



University of Pretoria

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

***ANNUAL REPORT***

***1 JANUARY TO 31 DECEMBER 2008***

### **Our Vision**

To be a leading local and international research and training entity in the fields of Augmentative and Alternative Communication, 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 2008**



**Front row:** Mrs Karen Vagle, Miss Michal Harty, Mrs Liza Rossetti-Siefe, Prof Erna Alant (Director), Ms Gloria Ledwaba.  
**Back row:** Miss Alecia Samuels, Dr Shakila Dada, Mrs Karin van Niekerk, Miss Kerstin Tönsing, Mr Simon Sikhosana, Dr Kitty Uys, Prof Juan Bornman.

## TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>1</b>
<b>AN OVERVIEW: 2008 IN A NUTSHELL.....</b>	<b>3</b>
<b>REPORT-BACK ON ACTIVITIES DURING 2008 .....</b>	<b>4</b>
<b>1. DEGREE TRAINING</b>	
1.1 Degree Training offered by the CAAC .....	4
1.2 CAAC involvement in Degree Training of other UP Departments.....	4
<b>2. PUBLICATIONS .....</b>	<b>5</b>
2.1 Papers in ISI accredited/peer reviewed journals .....	5
2.2 Book chapters.....	5
2.3 Reports .....	5
2.4 Informal publications/newsletters .....	5
2.5 Accepted for publication .....	5
2.6 Submitted for publication .....	6
<b>3. TRAINING AND CAPACITY BUILDING .....</b>	<b>6</b>
3.1 Training and Capacity Building Events .....	6
3.2 Tender Training Projects .....	9
3.2.1 Gauteng Department of Education.....	9
3.2.2 Eastern Cape Department of Education.....	10
3.3 Community engagement projects .....	10
3.3.1 Early Childhood Intervention and AAC in Mamelodi.....	10
3.3.2 Youth Leadership Empowerment Project (FOFA) .....	10
<b>4. INFORMATION DISSEMINATION ON THE USE OF AAC .....</b>	<b>11</b>
<b>5. VISITORS TO THE CAAC .....</b>	<b>11</b>
<b>6. CONSULTATIONS.....</b>	<b>12</b>
<b>7. PAPERS PRESENTED AT CONFERENCES/WORKSHOPS .....</b>	<b>12</b>
<b>8. CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS     ATTENDED.....</b>	<b>14</b>
<b>9. STAFF/CAAC ACHIEVEMENT: SPECIAL INVOLVEMENTS/AWARDS .....</b>	<b>14</b>
<b>10. EXTERNAL EXAM REVIEWS DONE BY CAAC STAFF .....</b>	<b>15</b>
<b>11. ADVISORY COMMITTEE MEMBERS .....</b>	<b>15</b>
<b>12. CAAC STAFF .....</b>	<b>15</b>
12.1 CAAC staff funded by the University.....	15
12.2 CAAC staff funded from private funding.....	16
12.3 External examiners.....	16
<b>13. VISITS TO OTHER UNIVERSITIES AND CENTRA.....</b>	<b>16</b>
<b>14. MEDIA.....</b>	<b>16</b>
<b>15. STUDENT AWARDS .....</b>	<b>17</b>
<b>16. OBJECTIVES FOR 2009 .....</b>	<b>17</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>18</b>



2006	Laureate Award, Education Innovation for the Fofa Project	2002	Shirley McNaughton Award for Exemplary Communication received from the International Society for Augmentative and Alternative Communication
2004	T-Systems Age of Innovation & Sustainability Awards: Excellence in Innovation and Sustainability: Social	1998	Rolex Award for Enterprise: Associate Laureate
2003	National Science & Technology Awards: Corporate Organization over the last ten years.	1995	Education Africa Presidential Award for Special Needs

## INTRODUCTION

As the Centenary Celebrations of the University of Pretoria draw to a close, it is with great gratitude that I can once again reflect on a most productive and exciting year in the life of the CAAC.

In the first part of the year, we were privileged to host one of the most prominent people in the field of AAC and Severe Disabilities, Dr Pat Mirenda from University of British Columbia who delivered a workshop on *Challenging Behaviour and Inclusion of Students with Severe Disabilities*. She also presented the Neville Cohen Memorial lecture entitled *AAC: A Bridge Over Troubled Waters*. Her presentations were not only thought provoking to both researchers and teachers, but also challenged some systemic issues within educational practice.

This was also a special year in that the CAAC was externally evaluated by a team consisting of one international AAC expert and four local professionals and community representatives. We are most grateful for an encouraging and positive review that once again confirmed the exceptional quality of training and research offered by the CAAC. This process was particularly important in view of the pending leadership change in the CAAC as Prof E Alant accepted a position at Indiana University, USA, to start in January 2009.

Apart from the continued training on Honours and Masters levels, this year also saw the finalisation of at least two main research projects in the CAAC, 2 PhD students finalising and one submitting whilst at least two other PhD students are progressing to submit early 2009. Four PhD students also had the opportunity to co-present their work at the International Society of AAC (ISAAC) conference in Montreal, Canada, which provided an invaluable learning opportunity.

Two of the CAAC staff also received awards during this year: Prof Alant received an award from the American Association for Intellectual and Developmental Disabilities for her contribution to the field within the international arena, whilst Alecia Samuels received an Education Innovation Award for her exceptional contribution to online training in the Masters of Early Childhood Intervention. Towards the end of 2008, the CAAC also moved its administrative base from the Faculty of Education to the Faculty of Humanities. This move will facilitate interaction between the administration of the CAAC and the faculty as both are housed on the same campus.

Finally, a personal note from the out-going Director of the CAAC, Prof E. Alant:

*"I founded the CAAC in 1990 with the support of Prof Izak Hay and Prof Isabel Uys in the Department of Communication Pathology: since then, the CAAC was allowed to expand and become an independent Centre at the University of Pretoria. This independence enabled the staff in the CAAC to not only open their wings, but to fly.*

*The past 18 years were not only most interesting and rewarding, but enhanced my understanding of issues surrounding disabilities, particularly in developing countries for which I will always be most appreciative. I sincerely believe that my further endeavours as a Chair in Special Education at Indiana University, USA will provide us with new opportunities for collaboration to work for what we believe in - the belief that all can and should be able to communicate!*

*Thank you to the special staff at the CAAC whose dedication and commitment to quality training and research I will always value very highly. A special "thank you" also to the advisory committee members, UP top management, Interface, colleagues in other UP departments as well as those in government departments and private institutions who support the CAAC on an ongoing basis.*

*The CAAC was able to grow and develop largely because of your continued support. It was indeed a privilege to work with you all. I have no doubt that the CAAC will go from strength to strength!*

*Ema Alant.*

## AN OVERVIEW: 2008 IN A NUTSHELL

<b>A. Formal Training</b>
<b><u>Objectives for 2008:</u></b> <ul style="list-style-type: none"><li>• Finalisation of 2 PhD research studies.</li><li>• Graduation of 21 Masters students.</li></ul> <b><u>Outcomes for 2008:</u></b> <ul style="list-style-type: none"><li>• 2 PhD students finalised their studies and completed their oral defences, with a third student expected to submit in January 2009.</li><li>• 4 PhD students presented their research at the International ISAAC conference in Montreal.</li><li>• 21 Masters students graduated (15 in the ECI strand, 6 in the AAC strand (3 did research and 3 did coursework).</li><li>• 15 BA (Hons) students graduated.</li><li>• 14 ACE students graduated.</li></ul>
<b>B. Research</b>
<b><u>Objectives for 2008:</u></b> <ul style="list-style-type: none"><li>• Finalisation of the three-year SANPAD research project on Disability and Development.</li><li>• Finalisation of the India-Brazil-South Africa (IBSA) tri-lateral project on Caregivers of Children affected by HIV/AIDS.</li></ul> <b><u>Outcomes for 2008:</u></b> <ul style="list-style-type: none"><li>• The SANPAD project was completed and the report finalised and distributed at the Annual AAC Research Seminar. This report, with ISBN 978-86854-687-9 is also published on the web, and can be retrieved from <a href="http://www.caac.up.ac.za">www.caac.up.ac.za</a>.</li><li>• A manuscript on the India Brazil, South Africa (IBSA) project entitled <i>The Self-efficacy of Caregivers of Children Affected by HIV/AIDS: A Cross-Cultural Study</i> was finalised and submitted.</li></ul>
<b>C. Informal and Community Training</b>
<b><u>Objectives for 2008:</u></b> <ul style="list-style-type: none"><li>• Continuation of Government tenders training in schools and the community.</li><li>• 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.</li></ul> <b><u>Outcomes for 2008:</u></b> <ul style="list-style-type: none"><li>• A systematic increase in the requests for Government tenders to train teachers in schools was experienced, and 2 training workshops were conducted in the Eastern Cape, as well as a project in Gauteng.</li><li>• A formal project to train teachers in curriculum adaptation in North West was also conducted.</li><li>• A project to support parents of young children as well as parents of children with disabilities in Mamelodi was established and various training workshops were held in support of building a strong base for service learning opportunities for students.</li></ul>
<b>D. Funding</b>
<b><u>Objectives for 2008:</u></b> <ul style="list-style-type: none"><li>• 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 of an Inclusive Play Park for regular children, children with disabilities and those with chronic diseases.</li></ul> <b><u>Outcomes for 2008:</u></b> <ul style="list-style-type: none"><li>• A proposal was written and submitted to the Department of Institutional Advancement. .</li></ul>
<b>E. Organisational</b>
<b><u>Objectives for 2008:</u></b> <ul style="list-style-type: none"><li>• External Evaluation of the CAAC in 2008.</li><li>• Implementation of a new organization chart in the CAAC.</li></ul> <b><u>Outcomes for 2008:</u></b> <ul style="list-style-type: none"><li>• The External evaluation of the CAAC was conducted in September and the report was submitted to UP management.</li><li>• Due to the pending change in leadership, a transitional committee was established to ensure a smooth transition in leadership. A new executive committee was established in early June to take the process further.</li></ul>

## REPORT-BACK ON ACTIVITIES DURING 2008

### 1. DEGREE TRAINING

#### 1.1 Degree Training offered by the CAAC

DEGREE	NUMBER OF STUDENTS		OUTCOMES: SUCCESSFUL COMPLETIONS
Advanced Certificate in Education with Specialization in the Inclusion of Learners with Severe Disabilities (ACE)	Graduates	26	26 students graduated this year during the April graduation ceremony. All 15 students (representing the final intake) completed their first year in 2007 and 14 successfully completed their studies at the end of 2008. The student will write a special exam during June 2009 after attending tutor sessions.
	Final year	15	
BA Honours in Augmentative and Alternative Communication BA (Hons) (AAC)	2 <sup>nd</sup> year	15	15 students successfully graduated this year. 28 students enrolled for the first year. 3 have postponed their studies due to financial reasons and 2 due to personal illness.
	1 <sup>st</sup> year	28	
Masters in Augmentative and Alternative Communication MA (AAC)	Graduates	6	Six students graduated: 3 coursework students and 3 research-based students. 1 Student in each group was awarded the degree Cum Laude. Originally 7 students enrolled but 2 withdrew, 1 due to funding and 1 due to personal family reasons.
	2 <sup>nd</sup> year	6	
	1 <sup>st</sup> year	7	
Masters in Early Childhood Intervention M (ECI)	Graduates	15	All 15 students who registered in 2005, graduated in 2007. One student passed Cum Laude. One student who enrolled in 2006 had to suspend her studies after the first year due to personal constraints and the rest of the class passed their 2 <sup>nd</sup> year, hence 13 students will graduate in 2008. One 1 <sup>st</sup> year student deregistered after the first semester and one student has to re-do the first year after failing the research module.
	2 <sup>nd</sup> year	13	
	1 <sup>st</sup> year	17	
PhD in Augmentative and Alternative Communication PhD	Graduates:	2	Two PhD students successfully completed their studies. The rest of the group are progressing well and four of the 3 <sup>rd</sup> years finalized their fieldwork. Four PhD students had poster presentations at the ISAAC conference in Montreal which were well received.
	3 <sup>rd</sup> year:	7	
	2 <sup>nd</sup> year:	2	
	1 <sup>st</sup> year:	1	

#### 1.2 CAAC Involvement in Degree Training of other UP Departments

UP DEPARTMENT	COURSE	NUMBER OF STUDENTS
Communication Pathology	KMP 310	All 40 students successfully completed the semester module KMP 310. Six students passed with distinction.
Communication Pathology	D.Phil in Communication Pathology	Both students are progressing satisfactorily, and it is expected that S. Balton will complete her studies in 2009 and L. Moodley the following year.



## 2. PUBLICATIONS

Published

### 2.1 Papers in ISI accredited/peer reviewed journals

**Dada, S., & Alant, E.** (2009). The effect of aided language stimulation on the receptive language abilities of children with little or no functional speech. *American Journal of Speech Language Pathology*, 18(1).

**Goldblum, G., & Alant, E.** (2009). Sales assistants serving customers with a traumatic brain injury. *Aphasiology*, 23(1), 87-109.

**Herold, M., Alant E., & Bornman, J.** (2008). The use of word prediction to accelerate typing speed and increase spelling accuracy. *South African Journal of Education*, 28(1), 117-133.

**Stobbart, C., & Alant, E.** (2008). Home-based literacy experiences of severely to profoundly deaf pre-schoolers and their hearing parents. *Journal of Developmental and Physical Disabilities*, 20(2), 139-152.

**Visser, N., Alant, E., & Harty, M.** (2008). Which Graphic Symbols do 4-Year-Old Children Choose to Represent Each of the Four Basic Emotions? *Journal of Augmentative and Alternative Communication* 24(4), 302-312.

### 2.2 Book chapters

**Alant, E., Uys, C. J. E., & Tönsing, K. M.** (2008). Communication, Language and Literacy Learning in Children with Developmental Disabilities. In J. L. Matson, F. Andrasik & M. L. Matson (Eds.). *Treating Childhood Psychopathology and Developmental Disabilities* (pp. 373-399). New York: Springer.

**Bornman, J., Alant, E., & Uys, C. J. E.** (2008). From caring to education for children with severe disabilities in a rural context. In A. T. Waddell and R. M. McBride (Eds.), *New Research on Early Childhood Education* (pp. 139 – 167). New York: Nova Publishers.

### 2.3 Reports

**Emmett, T., & Alant, E.** (2008). *Report for the South Africa Netherlands Research Programme on Alternatives in Development (SANPAD): Including Disability within the Context of Development: Opportunities, Challenges, Constraints and Strategies*. University of Pretoria: Pretoria, South Africa. ISBN: 973-1-86854-687-9.

### 2.4 Informal publications/newsletters

**Bornman, J.** (2008). Nagangs of nagmerrie? *Baba & Kleuter, Junie uitgawe*, 44-45.

**Bornman, J.** (2008). "Ek kan sien wat my baba sê!" Die gebruik van baba gebare. *Baba en Kleuter, Julie uitgawe*, 66-70.

**Bornman, J.** (2008). "I See What Baby Says!" Exploring The Role Of Speech-Language Pathologists In Baby Signing. *Communiphon*, 348, 28-29.

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

### 2.5 Accepted for publication:

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

**Bornman, J., & Rose, J.** (in press). Believe all can achieve. Pretoria, South Africa: Van Schaik.

\* **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 of Audiology*.

2.6 Submitted for publication

**Alant, E., & Harty, M.** Family support in poverty contexts: What does it mean? *Manuscript submitted for publication*.

**Alant, E., Kolatsis, A., & Lilienfeld, M.** The effect of sequential exposure of color conditions on time and accuracy of graphic symbol location. *Manuscript submitted for publication*.

**Alant, E., & Tönsing, K.M.** Caregiving perceptions and self-ratings of caregivers of children affected by HIV/AIDS: An exploration. *Manuscript submitted for publication*.

**Bornman, J., Alant, E. & Du Preez, A.** Translucency and learnability of Blissymbols in different countries: An exploration. *Manuscript submitted for publication*.

**Bornman, J., Sevcik, R.A., Romski, M.A., & Pae, H.K.** Developmental assessments across languages and cultures: A preliminary study. *Manuscript submitted for publication*.

**Tönsing, K.M., Higham, S., & Alant, E.** Grade R teachers' interactions during storybook reading: A South African study. *Manuscript submitted for publication*.

**Johnson, E., Bornman, J., & Alant, E.** Parents' perceptions of home reading activities. *Manuscript submitted for publication*.

### 3. TRAINING AND CAPACITY BUILDING

#### 3.1 Training and Capacity Building Events

DATE & PLACE	PARTICIPANTS	ORIGIN AND AIM	OUTCOME EVALUATION
15 January Hamman- kraal, Pretoria	Prof E. Alant Ms K. Tönsing Ms R. Mohlahlane (Centre for Study of AIDS, UP) Research assistants: Prof J. Bornman Dr C. Uys Ms A. Samuels Ms M. Harty Ms G. Ledwaba Mr S. Sikhosana and 28 research participants	Collaborative research project: India, Brazil and South Africa (NRF). <i>The Self-Efficacy of Caregivers of Children Affected by HIV/AIDS: A Cross-Cultural Study.</i> Pilot study on the caregiving perceptions and self-evaluation of caregivers of children affected by HIV/AIDS.	Caregivers of children affected by HIV/AIDS participated in this pilot study. The study was aimed at understanding participants' perceptions on what a good caregiver is. Data was obtained from 2 focus groups and thereafter individual rating scales were completed. Interesting trends were noted, namely that caregivers rated their own competence highly and that caregivers defined their role mainly in terms of providing for basic needs. A manuscript about the study has been completed and submitted to a journal.
11 February CAAC, Pretoria	Prof E. Alant Dr A. Emmett Ms A. Samuels and 50 delegates	SANPAD (South Africa Netherlands Research programme on Alternatives in Development): <i>Including Disability within the Context of Development: Opportunities, Challenges, constraints and Strategies.</i>	A workshop was held at the CAAC and was attended by over 50 delegates, including people with disabilities, representatives of disabled people's organisations, disability advocates, policy analysts,

DATE & PLACE	PARTICIPANTS	ORIGIN AND AIM	OUTCOME EVALUATION
		Feedback workshop to members of the Disability and Development Community on the main findings of the research study.	therapists and academics. Conspicuous in their absence was representation from the development sector which is sadly indicative of one of the major findings of the study, i.e. that development agencies do not place a very high priority on disability. Important networks were, however, fostered between the various delegates.
28 February CAAC, Pretoria	Prof J. Bornman Ms A. Samuels Ms G. Ledwaba and 24 participants.	Department of Education. Training on the basics of AAC and AAC devices for learners with mild intellectual impairments in special schools, Gauteng Province.	24 participants (comprising 20 teachers from the three participating special schools and their 4 district officials) attended this workshop which was the first session of the project. Participants stated that the content was relevant and appropriate as they felt it would allow learners with speech difficulties to participate during classroom activities.
2 – 7 March Sao Paolo, Brazil	IBSA (India, Brazil, South Africa) research project. Prof E. Alant, Ms K. Tönsing Mr P. Bouard, (Centre for the Study of Aids UP), Prof V. Paiva, (Psychology) and Prof I. Franca, (Public Health) University of Sao Paulo, Brazil.	Tri-lateral research project: India, Brazil and South Africa (NRF). <i>The Self-Efficacy Of Caregivers Of Children Affected By HIV/AIDS: A Cross-Cultural Study.</i> The project aimed 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.	In 2007 the South-Africa India part of the project was conducted, whilst the 2008 emphasis was on the South Africa Brazil part. Prof E. Alant, Ms K. Tönsing and Mr P. Bouard visited Sao Paolo, Brazil during 2 - 7 March 2008. Three days were spend in planning meetings with Prof V. Paiva) and Prof I. Franca, University of Sao Paulo to discuss research collaboration. Two days were spent on site visits to various HIV/AIDS related programmes and initiatives.
17 & 18 April Nokuthula special school, Alexandra	Prof J. Bornman Ms G. Ledwaba Five learners and four teachers participated.	Department of Education. Screening all learners by using the <i>Assistive Technology Training Screening Tool</i> which was specifically developed for this project to determine digital device candidacy.	Five learners were assessed at the school, in the presence of the teachers. The aim of the assessment was to evaluate the capabilities of the learner in relation to the use of AAC devices in the classroom during teaching and learning activities.
21 & 22 April Ezibeleni special school, Katlehong	Dr C. Uys Ms G. Ledwaba Eight learners and seven teachers participated.	Department of Education. Screening all learners by using the <i>Assistive Technology Training Screening Tool</i> which was specifically developed for this project to determine digital device candidacy.	Eight learners were assessed at the school, in the presence of the teachers. The aim of the assessment was to evaluate the capabilities of the learner in relation to the use of AAC devices in the classroom during teaching and learning activities.

DATE & PLACE	PARTICIPANTS	ORIGIN AND AIM	OUTCOME EVALUATION
23 & 24 April Phillip Kushlick special school, Soweto	Ms A. Samuels Ms G. Ledwaba Seven learners, six teachers and one speech therapist participated.	Department of Education. Screening all learners by using the <i>Assistive Technology Training Screening Tool</i> which was specifically developed for this project to determine digital device candidacy.	Seven learners were assessed at the school, in the presence of the teachers. The aim of the assessment was to evaluate the capabilities of the learner in relation to the use of AAC devices in the classroom during teaching and learning activities.
29 May Klapkom Kindergarden Mamelodi, Pretoria	Dr C. Uys Ms G. Ledwaba Mr S. Sikhosana and 30 parents	Community engagement training: <i>Importance of Play for Your Young Child.</i>	A workshop was presented to 30 parents of typically developing pre-schoolers to participate with a research project (discussed in the next section). Parents found it enlightening and requested a follow-up workshop on effective parenting in August, with a specific emphasis on discipline issues.
29 May UP Campus, Mamelodi, Pretoria	Prof E. Alant Prof J. Bornman Ms M. Harty Ms A. Samuels Ms K. Tönsing Mrs K. Vagle and 30 participants	Research project funded by Orelena Hawk Puckett Institute. Expansion of a research project entitled <i>Activity Settings Of Typically developing 3 to 5 Year Old Children in Poor Urban Areas.</i>	Structured interviews were conducted with 30 parents from Mamelodi. The data obtained was analysed and compared with data obtained from parents in Soweto. Results are currently being written up as a manuscript. In order to offer parents something in return for their willingness to participate, a workshop on play activities was held as described above.
2 - 5 June Osner Hotel, East London	Ms K. Tönsing Ms G. Ledwaba and 50 participants	Department of Education: Eastern Cape. Training workshop: <i>Introduction to AAC, Classroom Implementation and Curriculum Adaptation.</i>	50 education district officials (with curriculum or inclusion portfolios) from various districts in the Eastern Cape were trained. They experienced the training as most worthwhile and have requested a follow-up training in 2009.
14 August UP Campus, Mamelodi, Pretoria	Prof J. Bornman Dr C. Uys Ms A. Samuels Mr S. Sikhosana and 60 Parents	Community engagement training: <i>Building Strong Families and Pre- School Communities.</i>	A workshop on effective parenting for parents of pre- school children was presented in Mamelodi. Parents were appreciative, and stated that they learned interesting and new concepts which they thought were very useful and that they were eager to try it at home.
20 & 21 August 2 Military Hospital, Cape Town	Dr C. Uys Ms A. Samuels Mr L. Tyulu (FOFA member) and 40 participants	Speech Therapy Department, 2 Military Hospital, Cape Town. Training workshop: <i>An Introduction to AAC and the Implementation of Low Technology in an Acute Care Setting.</i>	The training was enthusiastically received as AAC is still a relatively new concept in the Western Cape. Consequently the organisers requested a follow-up training on a yearly basis to facilitate AAC capacity building in the region.

DATE & PLACE	PARTICIPANTS	ORIGIN AND AIM	OUTCOME EVALUATION
3 & 4 September, Meerhof School, Brits	Dr C. Uys Ms M. Harty Ms G. Ledwaba and 70 participants.	On-going project funded by Momentum. Training workshop: <i>Making Curriculum Available To All Learners: The Benefits of Universal Design for Learning.</i>	70 teachers and district officials participated. The concept of Universal Design for Learning was discussed its impact on curriculum planning and design. Different learning styles were discussed and differentiated instructions by incorporating UDL into teaching strategies and teaching materials were facilitated.
7, 9, 21, 23 October, Voorwaarts school, Sonop school Kutlwano school, Brits	Dr C. Uys Ms A. Samuels Ms G. Ledwaba Ms M. Harty Ms K. Tönsing Mrs K. Van Niekerk 6 teachers from 3 schools from the Brits district.	On-going project funded by Momentum. In-situ skills training of foundation phase teachers at three schools (Voorwaarts, Sonop and Kutlwano) in the North West Province.	A new training approach (viz. twice weekly follow-up for two weeks) showed a remarkable teacher improvement. Teachers stated that they benefit from the in-situ training and that they will continue implementing and training other staff members in their school on the skills they were taught.
28 – 31 October Cricket Hall, East London	Ms K. Tönsing Ms G. Ledwaba and 50 participants	Department of Education: Eastern Cape. Training workshop: <i>Introduction to AAC, classroom implementation and curriculum adaptation.</i>	Participants comprise teachers from special schools (historically servicing learners with physical or intellectual disability respectively) and district officials. All were inspired and asked for a follow-up training in 2009 on advanced AAC classroom strategies.
18 November CAAC, Pretoria	Prof E. Alant Prof J. Bornman Dr C. Uys Ms M. Harty Ms K. Tönsing Ms A. Samuels Ms G. Ledwaba Mrs K. Van Niekerk and 32 participants	Department of Education. Feedback session for all that participated in the Assistive Technology project. All teachers were requested report on the following questions: <ul style="list-style-type: none"><li>• What did you learn from this project?</li><li>• What was difficult to do?</li><li>• How do you plan to use your new knowledge and skills in 2009?</li></ul>	Twenty teachers, 10 district officials and 2 provincial officials participated. The teachers freely shared their experiences on the use of AAC devices in their classroom. Staff assisted with the problem solving of some issues that emanated from the project and finally to agree on the way forward. Namely to extend this project to three more full service schools in 2009.

### 3.2 Tender Training Projects

The growing requests for training from government departments is a reflection of the CAAC's training reputation in communities and is a positive and welcoming recognition for the work of the CAAC, not only as it provides for opportunities to impact more directly on policy implementation, but it also provides additional revenue to cover staff salaries on outside funding.

#### 3.2.1 Gauteng Department of Education

*Title: Assessment and Training on Augmentative and Communication Assistive Devices for Learners in Special Schools with Mild to Moderate Intellectual Impairment.*

The project was mandated by Gauteng Department of Education as one of the strategies in the implementation of Inclusive Education. The aim of the project was to provide 20 learners from the three Special Schools as Resource Centres in Gauteng province with assistive communication devices. Schools that participated in the project were:

- Phillip Kushlick special school in Johannesburg Central District
- Nokuthula special school in Johannesburg East District
- Ezibeleni special school in Ekuruleni South District

### 3.2.2 Eastern Cape Department of Education

*Title: Teacher training on the basics of Inclusive Education and Augmentative and Alternative Communication*

The CAAC staff were requested by the Eastern Cape Educational Department to train 50 provincial and district official and 50 Special School teachers on Curriculum Adaptation, Inclusion and AAC. Two four day workshops were presented: one in June and one in October 2008.

## 3.3 Community Engagement Projects

With the formal launch of the University of Pretoria Department of Community Engagement in June 2008 this year and its incorporation as one of the 3 key performance areas in the University of Pretoria's 2007-2011 Strategic Plan, community engagement gained a much needed prominence. This has been a strong focus for the CAAC since its inception 18 years ago and 4 major projects were undertaken in 2008:

### 3.3.1 Early Childhood Intervention and AAC in Mamelodi

Against this backdrop the Centre for AAC was generously awarded R100 000 by the Department of Community Engagement for its *Early Childhood Intervention and AAC Project* in Mamelodi, a low income community on the outskirts of Pretoria. This project aims to develop a community of practice (COP) in the Mamelodi community with regard to Early Childhood Intervention, as well as Severe Disabilities and Augmentative and Alternative Communication. In addition we also aimed to conduct formal research into the activities which parents and their children are engaged in as a basis for Early Childhood and Communication Intervention in at risk and established risk conditions. Moreover, we also aimed to conduct specific workshops for parents, which targeted concerns raised in the community of practice related to parenting as well as augmented and alternative communication development for children with severe disabilities.

All of these goals have been met and are expanding. The COP continues to grow and develop by workshops conducted by the staff of the CAAC which looks at strengthening the ecological context in which children in Mamelodi reside. The CAAC, in consultation with members of the COP forum, have presented 3 workshops to staff and parents of pre-school children with regard to child development, activity based intervention, play, resilient parenting and collaboration. Feedback from participants has been extremely positive and it has become obvious that families and pre-school staff need continued information, training and skills on aspects of parenting and stimulation which enhance the development of children in low income and poverty contexts, as well as those with severe disabilities. It is therefore imperative that we continue with this project in 2009 and will seek funding opportunities in this regard.

### 3.3.2 Youth Leadership Empowerment Project (FOFA)

The *FOFA project* entered its 4<sup>th</sup> year continues to be the CAAC's flagship community engagement project. It sees eight youth with severe communication disabilities from around the country and their personal assistant's attending one week lectures and skills training in AAC and empowerment in order to become advocates for people with little or no functional speech. This year the project graduated 2 participants who will become lecturers in the programme in 2009. The project also benefited from sponsorship of a major IT company, IT Web Technology, who chose the CAAC as their 2008 beneficiary organization. They hosted a charity golf day and raised R100 000 for the

FOFA project which represents an important lifeline as the project which relies heavily on external sources of funding. Three FOFA participants participated in the International AAC Awareness day on 17 October.

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

DATE & PLACE	TRAINERS INVOLVED	PARTICIPANTS	CONTENT	OUTCOME
<b>Open days:</b> 25 January 29 February 27 June 25 July 29 August 24 October CAAC, Pretoria	Ms M. Harty Ms G. Ledwaba Ms A. Samuels Mr F. Visagie Mr S. Sikhosana Mr Z. Joubert	12 parents and 16 teachers	Demonstrating AAC, devices and the use thereof. This also provides attendees with the opportunity to interact with devices hands-on.	The main focus of this activity s awareness raising. Interested parties went home with more knowledge of the AAC, devices and about the functions of the CAAC.
17 October CP School, Pretoria	Dr C. Uys Ms K. Tönsing	Dr C. Mills Ms S. Rebelo Mr F. Visagie	AAC awareness raising during the International AAC awareness month.	FOFA participants presented short messages regarding the difference AAC devices made in their lives. Twenty children and interested teachers and therapists attended the presentation. Therapists noted that role models play a central part in demonstrating possibility.

#### 5. VISITORS TO THE CAAC

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
18 - 23 May	Dr P. Mirenda (Department of Educational and Counseling Psychology and Special Education, University of British Columbia, Vancouver, Canada) Ms J. Brown, Assistant Editor, AAC Journal, USA.	Dr Mirenda presented the Neville Cohen Memorial lecture as well as a two-day workshop on <i>Supporting Success in Students with Severe Disabilities with Little or No Functional Speech</i> .	The prestigious Neville Cohen Memorial lecture was well attended by 205 people with the though provoking title <i>AAC: A bridge over troubled waters</i> . Thereafter a most stimulating two day workshop followed. Participants included parents, teachers and therapists from as far as Namibia and Cape Town.
18 - 22 August	Dr N. Grove, (Independent researcher and founder of The Unlimited Company, the first professional company of storytellers with learning disabilities, London, UK).	Dr Grove was interested in exploring story telling to children with learning disabilities. She also wanted to investigate the rich African folklore and look for disability-related stories.	Pathways Pretoria, Maranatha Bana (both stimulation centers) as well as the BIG group (support group for adults with head injuries) benefited from her visit and enjoyed the story telling sessions. Academic discussion with the CAAC staff was held, exploring the differences between narratives and story-telling in the disability field.

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
15 – 17 September	Prof H. Kathard, School of Health Rehabilitation, University of Cape Town, SA. Prof F. Loncke, Department of Communications disorders, University of Virginia, Charlottesville, VA, USA. Mr R. Pistorius, Previous President of Interface, SA. Prof I. Uys ( <i>Emerita</i> ), Department of Communication Pathology, UP, SA.	External evaluation of the CAAC. Prof I. Uys acted as the Chair/Member	The panel complimented the CAAC on exemplary work and completed and submitted a comprehensive report on the findings. Recommendations will be implemented.
6 – 10 October	Prof M. Huer, Dean of Human Sciences Faculty, University of Indianapolis, USA, and ISAAC President Elect (2009 – 2010).	Collaboration in starting an ISAAC Chapter in South Africa.	A successful visit at the Kutlwano school in Brits and Mamelodi campus, enabling Prof Huer to have a feel for the South African context, and to explore future possibilities for collaboration. This was followed by a one day discussion with role-players. A steering committee was formed to investigate the viability of starting an ISAAC-SA chapter.
20 November	Dr T. Stenbäck, Developmental Consultant Education & Training, Finland Mrs M. Schoeman, DoE.	Evaluation of Sisonke Inclusion Project – CAAC staff were responsible for the training in the Free State province (2004-2008).	Insightful discussions about the current status of inclusion in South Africa and the way forward were held. The importance of the partnerships, in which all countries (e.g. SA, Sweden and Finland) could equally participate, was highlighted.

## 6. CONSULTATIONS

A total of **10** AAC consultations were undertaken in 2008 by staff of the CAAC.

## 7. PAPERS AND POSTERS PRESENTED AT CONFERENCES/WORKSHOPS

DATE & VENUE	NAME	PAPER PRESENTED
11 April	Prof E. Alant	Paper: <i>AAC Intervention: What are the issues?</i> University of Pretoria, Faculty of Education: Centenary Research Indaba.
11 April	Ms A. Samuels	Paper: <i>The Co-Parenting Arrangements of Low Income Black South African Teenage Mothers.</i> University of Pretoria, Faculty of Education: Centenary Research Indaba.
11 April	Ms M. Harty	Paper: <i>Parenting Efficacy: Development and Validation of a Parenting Self-Efficacy Measure.</i> University of Pretoria, Faculty of Education: Centenary Research Indaba.
24 May	Prof J. Bornman	Talk: <i>Can't wait to Communicate!</i> , Interface, Johannesburg.
2 August	Dr C. Uys Dr D. Bryen	Pre-Conference Workshop: <i>Daring to Dream</i> , ISAAC Conference, Montreal, Canada.
5 August	Ms M. Harty	Paper: <i>Not What You Know; It's What You Do With What You Know: Using</i>



DATE & VENUE	NAME	PAPER PRESENTED
	Ms G. Ledwaba Prof. C. Uys	<i>Aided Language Stimulation to Facilitate Curriculum Adaptation in Inclusive Classrooms.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
5 August	Ms L. Joseph Prof E. Alant Prof J. Bornman	Poster: <i>The Use of Theme-Based Communication Displays in Teaching Manual Signs.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
5 August	Ms. K. Joubert Prof. J. Bornman Prof. E. Alant	Poster: <i>Speech Intelligibility and Marital Communication in Amyotrophic Lateral Sclerosis.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
5 August	Prof. J. Bornman Prof. E. Alant Ms A. du Preez	Poster: <i>Translucency Values of Blissymbols: Rating of Setswana Learners.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
5 August	Ms P. Rajaram Prof. E. Alant Dr. S. Dada	Poster: <i>Does The Self-Generation Effect Enhance the Recognition of Blissymbols in Severe Aphasics?</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
6 August	Ms. S. Balton Prof C. Uys Prof E. Alant	Poster: <i>Activity Settings of Typically Developing 3 – 5 Year Old Children in a Poor Urban Context.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
6 August	Ms K. Tönsing Ms G. Ledwaba	Poster: <i>Teacher Training in the Eastern Cape,</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada. (This poster was presented by Prof J. Bornman).
7 August	Prof. E. Alant Prof J. Bornman	Paper: <i>BUILD AAC.</i> 13 <sup>th</sup> Biennial Conference of the International Society for Augmentative and Alternative Communication, Montreal, Canada.
26 August	Prof J. Bornman Prof. R. Sevcik Prof. M. Romski Dr H. Pae	Paper: <i>Developmental Assessments Across Languages and Cultures: A Preliminary Study.</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
26 August	Ms K. Tönsing Ms G. Ledwaba	Poster: <i>Teacher training in the Eastern Cape,</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
27 August	Prof E. Alant	Invited Plenary Paper: <i>AAC Intervention in Africa: How Do We Become More Effective?</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
27 August	Dr C. Uys Dr D. Bryen	Paper: <i>Empowerment of People With Severe Communication Problems Through Augmentative and Alternative Communication.</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
27 August	Dr C. Uys	Poster: <i>South African Youth With Little Functional Speech Tell Their Stories</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
27 August	Ms M. Harty Prof E Alant Dr. C. Uys	Paper: <i>Maternal Self-Efficacy and Child Language Competence.</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
27 August	Ms M. Harty Dr C. Uys Ms G. Ledwaba	Poster: <i>Narrowing The Gap: Using Aided Language Stimulation In The Inclusive Classroom.</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
29 August	Ms A. Samuels	Paper: <i>Including Disability Within the Context of Development: Opportunities, Challenges, Constraints and Strategies.</i> IASSID 13 <sup>th</sup> World Congress. Cape Town.
24 October	Prof J. Bornman	Paper: <i>The ICF As a Tool to Guide Clinical Reasoning and Intervention for Speech Therapists.</i> South African Neuro-Developmental Therapy Association Conference. Johannesburg.
27 November	Prof J. Bornman	Talk: <i>Putting Our Heads Together: What Has AAC to Offer.</i> Headway. Johannesburg.

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

DATE	NAME	CONFERENCE/SEMINAR/WORKSHOP/TRAINING
29 - 31 January	Prof E. Alant, Prof J. Bornman Ms M. Harty, Ms A. Samuels Ms K. Tönsing, Ms G. Ledwaba Mrs C. Breetzke, Mrs K. Vagle Mrs E. Rossetti-Siefe	Excel Basic, Formulas & Functions and Pivot Tables, Department of Information Technology Services, UP.
11 February	Prof E. Alant, Prof J. Bornman Dr C. Uys, Ms M. Harty Ms A. Samuels, Ms K. Tönsing Ms G. Ledwaba, Mrs C. Breetzke	Including Disability Within the Context of development. Workshop presented at the CAAC.
31 March – 2 April	Dr C. Uys Mrs C. Breetzke Ms K. Tönsing Ms G. Ledwaba	<i>Bridging the Gap in Communication, Literacy and Language Development for Children with Complex Communication Needs.</i> Workshop presented by the Bridge School, Nedbank Sandton Auditorium, Johannesburg.
14 - 16 April	Mrs E. Rossetti-Siefe	Microsoft Basic Access, Department of Information Technology Services, UP.
21 - 22 May	Prof E. Alant ; Prof J. Bornman Dr C. Uys ; Ms M. Harty Ms A. Samuels ; Ms K. Tönsing Ms G. Ledwaba ; Mrs C. Breetzke Mr S. Sikhosana	Presented by Dr P. Mirenda - <i>Supporting Success in Students with Severe Disabilities with Little or No Functional Speech.</i> Senate Hall, University of Pretoria, Pretoria.
9 - 12 July	Prof J. Bornman	<i>From Inclusion to Belonging: Widening the Classroom Circle.</i> SAALED Conference, Johannesburg.
12 July	Ms G. Ledwaba	Workshop by Dr M. Levine, <i>Educating all kinds of minds: A non-labeling approach to understanding differences in Learning,</i> Johannesburg.
14 - 15 July	Prof J. Bornman	SAALED Rural workshop on inclusion presented by 3 Australian delegates, viz. Prof L. Giorcelli, Mrs G. Gowland and Ms M. Leanne in East London. Prof. Bornman acted as host for the Australians at this workshop and during their stay in East London.
28 July – 18 August	Ms G. Ledwaba	In-service training at Pathways School in Pretoria for learners who experience learning barriers.

## 9. STAFF/CAAC ACHIEVEMENT: SPECIAL INVOLVEMENTS/AWARDS

- Prof E. Alant was selected by the American Association on Intellectual and Developmental disabilities to be the recipient of the AAIDD 2008 International Award.
- Prof E. Alant: NRF research rating was upgraded to B3.
- Prof E. Alant has been appointed as extra ordinary professor as from 1 January 2009 for a two year period.
- Prof J. Bornman received an award from the Academic and Non-fiction Authors Association of South Africa (ANFASA) for her upcoming book on Inclusive Education and the participation of children with special needs in the classroom. Van Schaik Publishers consequently offered her a contract to publish this book.
- Prof J. Bornman acted as reviewer for Perspectives in Education; SA Journal of Psychology, the Journal of Childhood Psychology and Psychiatry and the Special Edition of the AAC Journal and was also selected to evaluate the AAC consumer abstracts for the ISAAC conference in Montreal with Nola Millan.

- Prof J. Bornman received NRF funding (ICD/IRDP programme) for a joint project with the North West University for her project entitled *Intentional communication in children with severe disability: Supporting inclusion in education*. Two Master's students also benefited from this project as they received staff-linked financial support from the NRF, namely Mr. J Fredericks and Ms. G. Zwarts.
- Dr C. Uys was promoted to associate professor as from 1 January 2009.
- Dr C. Uys received NRF funding (Thuthuka programme) for her project entitled "*The appellation and evaluation of the validated early intervention play package as applied by teachers in the classroom context.*"
- Dr C. Uys was selected to present the prestigious Vona Du Toit Memorial lecture in 2009 at the OTASA congress.
- An article co-authored by Dr C. Uys (together with R. Leech and N. Van Wyk), received an award for the best qualitative article published in the Faculty of Health Sciences.
- Ms A. Samuels received a Certificate for Education Innovation in the category *Innovation in learning facilitation / teaching (teaching strategies and methodologies)*.
- Four Masters in AAC students received achievements bursaries from UP (A. Nortje; J. Fredericks; M. Aronson & M. Packman).

## 10. CAAC INVOLVEMENT IN EXTERNAL EXAMINATIONS OF OTHER UNIVERSITIES

1. Prof E. Alant acted as external examiner for the University of Kwa-Zulu Natal, Speech and Hearing Department.
2. Prof J. Bornman acted as external examiner for two undergraduate students' theses, (S. Patel and N. Mabaso and M. Pretorius) from the Department of Speech Therapy and Audiology, University of Limpopo (Medunsa Campus).
3. Prof J. Bornman was a critical reader for PhD thesis (Ms J. Wilder), Stockholm University, Sweden.
4. Prof J. Bornman acted as external examiner for the University of Stellenbosch, Department of Speech and Language Therapy.
5. Ms M. Harty acted as external examiner for an undergraduate thesis (M. Prinsloo), University of Stellenbosch, Speech and Language Department.
6. Ms K. Tönsing acted as an external examiner for an undergraduate thesis (R. Delport), Department Speech and Language Therapy, University of Stellenbosch.
7. Ms K. Tönsing acted as external examiner for the Department of Speech, Therapy and Audiology, University of Limpopo (Medunsa Campus).
8. Ms A. Samuels acted as external examiner for the University of Kwa-Zulu Natal, Speech and Hearing Department.
9. Ms A. Samuels acted as external examiner for an undergraduate thesis (H. Stephan), University of Stellenbosch, Speech, and Language Department.
10. Dr C. Uys acted as external examiner for a Master's thesis (PM Barnard), University of Witwatersrand, and Occupational Therapy

## 11. ADVISORY COMMITTEE MEMBERS

Prof E. Alant (Director: CAAC)  
 Prof J. Bornman (AAC Co-ordinator)  
 Dr C. Uys (ECI Co-ordinator)  
 Mr G. Clarke (AAC User)  
 Mrs K. Chikane (Director: Meraka Institute, CSIR)  
 Mrs S. Matsebula (Executive Director: African Access Holding (Pty) Ltd)  
 Prof M. Samuel (Professor: Faculty of Education, University of KwaZulu-Natal)  
 Mr M. Tshivhase (Acting Director-General: Department of Health)  
 Prof I. Uys (Professor Emerita: 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. 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. 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. Ledwaba: 40 hours per week.  
Junior Lecturer: Ms K. Tönsing: 40 hours per week.  
Junior Lecturer: Mrs K. van Niekerk: 15 hours per week from 1 September to 31 December 2008.  
Disability Consultant: Mr F. Visagie: 15 hours per week from 1 January to 30 May 2008.  
Disability Consultant Assistant: Mr S. Sikhosana: 25 hours per week.  
Disability Consultant: Mr Z. Joubert: 5 hours per month to assist with Open Days.  
Research Assistant: Mrs K. Vagle: from 1 January to 31 December 2008, 15 hours per week.  
Research Assistant: Mrs C. Breetzke from 1 January to 31 May 2008, 15 hours per week.  
Research Consultant: Mrs R. Owen: from 1 July to 31 December 2008, 20 hours per month.

## 12.3 External examiners:

<b>Mrs E. Mophosho</b>	Department of Speech Pathology and Audiology, University of the Witwatersrand, (ACE in severe disabilities).
<b>Mrs H. Life</b>	Department of Speech-Language Pathology and Audiology, University of Limpopo (Medunsa Campus), (Honours in AAC).
<b>Ms E. Coetzee</b>	Faculty of Law, University of Johannesburg, (Honours in AAC)
<b>Ms E. Moolman</b>	New Hope School, (Honours and Masters in AAC – Coursework).
<b>Mrs L. Nel</b>	Pretoria CP School, Speech Therapist, (Honours in AAC – Coursework).
<b>Mrs E. Johnson</b>	South African National Tutor Services (Masters in AAC - Coursework).
<b>Mrs I. Strauss</b>	Private Practice Speech Therapist (Masters in AAC – Coursework).
<b>Mrs N. Moolman</b>	Private Practice Speech Therapist (Masters in AAC – Coursework).
<b>Dr M. Nel</b>	School of Education, North West University, Vaal Triangle. (Masters in AAC).
<b>Mrs K. Joubert</b>	Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand (Masters in ECI – Coursework 2 <sup>nd</sup> years; Honours in AAC).
<b>Mrs S. Balton</b>	Department of Speech Therapy, Chris Hani Baragwanath Hospital (Masters in ECI – Coursework 1 <sup>st</sup> years).
<b>Prof L. Lloyd</b>	Department of Speech-Language Pathology and Audiology, Purdue University (AAC 890/ research thesis).
<b>Prof R. Koul</b>	Department of Speech Language, and Hearing Sciences, Texas Tech University Health Sciences Centre (AAC 890 / research thesis).
<b>Dr F. Loncke</b>	Department of Communications Disorders, University of Virginia, Charlottesville, VA, USA, (AAC 890 / research thesis).
<b>Dr N. Grove</b>	Department of Language and Communication Science, City University, United Kingdom (AAC 890 / research thesis).

## 13. VISITS TO OTHER UNIVERSITIES AND CENTRA

Dr C. Uys visited Bloorview Children's Rehabilitation Hospital, Toronto, Canada on 29 August 2008.

## 14. MEDIA

### Radio Interview:

**Radio 2000:** Prof E. Alant had an interview with Doug Anderson on 22 April 2008.

### Newspaper Articles:

**Tukkieveria:** *Jong leiers sprei hul vlerke*, September 2009, vol 25, nr 2.

**Beeld:** *Kyk net wie praat al!* Marizanne van den Berg, 22 Augustus 2008.

## 15. STUDENT AWARDS

**Mayer-Johnson Company Award** for the outstanding BA Hons (AAC) student was presented to L. Schlebusch.

**Credit-U Financial Services Award** for the best progress in BA Hons (AAC) student was presented to E. Wylie.

**Semantic Compaction Systems Student Award** for the most outstanding research thesis in Augmentative and Alternative Communication at the April Graduation ceremony was presented to Ilse Strauss.

## 16. OBJECTIVES FOR 2009

<b>A. Formal Training</b>
<ul style="list-style-type: none"> <li>To graduate 19 Masters Students and to finalise 2 PhD research studies.</li> <li>To secure bursaries for at least 2 new Master's level students.</li> <li>To enrol 15 new M (ECI) and 6 new M (AAC) students.</li> <li>To enrol 20 new BA (Hons) students and maintain a high throughput rate.</li> </ul>
<b>B. Research</b>
<ul style="list-style-type: none"> <li>To expand the annual AAC research seminar by including a day on ECI Research.</li> <li>To conduct a study aimed at exploring the needs of families with children with disabilities in low income contexts.</li> </ul>
<b>Informal and Community Training</b>
<ul style="list-style-type: none"> <li>To conduct 2 tender training projects in schools and communities during the first part of the year.</li> <li>To train teachers in "Inclusive Education" as part of the Government's initiative to enhance teacher qualifications by means of in-service teacher training programmes.</li> <li>To increase community training activities in Mamelodi in compliance with the new vision of the University of Pretoria's service learning activities.</li> </ul>
<b>Funding</b>
<ul style="list-style-type: none"> <li>To extend the project on Training teachers in the North West province (funded by the First Rand Foundation).</li> <li>To collaborate with industry (IT Web Technology) to support the FOFA leadership programme.</li> </ul>
<b>Organisational</b>
<p>Follow-through of recommendations made by the external review of the CAAC, Namely:</p> <ul style="list-style-type: none"> <li>To ensure continuity throughout the organizational and structural changes caused by the appointment of a new director and the change from the Faculty of Education to the Faculty of Humanities.</li> <li>To explore ways of solving staff issues in terms of diverse activities and demands placed on staff.</li> <li>To address the lack of office and lab space.</li> <li>To continue working with the Department of Education Innovation to ensure problem solving of web-related problems as the CAAC is highly dependent on the web as most of the programmes are run via Click-UP.</li> </ul>

## ACKNOWLEDGEMENTS

The Director would like to express her sincere appreciation to the Dean of Education for guidance and leadership. The following foundations and private individuals that supported the activities of the CAAC during 2008 are also gratefully acknowledged.

**First Rand Foundation**  
**National Research Foundation**  
**Sanpad**  
**It Web Technology**  
**Department of Institutional Advancement**

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

**Mayer-Johnson Company**  
**Credit-U Financial Services**  
**Semantic Compaction Systems**

The following associations and institutions are acknowledged with gratitude:

**INTERFACE, South Africa**

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

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

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

