to **MR BRUCE BAKER** for donating a cash prize for the most outstanding M (AAC) student.

Input of the following associations and institutions is acknowledged with gratitude:

**INTERFACE, SOUTH AFRICA
PRESIDENCY: OFFICE ON THE STATUS OF DISABLED PERSONS**

A word of gratitude to the following departments at the University of Pretoria for their support:

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

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



University of Pretoria