



University of Pretoria

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

ANNUAL REPORT

1 JANUARY TO 31 DECEMBER 2007

Our Vision

To be a leading local and international research and training entity in the fields of AAC, severe disabilities and early childhood intervention.

Our Mission

Through community engagement to impact the lives of individuals and families by multi-professional training and research in:

- AAC and severe disabilities
- Early childhood intervention
- Technologies for communication
- Policy implementation

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STAFF 2007



Front row: Mrs Karen Vagle, Prof Erna Alant, Ms Gloria Madiba, Miss Kerstin Tönsing and Miss Michal Harty.

Back Row: Miss Alecia Samuels, Prof Juan Bornman, Mr Felix Visagie, Dr Kitty Uys, Mrs Liza Rossetti-Siefe, Mr Simon Mmakola.

Absent: Dr Shakila Dada inserted left and Mr Sett Wai inserted right

TABLE OF CONTENTS

INTRODUCTION	1
AN OVERVIEW: 2007 IN A NUTSHELL.....	2
REPORT-BACK ON ACTIVITIES DURING 2007	3
1. DEGREE TRAINING	
1.1 Degree Training Specialising in AAC	3
1.2 CAAC involvement in Degree Training of other departments.....	3
2. PUBLICATIONS	3
2.1 Papers in ISI accredited/peer reviewed journals	3
2.2 Papers in non-accredited/peer reviewed journals	5
2.3 Informal publications/newsletters	5
2.4 Accepted for publication	5
2.5 Submitted for publication	5
3. TRAINING AND CAPACITY BUILDING	6
3.1 Training and Capacity Building in Research	6
3.2 Community training / tender training	6
3.3 Staff Research.....	8
3.4 Tenders	9
Department of Health	9
Education	9
4. INFORMATION DISSEMINATION ON THE USE OF AAC.....	9
5. VISITORS TO THE CAAC	11
6. CONSULTATIONS	11
7. PAPERS PRESENTED AT CONFERENCES/WORKSHOPS	11
8. CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED.....	12
9. STAFF/CAAC ACHIEVEMENT: SPECIAL INVOLVEMENTS/AWARDS.....	13
10. EXTERNAL EXAMINATIONS/REVIEWERS	13
11. ADVISORY COMMITTEE MEMBERS.....	13
12. CAAC STAFF	13
12.1 CAAC staff funded by the University	13
12.2 CAAC staff funded from private funding	14
12.3 External examiners.....	14
13. VISITS TO OTHER UNIVERSITIES AND CENTRA	14
14. MEDIA	14
15. STUDENT AWARDS	14
16. OBJECTIVES FOR 2008	15
New Organisational Chart - 2007	15
ACKNOWLEDGEMENTS.....	16

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

**Sentrum vir
Aanvullende en
Alternatiewe
Kommunikasie**



- 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

Sentrum vir Aanvullende en Alternatiewe Kommunikasie

University of Pretoria

PRETORIA, 0002

SOUTH AFRICA

INTRODUCTION

The year 2007 was once again a most productive and meaningful year in the CAAC. In relation to staff in the CAAC, we now have two NRF rated scientists as Prof Bornman recently obtained her NRF rating, was promoted to Associate Professor and received acknowledgement as an Exceptional Young Achiever at the University of Pretoria!

Altogether 22 masters students in AAC and Early Childhood Intervention, 12 Honours students and 23 ACE students graduated. Research projects of staff are also increasing as the CAAC are becoming more engaged in team research projects in a dedicated way.

The CAAC staff can boast with 17 accredited research publications in 2007: 5 published in international journals and 12 in local professional journals. This high number of articles in local journals reflects the number of students and staff from the CAAC who participated in the Special Edition of the South African Journal of Occupational Therapy focused on the outcomes of the three-year long research collaboration project between the CAAC and the Mälardalen University in Sweden. There were most significant gains from this collaborative venture and we are most grateful to Prof Mats Granlund and his PhD students for this wonderful opportunity!

Community and tender training activities of the CAAC was once again a major focus area, as more schools and departments request training of teachers and other professionals in AAC and Early Childhood Intervention.

These outputs and expansion of the activities of the CAAC necessitated a re-look of the organisational structure in the CAAC to ensure the development of more autonomous research foci in the CAAC. Please see the New Organizational Chart of the CAAC on the last page of the Annual Report. These changes are also intended to increase support structures in the CAAC for funding, research and community outreach work.

The international stature of the CAAC was once again recognised as it was accepted as one of three international affiliates of the Association of University Centres on Disability (AUCD) in 2007. This association represents 56 American States and is based in Washington DC.

AN OVERVIEW: 2007 IN A NUTSHELL

A. Formal Training
<u>Objectives for 2007:</u> <ul style="list-style-type: none">• Graduation of 2 PhD students, 15 Masters Students and 12 Honours students.• Introduction of new modules and finalisation of the CD ROMs for training. <u>Outcomes for 2007:</u> <ul style="list-style-type: none">• No PhD students graduated, but three students are nearing completion. 22 Masters Students graduated, which consisted of 3 MA (AAC) Research, 5 MA (AAC) Course work and 14 M (ECI) as well as 12 Honours and 23 ACE students.• Two new modules were introduced in the MA (AAC) coursework option. One on AAC devices and another on Positioning for communication, to comply with local needs of therapists regarding AAC devices. The CAAC is currently finalising a CD Rom template to be used for clinical training of students on case studies.
B. Research
<u>Objectives for 2007:</u> <ul style="list-style-type: none">• To maintain a high level of research outputs.• To edit one Special Edition of a journal as the culmination of the CAAC/Sweden research collaboration. <u>Outcomes for 2007:</u> <ul style="list-style-type: none">• 18 Papers were published in ISI accredited journals, 13 papers in locally accredited journals and 5 in international journals..• 2 International book chapters were accepted and 3 articles were accepted in accredited journals.• A further 4 articles have been submitted for publication.• The Special Edition on Positive Functioning, containing 8 articles (5 theoretical based and 3 research based) was published. The journal was changed from the Scandinavian Journal of Rehabilitation to the South African Journal of Occupational Therapy as the latter is accredited, which has subsidy implications.
C. Informal and Community Training
<u>Objectives for 2007:</u> <ul style="list-style-type: none">• To maintain current levels of involvement in community training.• To increase involvement in tenders in schools.• To extend training within the health context in the country. <u>Outcomes for 2007:</u> <ul style="list-style-type: none">• All three the above aims were met as the CAAC is, with increasing frequency, involved in supporting government efforts in education and health service.
D. Funding
<u>Objectives for 2007:</u> <ul style="list-style-type: none">• To investigate further collaborative funding opportunities inside and outside the country. <u>Outcomes for 2007:</u> <ul style="list-style-type: none">• The CAAC has obtained seed money for a tri-lateral cross-cultural research project between South Africa, India and Brazil on Care-givers of children affected by HIV/AIDS. This is a project conducted in partnership with the Centre for the Study of Aids at UP.• The CAAC obtained the status as an international affiliate of the Association for University Centres on Disability in Washington DC in 2007. This membership facilitates networking and collaboration with similar centres in the USA.

REPORT-BACK ON ACTIVITIES DURING 2007

1. DEGREE TRAINING

1.1 Degree Training Specialising in AAC

DEGREE	NUMBER OF STUDENTS		OUTCOMES: SUCCESSFUL COMPLETIONS
Advanced Certificate in Education with Specialization in the Inclusion of Learners with Severe Disabilities (ACE)	Graduates:	23	23 out of 27 students graduated. One student could not continue with her studies due to family problems. Three were retained due to their unsatisfactory performance.
	2 nd year:	27	
	1 st year:	15	
BA Honours in Augmentative and Alternative Communication BA (Hons)(AAC)	Graduates:	12	12 out of the 14 students will graduate. One first year student discontinued his studies due to health reasons. 15 first years successfully completed their first year of study.
	2 nd year:	14	
	1 st year:	20	
Masters in Augmentative and Alternative Communication MA (AAC)	Graduates:	8	3 of the 8 graduates completed the research option. Two of these students obtained their degree cum laude as well as 1 course work option students.
	2 nd year:	6	
	1 st year:	7	
Masters in Early Childhood Intervention M (ECI)	Graduates:	14	All 14 students who registered in 2005 passed the MECI at the end of 2006. Six 1 st year students who enrolled in 2006 dropped out of the course so the class was reduced from 21 to 15. Two students dropped out of the 1 st year group at the beginning of 2007, but the remaining 14 completed the 1 st year successfully.
	2 nd year:	15	
	1 st year:	14	
PhD in Augmentative and Alternative Communication PhD	Graduates:	0	Three students are nearing finalisation of their studies. All students progressed well and should complete their studies pending work-related demands.
	3 rd year:	7	
	2 nd year:	2	
	1 st year:	1	

1.2 CAAC Involvement in Degree Training of other Departments

DEPARTMENT	COURSE	NUMBER OF STUDENTS
Communication Pathology	KMP 311	30 students successfully completed this module. Three of the students obtained distinctions.
Communication Pathology	D.Phil in Communication Pathology	Supervision of two students in progress.

2. PUBLICATIONS

2.1 Papers in ISI accredited/peer reviewed journals

Alant, E. (2007). About being relevant: a comment on Kathard, Naude, Pillay & Ross (2007). *South African Journal of Communication Disorders*, 54, 11-13.

Alant, E., Du Plooy, A., Dada, S., & Owens, R. (2007). The impact of visual sequencing of pictures on the picture-based sentence construction of Grade 2 children. *South African Journal of Communication Disorders*, 54, 105-110.

- Alant, E., Emmett, A., & Samuels, A.** (2007). Disability stakeholders' perspectives regarding social development. *South African Journal of Occupational Therapy*, 37(3), 34-38.
- Almqvist, L., **Uys, C. J. E.**, & Sandberg, A. (2007). The concepts of participation, engagement and flow: A matter of creating optimal play experiences. *South African Journal of Occupational Therapy*, 37(3), 8-13.
- Bornman, J., Alant, E., & Lloyd, L.L.** (2007). A beginning communication intervention protocol: In-service training of health workers. *Education and Training in Developmental Disabilities*, 42(2), 190-208.
- Bornman, J.**, & Almqvist, L. (2007). Editorial: Positive functioning: Exploring its relevance for disability intervention. *South Africa Journal of Occupational Therapy*, 37(3), 2-3.
- Bornman, J.**, & Granlund, M. (2007). Facilitating change in early childhood intervention by using principles from systems theory: An interventionist's perspective. *South African Journal of Occupational Therapy*, 37(3), 4-7.
- Casey, M. A., Tonsing, K. M., & Alant, E.** (2007). Comparison of a non-spoken response mode and a spoken response mode in a test of phonological awareness. *South African Journal of Occupational Therapy*, 37(3), 25-28.
- Dada, S., Alant, E.**, & Granlund, M. (2007). A discussion of individual variability, in activity-based interventions, using the niche concept. *Child: Care, Health and Development*, 33(4), 424-431.
- Harty, M., Alant, E., & Uys, C. J. E.** (2007). Maternal self-efficacy and maternal perception of child language competence in pre-school children with a communication disability. *Child: Care, Health and Development*, 33(2), 144-154.
- Harty, M., Joseph, L., Wilder, J., & Rajaram, P.** (2007). Social networks and support of families: Towards positive family functioning. *South African Journal of Occupational Therapy*, 37(3), 18-21.
- Jakobsson, E., Ylvén, R., & **Moodley, L.** (2007). Problem solving and positive family functioning: Some reflections on the literature from a cross cultural point of view. *South African Journal of Occupational Therapy*, 37(3), 14-17.
- Leech, R., van Wyk, N. C., & **Uys, C. J. E.** (2007). The management of infant developmental needs by community nurses. Part 1: Description of the responsibilities of community nurses with regard to the management of infant developmental needs. *Curationis*, 30(2), 91-103.
- Leech, R., van Wyk, N. C., & **Uys, C. J. E.** (2007). The management of infant developmental needs by community nurses. Part 2: The development of guidelines for the support of community nurses in the management of infant developmental needs. *Curationis*, 30(2), 104-112.
- Luttrupp, A., Norling, M., & **Balton, S.** (2007). Intervention practice for preschool children in need of special support: A comparative analysis between South Africa and Sweden. *South African Journal of Occupational Therapy*, 37(3), 22-24.
- Raghavendra, P., **Bornman, J.**, Granlund, M., & Björck-Åkesson, E. (2007). The World Health Organisation's International Classification of Functioning, Disability and Health: Implications for clinical and research practice in the field of augmentative and alternative communication. *Augmentative and Alternative Communication*, 23(4), 349-361.
- Stobbart, C., & Alant, E.** (2007, September 12). Home-based literacy experiences of severely to profoundly deaf pre-schoolers and their hearing parents. *Journal of Developmental and Physical Disabilities*, DOI 10.1007/s10882-007-9085-1, Article #9. Retrieved November 15, 2007, from <http://0-springerlink.metapress.com.innopac.up.ac.za/content/x88ujw8877451557/?p=fb96aeb971754b7586316bc2f3735d06&pi=8>

Uys, C. J. E., & Harty, M. (2007). Narrowing the gap: Using aided language stimulation (ALS) in the inclusive classroom. *South Africa Journal of Occupational Therapy*, 37(3), 29-33.

2.2 Papers in non-accredited peer reviewed journals

Nel, L., van der Westhuyzen, C. & **Uys, C. J. E.** (2007). Introducing a school-to-work transition model for youth with disabilities in South Africa. *Work*, 29, 13-18.

2.3 Informal publications/newsletters

Interface National Newsletter (April, August and December 2008). Interface and CAAC.

Alant, E. (2007). Training and intervention in South Africa. *The ASHA Leader*, 12(10), 11-12.

Bornman, J. (2006). How to adapt books for children with visual impairments. *Libraries for all reasons*, October-December 2006.

Bornman, J. (2007). Challenging Behaviour: Lessons from a tree. *SALED News*, 27(3), 17-19.

2.4 Accepted for publication:

(Papers in ISI accredited peer reviewed journals are marked with an asterisk *)

Alant, E., & Tonsing, K. M. (in press). Communication, Language and Literacy Learning in Children with Developmental Disabilities. In J. L Matson (Ed.). *Treating Childhood Psychopathology and Developmental Disabilities*.

Bornman, J., Alant, E., & Uys, C. J. E. (in press). From caring to education for children with severe disabilities in a rural context. In F. Columbus (Ed.), *Childhood education*. New York: Nova Publishers.

* **Campbell, N., Alant, E., & Bellis, T.** (in press). The auditory processing of children with attention deficit hyperactivity disorder (ADHD) in the medicated and non-medicated state. *International Journal Audiology*.

* **Herold, M., Alant E., & Bornman, J.** (in press). The use of word prediction to accelerate typing speed and increase spelling accuracy. *South African Journal of Education*.

* **Goldblum, G., & Alant, E.** (in press). Sales assistants serving customers with a traumatic brain injury. *Aphasiology*

2.5 Submitted for publication

Alant, E., & Harty, M. Family Support In Poverty Contexts: What Does It Mean? *Manuscript submitted for publication*.

Dada, S., & Alant, E. The effect of aided language stimulation on the receptive language abilities of children with little or no functional speech. *Manuscript submitted for publication*.

Moolman, N., Alant, E., & Harty, M. The ability of 4-year-old children to recognize basic emotions represented by graphic symbols. *Manuscript submitted for publication*.

Uys, C. J. E. Family support systems of foster parents in a community. *Manuscript submitted for publication*.

3. TRAINING AND CAPACITY BUILDING

3.1 Training and Capacity Building in Research

DATE/ PLACE	NATURE OF CONTACT	PARTICIPANTS	PURPOSE	OUTCOME EVALUATION
25 – 29 June, Pretoria	Basic AAC Training Workshop	CAAC Staff	A week-long workshop that focused on aspects regarding the assessment and intervention of people with little or no functional speech.	Professionals were eager to share the knowledge gained through this program with their colleagues and to build an AAC support network. Some participants want to enrol for formal studies.
2 – 6 July, Pretoria	Advanced AAC Training Workshop	CAAC Staff	A week long workshop that focused on issues affecting people with severe disabilities such as employment, legal issues, intervention, etc.	Second year Honours students attended this course and were most positive. This course needs to be further promoted amongst teachers and therapists working in the field.
20 September, Pretoria	15 th multi- professional AAC Research Symposium	AAC PhD students AAC researchers	A one day seminar focused on building research capacity in AAC in South Africa.	PhD students and interested professionals discussed latest trends in AAC research.
19 - 21 August, Agrenska, Sweden	Research Seminar on Arts & Disability	European Union: Sweden, Portugal, UK, Russia and South Africa	To develop a research application addressing the concept of participation and citizenship of people with disabilities within an arts framework.	The CAAC was approached to participate as a result of the FOFA project where persons with disabilities participate in music activities to increase their level of expression and participation in the broader society. This project is ongoing.

3.2 Community training & tender training

DATE/ PLACE	PARTICIPANTS	CONTENT	OUTCOME EVALUATION
5-8 February, Free State Province	Sisonke inclusion pilot project onsite follow-up training to full service and special schools as resource centers in three districts in the Free state province. Ms G. Madiba and Ms A.E. Samuels.	Follow-up to determine the extent to which knowledge and skills regarding the Guidelines for Inclusive Learning Programmes are being implemented and to support and encourage participants. A second aim was to facilitate the building of relationships among personnel from the different sites of learning and the DBST.	The onsite visit was successful in providing support to educators and district officials and to assist in problem solving the implementation of policy at the different sites of learning. ILST's at most schools are beginning to function effectively, however there are still many barriers and challenges present. These have been submitted to the Department of Education in the form of a report. All participants appreciated the fact that they were provided with onsite assistance and many good relationships were built between facilitators and participants.
14 – 18 May, Pretoria	FOFA: 7 Young adults with severe disabilities and their caregivers. Four of the 2006 participants	The empowerment of youth with disabilities: A self-advocacy and leadership programme.	Trainers had to select 3 participants from the Pretoria region so that they could attend as day students as there is a lack of accessible accommodation

DATE/ PLACE	PARTICIPANTS	CONTENT	OUTCOME EVALUATION
	continued and 3 new participants from the Pretoria region. Staff: Dr C.J.E. Uys, Prof. J. Bornman, Ms A. Samuels, Ms G. Madiba Ms M. Harty and Ms K Tönsing.		on the campus of the University of Pretoria. This remains a challenge as there is a great interest in attending this project. Another challenge is the high costs of this project in terms of manpower and operational costs. Data on Quality of Life was obtained for research objectives and follow-ups will continue until participants reunite in May 2008.
28 - 30 May, East London	Department of Education Eastern Cape. Staff: Ms K. Tönsing and Ms G. Madiba.	A two-day workshop presented to special school teachers and district officials.	Special school teachers in East London area were introduced to the use of Augmentative and Alternative Communication strategies to accommodate learners with severe communication difficulties in their classrooms. After the training teachers voiced the fact that AAC would be useful in facilitating participation and interaction amongst all the learners in the classroom.
1 June, Pretoria	Casa do Sol School. Staff: Prof J. Bornman & Ms A. Samuels.	A one-day workshop on AAC in the Classroom. Teachers were exposed to Augmentative and Alternative Communication strategies to accommodate learners with severe communication difficulties in their classrooms.	Based on the formal and informal feedback from the participants they found the practical format of the workshop very useful and were encouraged to go back to their classrooms and implement some of the strategies and techniques taught. More information on degree courses were requested.
21 - 23 August, Port Elizabeth	Department of Education Eastern Cape Staff: Ms K.Tönsing and Ms G. Madiba.	A two-day workshop presented to special school teachers and therapists employed by the Education Department.	Special school teachers and therapists in Port Elizabeth area were introduced to the use of Augmentative and Alternative Communication strategies to accommodate learners with severe communication difficulties in their classrooms. Teachers and therapists indicated that the course gave them sound practical skills in implementing AAC strategies in the classroom.
8 October, Polokwane	Mitchell House School, Polokwane. Staff: Ms G. Madiba and Dr S. Dada	A one-day workshop for teachers, parents, social workers, occupational therapists and community workers.	Participants were introduced to the use of Augmentative and Alternative Communication strategies to facilitate interaction with people with severe communication problems. Participants voiced their appreciation of the workshop and requested follow-up training in 2008.
11-13 September, Brits	Voorwaarts School, North West. Staff: Ms G. Madiba, Miss M. Harty, Miss A. Samuels and Miss K. Tönsing.	A three-day workshop for teachers in the foundation phase at 3 schools in the North West Province.	Educators from the 3 schools attended the workshop aimed at providing information regarding the use of Aided Language Stimulation to facilitate Inclusion of learners with disabilities in the foundation phase. Teachers expressed a greater understanding of inclusive teaching practices in general as well as the benefit of using ALS in their classroom.

DATE/ PLACE	PARTICIPANTS	CONTENT	OUTCOME EVALUATION
9,16, 23, 30 October, Brits	Dr C.J.E. Uys, Ms A. Samuels, Ms G. Madiba Ms M. Harty, Ms K Tönsing, Mr S. Mmakola and Mrs K. Vagle.	In-situ skills training of teachers in the foundation phase at 3 schools in the North West Province.	Teachers showed improvement and stated that they benefited from the facilitation. They also stated they will continue implementing and training other staff members in their school on the skills they were taught.

3.3 Staff research

PROJECT	PARTICIPANTS	CONTENT	OUTCOME EVALUATION
SANPAD (South Africa Netherlands Research programme on Alternatives in Development) : Including Disability within the context of development: Opportunities, challenges, constraints and strategies	CAAC staff, Dr A.B. Emmett and 29 disability and development stakeholders.	Analyse and describe the policy environment relating to disability in development. Identify and describe development/poverty alleviation programmes incorporating disability into development in SA. Assess degree of communication and interaction between development and disability sector Make recommendations for facilitating integration of disability into development agendas in SA.	29 interviews were conducted with stakeholders from the Disability and Development sectors operating at regional, national and international level in South Africa. There was much interest in the research topic from stakeholders who participated in the study. The results of this project are currently being written up and will be disseminated and discussed at a workshop on the 11 th of February 2008 with interested parties from the disability and development sector. Publications resulting from this project in 2007 include: 1. A policy brief titled "Including Disability in Development" which will be submitted to Government. 2. A manuscript titled "Disability Stakeholders' Perspectives Regarding Social Development" in the South African Journal of Occupational Therapy. 3. A poster titled "Disability and Development" was presented at the SANPAD Poverty Challenge 2007 Conference.
The self-efficacy of caregivers of children affected by HIV/AIDS: A cross-cultural study	IBSA: India, Brazil, South Africa <i>Main collaborators:</i> Dr Sudha Koul, Indian Institute of Cerebral Palsy (IICP), Kolkata, India, Prof Erna Alant, CAAC, UP, SA Mr Pierre Brouard, Centre for the Study of Aids (CSA), UP, SA and Dr Vera Paiva, University of Sao Paulo, Brazil.	The aim of project is to describe perceptions of caregivers of children affected by HIV/AIDS across three countries regarding their own care giving role and efficacy within that role. Based upon this, training material is to be developed that is intended as a tool for encouraging self-reflection amongst caregivers.	Prof Alant and Ms Harty visited India in August to meet the collaborators on the project. A one-day seminar was held where issues were discussed with stakeholders (persons from NGO's and government). The initial field work for the project is scheduled for January 2008 and ethical approval from the University of Pretoria has been obtained for this.
Arts & Disability	European Union: Sweden, Portugal, UK, Russia, South Africa	To develop a research application addressing the concept of participation and citizenship of people with disabilities within the arts	The CAAC was approached to participate in this project due to the FOFA project were individuals with disabilities participate in music activities to increase their level of

PROJECT	PARTICIPANTS	CONTENT	OUTCOME EVALUATION
		framework.	expression and participation in the broader society. This is an ongoing project and a funding application has been submitted.

3.4. Tenders

Department of Health

The CAAC developed a beginning communication AAC package, the Beginning Communication Package (BCP) with funds donated from the Department of Health. The package includes a training manual and DVD, communication boards, 2 communication devices and adapted toys. The completed package was formally presented to representatives of the national Department of Health on the 4th May 2007. Miss A. Samuels also did a presentation at the National Speech Therapy Forum in August 2007 on behalf of the Department of Health to demonstrate and explain the philosophy of the BCP. The response to this presentation was most favourable and the package and was welcomed by the Speech therapy delegates as a very useful resource which they felt should be made available as soon as possible. The next stage is to pilot this package on a sample of health care workers. A proposal was submitted to Mr M. Tshivhase from the Department of Health. Funding still needs to be obtained for this in 2008.

Department of Education

The Sisonke project "Rendering Human Resource Development for the first stage of implementation of Education White Paper 6 on Inclusive Education", a 3-year long tender aimed at training educators and general staff in the pilot project for full service and special schools as resource centres in the Free State Province, was completed in March 2007.

4. INFORMATION DISSEMINATION ON THE USE OF AAC

DATE/PLACE	TRAINERS INVOLVED	PARTICIPANTS	CONTENT	OUTCOME
16 January Department of Human Nutrition, University of Pretoria	Dr C.J.E. Uys	4 th Year students.	The lecture explains the identification of feeding problems for children with severe disability.	This is the students' first contact with severe disabilities and therefore finds the information interesting. The issue of team work is highlighted.
26, January, 23 February 30 March 25 May 31 August 26 October, CAAC, University of Pretoria.	CAAC staff	51 interested professionals, parents and AAC users.	Lecture introducing the latest trends in AAC and the functions and activities of the Centre for AAC. AAC technology is also demonstrated and participants have the opportunity to experiment with the devices hands-on	As these individuals often have little or no exposure to AAC and adaptive equipment for people with disabilities, they found these seminars useful and they grasped the value of implementing AAC strategies. Many stated that they see the CAAC as a valuable resource.
19 July Lily Kirchman Centre. East London.	Prof J. Bornman	Neuro developmental interest group.	<i>You don't have to talk to Communicate!</i> Various AAC options and strategies were described.	Participants found this interactive presentation that utilized videos and demonstrations valuable.
20 July Luanet Smit Practice, East London.	Prof J. Bornman	Speech therapists and audiologists in	The implementation of AAC Intervention Strategies for therapists.	Sincere appreciation was expressed for the opportunity to have this

DATE/PLACE	TRAINERS INVOLVED	PARTICIPANTS	CONTENT	OUTCOME
		the broader East London area.	Specific instructional techniques were highlighted.	workshop, as therapists in this region are isolated, creating a vast need for AAC knowledge and skills.
20 July Green Acres Private Hospital. Port Elizabeth.	Prof J. Bornman	SASHLA Eastern Cape branch.	The implementation of AAC Intervention Strategies for therapists. Specific instructional techniques were highlighted.	The majority of therapists had some AAC background, but found the specific intervention strategies valuable. Lively discussion about AAC implementation in this area came forth.
17 September AAC Colloquium. PENN State University, State College, USA.	Prof J. Bornman	Graduate students and University staff. AAC interest group.	The role and functions of the CAAC with regards to the implementation of AAC in South Africa was described.	Many questions were put forward, and all expressed their surprise that the CAAC is the only centre of its kind in Africa, given the vast AAC need on this continent.
20 October, Port Elizabeth, Occupational Therapist Association	Dr C.J.E. Uys	Occupational therapists and Speech-Language pathologists from schools for children with special needs in the Port Elizabeth region.	The following were addressed in the one-day workshop: Where to start with assessment for assistive technologies for persons with severe disabilities and then planning intervention; What is the role of the Occupational therapists in the AAC team; Adaptation of equipment for function – a functional approach.	The workshop was truly enlightening to all who attended. Dr. Uys has planted a seed for the implementation of AAC. Due to the positive feedback from the attending therapists, a follow-up course will be planned, to evaluate implementations made, and to empower more therapists in the use of AAC strategies.
3 November, Baby Therapy Centre, Pretoria.	Dr C.J.E. Uys	Parents with young children with severe disabilities who are enrolled at the Baby Therapy Centre.	The importance of adapted play for young children was discussed. A variety of switches and battery operated toys as well as beginning digital voice output devices were demonstrated.	This is an area of concern for parents with young children with severe disabilities as appropriate activities are not freely available for children with disabilities. Ideas were shared and parents and therapists want to become members of Interface.
22 November, Tshwane Down Syndrome Association, Centurion	Ms K. M. Tönsing	Parents who are part of the Tshwane Down Syndrome Association	The use of visual strategies to facilitate communication and speech development in young children with Down syndrome	The use of visual strategies and especially total communication (key word signing) is described as best practice for children with Down syndrome in America, but the implementation is still facing some challenges in SA, including a lack of knowledge amongst parents and therapists, as well as a lack of child-friendly SASL resources specifically geared to key word signing.

5. VISITORS TO THE CAAC

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
14 – 18 May	Gail van Tatenhove, Speech Language Pathologist, (USA).	To assist with the Fofa students training and to present the 1 st Neville Cohen memorial lecture.	The one week training was attended by 7 disabled adults with their care givers. The highlight of the week was the memorial lecture which was attended by various guests, the press, and staff members from the University.
4 - 15 June	Dr Susan Bashinski, Research Assistant Professor with the Beach Center on Disability at the University of Kansas, United States of America.	Presented a workshop entitled "Introduction to the Etiologies and Characteristics Associated with Learners who have Deaf-Blindness".	A successful workshop attended by teachers, parents and therapists. This is an area where there is relatively little experience in SA and all felt that the workshop contributed to building knowledge and skills' basis.
30 July to 2 August	Dr Rajinder Koul, Associate Dean for Research at the Texas Tech University Health Sciences Center, USA.	Presented a workshop entitled "Role of technology in advancing clinical and educational practices in AAC".	An exciting and successful workshop. All participants commented on Dr Koul's ability to demystify the use of research in clinical practice. Using AAC with adults should be further explored in South Africa.
17 October	Prof S. Books, Department of Secondary Education, SUNY, New Paltz, New York.	Discussion meeting on the "No Child left behind" law in the USA.	Challenges related to the implementation of this policy (e.g. frequent re-testing) were discussed.
18 October	Mrs Marie Schoeman Deputy Director, Special Needs Education, Mr V. Mngometulu, Mrs G. Dlamini, Ms H. Magagula, Mr M. Dlamini, Mr J. Mzileni.	Delegation of 5 teachers from Swaziland visited the CAAC with the Department of Education.	To explore the activities of the CAAC, and to discuss the possibility of enrolling teachers from Swaziland in some of the formal training courses offered by the CAAC.

6. CONSULTATIONS

A total of **24** AAC consultations were undertaken in 2007 by staff of the CAAC which included **2** medico-legal consultations and **2** assessments out of rooms in a rehabilitation clinic.

7. PAPERS AND POSTERS PRESENTED AT CONFERENCES/WORKSHOPS

DATE & VENUE	NAME	PAPER PRESENTED
5 May	Ms G. Madiba & Mrs P. Androliakos , M(AAC) student	Presentation: NAPTOSA Intersen conference, Wits Education Campus. <i>Enhancing language and Literacy Development through Augmentative and Alternative Communication (AAC)</i> , Johannesburg.
15 June	Ms A.E Samuels	2 nd International Society for Early Intervention Conference. Paper presented. <i>Minding the gap! Transdisciplinary service delivery within the South African context. Crossing the bridge from theory to practice.</i> Zagreb: Croatia.
5 July	Dr C.J.E. Uys	Key note address 31 st OTASA Congress. <i>Together today determines tomorrow.</i> University of Pretoria, Pretoria.
7 July	Dr C.J.E. Uys	Presentation. <i>Empowerment process of people with severe communication disabilities – the way to employment.</i> 31 st OTASA Congress University of Pretoria, Pretoria.
27 July	Ms A.E Samuels & Ms G. Madiba	Presentation: <i>Using Augmentative and Alternative Communication in the classroom.</i> Inclusion conference, Down syndrome Tshwane, Pretoria.

DATE & VENUE	NAME	PAPER PRESENTED
7 August	Prof E. Alant & Miss M. Harty	Seminar: <i>Self-efficacy of caregivers of children infected or affected by HIV/AIDS: A cross cultural study</i> . Indian Institute for Cerebral Palsy, Kolkatta, India.
7 August	Ms A.E. Samuels	Presentation: <i>The Beginning Communication Package</i> . 3 rd Inaugural National Speech therapy and Audiology forum. Stellenbosch, Western Cape.
15 August	Prof E. Alant	Workshop: <i>Children with little or no speech in South Africa: The need for Augmentative and Alternative Communication</i> . The SA Association for the Scientific Study of Mental Handicap. Johannesburg Hospital, Johannesburg.
5 September	Dr C.J.E. Uys	<i>Empowerment – case studies of people with severe disabilities</i> , OTARG congress, Zanzibar.
24 September	Prof J. Bornman	<i>Lost in translation: Examples from the Mullen Scales of Early Learning and the Ages and Stages Questionnaire</i> . Paper presented at the CRADL (Center for Research on A-Typical Development and Research) Works in Progress Seminar. Georgia State University, Atlanta, USA.
26 October	Prof E. Alant	Presentation: <i>Disability, Poverty and Participation: Participation patterns of children in an inclusive play park developed to facilitate social reconstruction</i> . ICF-Y: A common language for the health of children and youth. San Servolo Island, Venice, Italy.
12 November	Prof E. Alant, Prof L.L. Lloyd & Prof Diane Bryen	Presentation: <i>International research and training partnerships: Benefits and strategies</i> . AUCD. Washington D.C., USA.
20 November	Prof E. Alant	Workshop: <i>The use of AAC strategies to enhance communication: How do we start?</i> Rehabilitation Conference, Modern Rehabilitation: The Holistic Approach. Tawam Hospital, Al Ain, United Arab Emirates.
22 November	Prof E. Alant	Key note address: <i>Augmentative and Alternative Communication and its role in rehabilitation of people with severe disabilities</i> . Rehabilitation Conference, Modern Rehabilitation: The Holistic Approach. Tawam Hospital, Al Ain, United Arab Emirates.
22 November	Ms A.E Samuels	Presentation: <i>The Beginning Communication package - An early communication intervention programme for children with little or no functional speech</i> . UNICEF, Early Childhood Development Knowledge Building Seminar, Pretoria.

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

DATE	NAME	CONFERENCE/SEMINAR/WORKSHOP/
15 - 19 January	Ms. A.E. Samuels	University of Pretoria Induction programme. CSIR, Pretoria.
23 April	Dr C.J.E. Uys; Prof J. Bornman	Workshop on Evidence-based practice, School of Therapeutic Sciences, University of Witwatersrand.
May-August	Prof E. Alant Prof J. Bornman Dr C.J.E. Uys Ms M. Harty Ms A.E. Samuels Ms K. Tonsing Mrs E.J.C. Rossetti-Siefe	Northern Sotho course (Sepedi). University of Pretoria.
7 - 8 August	Ms A.E. Samuels	3 rd Inaugural National Speech therapy and Audiology Forum. Stellenbosch. Western Cape.
12, 19 November	Ms A.E Samuels	E-portfolio pilot training. Department of Education Innovation, University of Pretoria. Pretoria.
22 November	Prof J Bornman	UNICEF, Early Childhood Development Knowledge Building Seminar, Pretoria.
3-4 December	Mrs E.J.C. Rossetti-Siefe	<i>“Becoming the Best Team Secretary/Administrator”</i> at Biztech in Johannesburg.

9. STAFF/CAAC ACHIEVEMENT: SPECIAL INVOLVEMENTS/AWARDS

- Prof E Alant was elected as Vice-President of the International Society for Augmentative and Alternative Communication (ISAAC) for a term of two years 2007-2008
- Prof E Alant's term as Associate Editor of the AAC Journal was extended for two more years
- Prof J. Bornman was co-editor of the special edition on Positive Functioning for the *South Africa Journal of Occupational Therapy*.
- Prof J. Bornman acted as reviewer for 2 articles in the Journal of Childhood Psychology and Psychiatry (JCPP)
- Ms A.E. Samuels and Ms M. Harty were appointed as full time staff members as of the 1st of January 2007.
- Dr C.J.E. Uys was recognized by the International Who's Who Historical Society as a member.
- Ms A.E. Samuels was selected by the Department of Education Innovation at UP to assist in the development of their diamond model of teaching and learning.
- Four PhD students received NRF grants for their studies: Sadna Balton, Neethie Joseph, Priya Rajaram and Michal Harty.
- Four PhD students received NRF grants for their studies: Sadna Balton, Neethie Joseph, Priya Rajaram and Michal Harty.
- Two first year M (AAC) students, namely P.L. Daniels and C.L. Breetzke Received a bursary from the NRF attached to Prof J. Bornman's IRDP grant.
- Five M (AAC) students received bursaries from the NRF attached to Prof J. Bornman's Thuthuka grant. These students consisted of 2 first year students (A. Nortje and G. Zwarts) as well as 3 second year students (L. de Jager, E. Johnson and J. Ho). All three the second year students successfully completed their studies.
- Helen Madira, a teacher in Limpopo province participated in the National teacher's award competition at national level and won both district and provincial levels.

10. EXTERNAL EXAMINATIONS / REVIEWERS

1. Prof E. Alant acted as external examiner for the University of Kwa Zulu Natal, Speech and Hearing Therapy Department, Augmentative and Alternative Communication, Severe Communication Disorders & Early Childhood Intervention modules.
2. Prof J. Bornman acted as external examiner for the Stellenbosch University, Speech and Hearing Therapy Department, SPH 411 (June exam). Due to re-curriculumization this subject was presented to fourth year students during the first semester and examined in June 2007.
3. Prof J. Bornman acted as external examiner for the Stellenbosch University, Speech and Hearing Therapy Department, SPH 343 (November exam). Due to re-curriculumization this subject was presented to third year students during the second semester and examined in November 2007.
4. Prof J. Bornman acted as external reviewer for the University of Limpopo: Medunsa Campus for four 4th year scripts (REMR 103).

11. ADVISORY COMMITTEE MEMBERS

Prof Erna Alant (Director: CAAC)
Prof Juan Bornman (Co-ordinator: CAAC)
Ms Maureen Casey (Vice President, Interface, Kwa Zulu Natal)
Mr Graham Clarke (AAC User)
Mrs Kagiso Chikane (Director: Meraka Institute, CSIR)
Mrs Matsebula Sebenzile (Executive Director: African Access Holding (Pty) Ltd)
Prof Michael Samuel (Professor: Faculty of Education, University of KwaZulu-Natal)
Mr Maluta Tshivhase (Acting Director-General: Department of Health)
Prof Isabel Uys (Professor Emeritus: University of Pretoria)

12. CAAC STAFF

12.1 CAAC Staff Funded by the University

Director: Prof E. Alant: 40 hours per week.
Associate Professor: Prof J. Bornman: 40 hours per week.

Senior Lecturer: Dr C.J.E. Uys: 40 hours per week.
Lecturer: Ms M Harty: 40 hours per week.
Lecturer: Ms A. Samuels: 40 hours per week.
Departmental Administrator: Mrs E.J.C. Rossetti-Siefe: 40 hours per week.

12.2 CAAC Staff Funded From Private Funding

Lecturer: Dr S. Dada: 10 hours per week.
Junior Lecturer: Ms G. Madiba: 40 hours per week.
Junior Lecturer: Ms K.M. Tonsing: 40 hours per week.
Disability Consultant: Mr M. Pistorius: 25 hours per week until 30 April 2007.
Disability Consultant: Mr F. Visagie: 15 hours per week from 1 September 2007.
Disability Consultant Assistant: Mr S. Mmakola: 15 hours per week.
Research Assistant: Mrs K. Vagle: from 1 February to 31 October 2007, 12 hours per week.
Subject specialists: Mr E. Fourie, University of the Johannesburg (Legal issues: Honours in AAC-Coursework).
Disability Consultant: Mr Z. Joubert: 5 hours per month to assist with Open Days.

12.3 External examiners:

Mrs S. Balton, Department of Speech Therapy, Chris Hani Baragwanath Hospital (Masters in ECI – Coursework, 1st years).
Ms E. Coetzee, Lecturer in Private Law, Faculty of Law, University of Johannesburg (Honours in AAC)
Mrs. M. Herold, Private Practice (Masters in AAC – Coursework).
Mrs K. Joubert, Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand (Masters in ECI – Coursework, 2nd years).
Dr Janice Light, Department of Communication Pathology, Faculty of Human Development, Penn State University, State College, USA, (Masters in AAC – Research).
Mrs E.B.M. Mophosho, Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand (ACE in severe disabilities).
Ms E. Moolman, New Hope School (Honours and Masters in AAC – Coursework).
Mrs N. Moolman, Private Practice (Honours and Masters in AAC – Coursework).
Mrs L. Nel, Pretoria CP School (Honours in AAC - Coursework).
Dr Lisa Puffpaff, Department Special Education, Ball State University, USA. (Masters in AAC - Research).
Ms J. Rose, Private Practice (Masters in AAC – Coursework).
Mrs I. Strauss, Private Practice (Masters in AAC - Coursework).

13. VISITS TO OTHER UNIVERSITIES AND CENTRA

Prof J. Bornman undertook a research visit to the United States of America (10 September – 8 October 2007) and spent time at 3 different Universities (Temple University in Philadelphia, Penn State University in State College and Georgia State University in Atlanta).

14. MEDIA

Tukkievaria: Dr J. Bornman, Uitnemende akademiese presteeders word beloon, - 24 (1), 15 Junie 2007
Tukkievaria: Aanvangskommunikasie-pakket. 24(1) 15 Junie 2007.
Vrouekeur: Mag maar droom - 28 September 2007.

15. STUDENT AWARDS

Mayer-Johnson Company Award for the outstanding BA Hons (AAC) student was presented to Mrs M.R. Aaronson.
Kagisano Financial Services Award for the best progress in BA Hons (AAC) student was presented to Mr A.B. Roberts.
Semantic Compaction Systems Student Award for the most outstanding research thesis in Augmentative and Alternative Communication at the April Graduation ceremony was presented to Mrs I. Strauss.

16. OBJECTIVES FOR 2008

A. Formal Training
Graduation of 20 masters students and finalisation of 2 PhD research studies .
B. Research
<ul style="list-style-type: none"> Finalisation of the three-year SANPAD research project on Disability and Development Finalisation of the preparatory phase of the India-Brazil-South Africa (IBSA) tri-lateral project on Caregivers of Children Affected by HIV/AIDS.
C. Informal and Community Training
<ul style="list-style-type: none"> Continuation of tender training in schools and the community. Specific attention will be paid to increase community training activities in Mamelodi in compliance with the new vision of the University of Pretoria's service learning activities.
D. Funding
<ul style="list-style-type: none"> One of the main funding projects for the year will be to obtain funding for the Early Childhood Intervention project planned on the Mamelodi Campus. This is specifically aimed at the development at an Inclusive Play Park for regular children, children with disabilities and those with chronic diseases.
E. Organisational
<ul style="list-style-type: none"> External Evaluation of the CAAC in 2008. Implementation of the New Organization Chart of the CAAC (see Below).

NEW ORGANISATION CHART – 2007 (all activities included) DIRECTOR: EXCO members: AAC, EI, Research & Support				
MAIN PROGRAM AREAS	AAC and SEVERE DISABILITIES	EARLY CHILDHOOD INTERVENTION	RESEARCH	SUPPORT FUNCTIONS
DEGREE TRAINING	ACE in Severe Disabilities (<u>Distance Education</u>) Honors in AAC (<u>Humanities</u>) MA in AAC (<u>Humanities</u>) 2 Pre-graduate modules: Communication Pathology (<u>Humanities</u>)	Masters in Early Childhood Intervention (<u>Health Sciences</u>)	MA research PhD in AAC & Early Childhood Intervention <i>PhD programs with other departments, e.g. Com Path (<u>Humanities and Health Sciences</u>)</i> <u>Ethical clearance</u>	Administration/ reception Financial control/planning Grant/funding application support Human Resource CAAC website Newsletter Recruitment/ marketing
PRIMARY RESPONSIBILITY <i>Line-responsibility/ Performance appraisals</i>	Associate Professor (UP) •Lecturer (UP) •Junior Lecturer (External)	Senior Lecturer (UP) •Lecturer (UP)	Professor/Director (UP) •Junior Lecturer (External) •Research coordinator	Administrator (UP) •Research: Admin Assistant •Disability support/clerical (15 hours part time: UP) •Disability consultant
COMMUNITY ENGAGEMENT	Team Consultations Open days Teacher project: North West Tenders: DoE Tender: Dept of Health BCI FOFA leadership Medico-legal work International Expert workshops	Mamelodi play park EI project	SANPAD development research project (3yrs) IBSA research project (1-3 yrs)	Training organization/ registrations/ handouts Catering Accommodation/ Travel Payments Fundraising

ACKNOWLEDGEMENTS

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**FIRST RAND FOUNDATION
MAY & STANLEY SMITH TRUST
NATIONAL RESEARCH FOUNDATION
SANPAD
NEVILLE COHEN TRUST**

Appreciation is also expressed towards the following companies for donating the 3 cash prizes awarded to students:

**MAYER-JOHNSON COMPANY
KAGISANO FINANCIAL SERVICES
SEMANTIC COMPACTION SYSTEMS**

The following associations and institutions are acknowledged with gratitude:

INTERFACE, SOUTH AFRICA

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**Centre for the Study of AIDS
Department of Communication Pathology
Department of Occupational Therapy
Department of Educational Psychology
Department of Sociology
Department of Statistics
Department of Education Innovation (EI)
Department of Information Technology
Video Production Unit, Tuks
Academic Information Services (Library)**

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



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