

Centre for Augmentative and Alternative Communication (CAAC) Annual Report 2011



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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Faculty of Humanities



University of Pretoria

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CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

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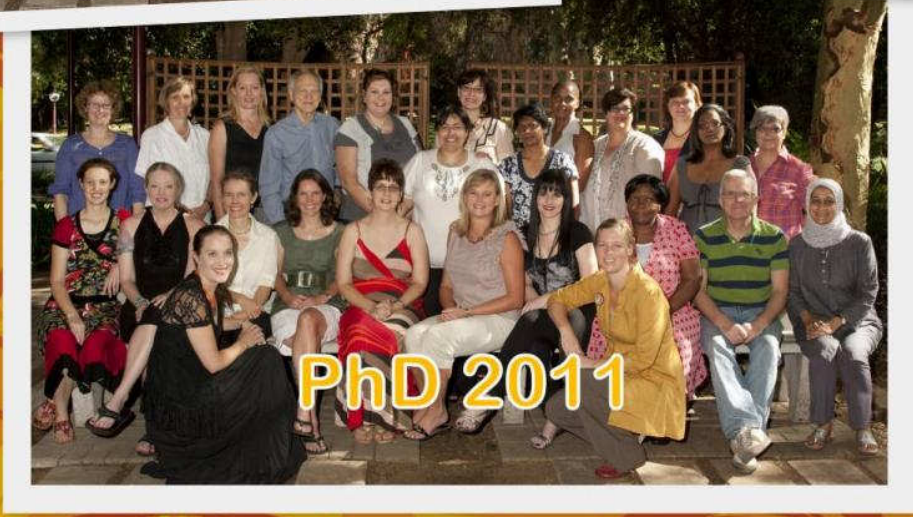
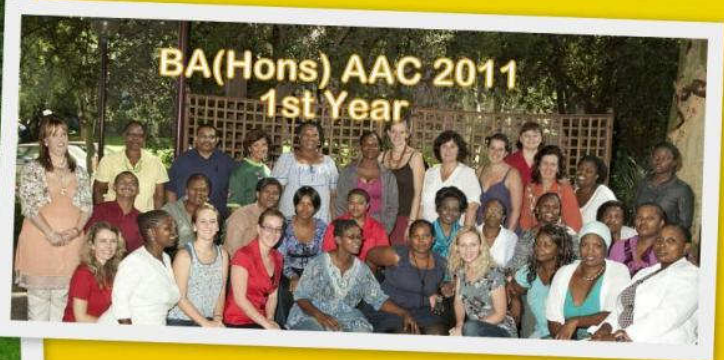
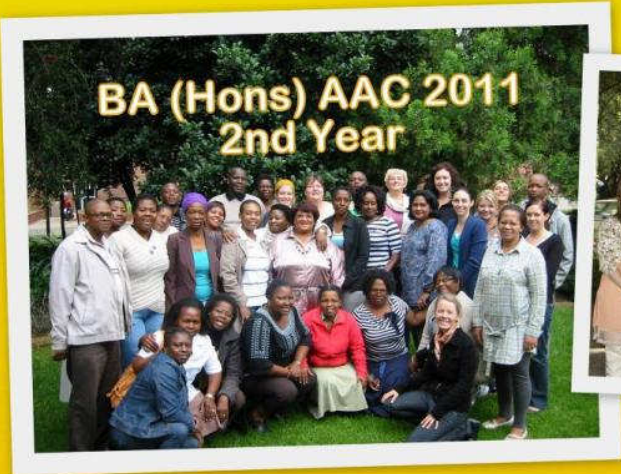
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MESSAGE FROM THE DIRECTOR

In 2011 the Centre for Augmentative and Alternative Communication celebrated its **21st birthday!**

Reflection on the past befits the celebration of such a landmark event, not only to be inspired anew by past progress, but also to gain a fresh view on current issues and future perspectives – not unlike Janus, the two-faced god in the ancient Roman world who, by looking to the past and at the future, symbolised beginnings and transitions.

The real story of the Centre for AAC started in 1981 with Prof. Lyle Lloyd (Purdue University, USA) presenting the first lecture on AAC in Pretoria. In September 1984, Interface, the local association for people with severe communication disabilities, was established in Cape Town. Three years later, Ms Christine Koudstaal and Ms Cecile van Reenen established an Interface branch in Pretoria. They approached Prof. Erna Alant to discuss the establishment of a centre that would conduct research and provide a series of training opportunities in the community. In 1990 the University of Pretoria, in affiliation with Interface Pretoria, established the Centre for AAC with two staff members, no students and a vision to change the landscape for individuals with severe communication disorders in South Africa.

By 2011 the Centre had outgrown its baby shoes with 11 staff members, one extra-ordinary professor and a post-doctoral fellow, 405 students in five different academic programmes and more than 2,500 individuals who benefited from the centre's services through community engagement projects, tender training projects, conference presentations, AAC awareness programmes and consultations.

The Centre's vision: *"To generate, transfer and translate knowledge through research, teaching and community engagement in the multi-disciplinary fields of AAC, severe disability and early childhood intervention in the national and international arena"* has served us well; the driving forces underpinning this vision have become an integral part of the values the Centre has become known for. Success can and should be achieved in multiple ways, but allow me to highlight a few aspects from the 2011 Annual Report:

- The Second Regional African AAC Conference brought together researchers, clinicians and persons who use AAC and also their families. Nowhere is the impact of 21 years of commitment towards AAC more noticeable than in the fact that a complete AAC empowerment stream was run exclusively by persons who use AAC themselves!
- A total of 11 publications and 32 conference presentations by CAAC staff, as well as an extensive resource manual for AAC implementation in both book and CD format saw the light. The manual will be updated annually to include current trends.
- A total of 166 post graduate students across the five academic programmes
- Involvement in two large internationally funded collaborative research projects.

What does the future hold? A number of strategic initiatives have been implemented, namely:

- Building the Centre's research profile by expanding network collaboration with the most appropriate partners worldwide, enriching the research infrastructure, supporting and strengthening individual research endeavours by focusing on priority areas, thereby carving out its niche of expertise at the University of Pretoria

- Delivering well-rounded students who are innovative, academically inquisitive and who possess critical problem solving skills that will help them understand the complexities involved when working in the fields of AAC, severe disability and early childhood intervention
- Strengthening local and international collaborative networks with a variety of stakeholders through engagement with pertinent strategic initiatives, such as increasing child development opportunities
- Translating research initiatives in order to make them accessible and relevant to the public at large, since there is a universal need for creating a knowledge-based society

The Centre's growth over the last 21 years has been fuelled by constant innovation and on-going efforts to improve its research, teaching and community engagement efforts. We draw strength from our openness to multi-professional exchange and strive to live out our mission of "*Shifting horizons in Disability*". However, we do not stand alone in this process and therefore I would like to most sincerely thank everybody who have contributed to our efforts: our staff, our Advisory Board, the management of the University of Pretoria, our alumni and current students, local and international partners, colleagues and peers and, last but most definitely not least, the many AAC users and their families who have let us into their lives. We encourage you to read on and discover more about the Centre's innovative and exciting projects, many of which are already making a real and lasting difference to hundreds of lives! As always, we value your input.



Prof. Juan Bornman
Director

February 2012



1. THE YEAR IN REVIEW: 2011 IN A NUTSHELL

1.1 Teaching

Objectives for 2011

- To graduate **two** PhD students and enrol **six** new PhD (Preparatory) students
- To graduate **six** M (AAC) students and enrol **six** new M (AAC) students
- To graduate **18** M (ECI) students and enrol **20** new M (ECI) students
- To graduate **25** BA (Hons with specialization in AAC) students and enrol **25** new students into the programme, using the new selection criteria
- To graduate **120** and enrol **150** new ACE (Advanced Certificate in Education: Inclusion of Learners with Severe Disabilities) students
- To secure bursaries for at least **five** post graduate students

Outcomes for 2011

- **Two** students submitted complete drafts of their PhD theses and will finally submit early in 2011. **Six** new PhD students were enrolled, of whom four successfully defended their research proposals.
- A total of **23** master students graduated, comprising **five** M (AAC) students and **18** M (ECI) students.
- A total of **26** new master's students enrolled, consisting of **eight** M (AAC) and **18** M (ECI) students.
- The strict selection criteria were met by **27** applicants who were accepted into the BA (Hons) in AAC programme. The result of the new selection criteria was a throughput rate of 60% of students from the first to the second year of study. A total of **25** students graduated; five less than anticipated, due to not passing the exam.
- A total of **117** ACE students graduated (**three** passed away) and **148** new students were accepted into the ACE Programme.
- A total of **12** students received bursaries (1 received NRF and 11 received UP bursaries).

1.2 Research

Objectives for 2011

- To continue with the 3-year collaborative project with Prof. Mats Granlund of the CHILD (Children, Health, Intervention, Learning, Development) research group at Jönköping University in Sweden (SIDA-Funded) entitled '*ICF-CY: A common language for understanding the multidimensional construct disability in childhood*'.
- To start the 2-year collaborative project with Dr MaryAnn Ronski and Dr Rose Sevcik at the CRADL (Center for Research on A-typical development) research group at Georgia State University in the USA (NIH-funded) entitled "Speech and Language Delays in Children with Neuro-developmental Disorders".
- To socially validate the project '*Reducing the risk of being a victim of crime in SA: You can tell and be heard*' with Dr Diane Bryen (Temple University, USA)

Outcomes for 2011

- Prof. Mats Granlund, Margareta Adolfsson and Anna-Karin Axelsson (Sweden) as well as Prof. Rune Simeonsson (University of North Carolina Chapel-Hill, USA) visited the University of Pretoria in February and presented seminars to PhD and master's students. Prof. Mats Granlund, Prof. Eva Björck-Åkesson, Prof. Juan Bornman, and Prof. Rune Simeonsson met in New York at the International Society on Early Intervention Conference (May 2011), where they did a joint presentation on the project. Prof. Mats

Granlund and Prof. Eva Björck-Åkesson attended the Second Regional African AAC conference and contributed various presentations. Two of the positive outcomes of this project is reflected by the increase in the number of PhD students who are keen to participate in the collaboration and also that five master's students have decided to join this project; it is expected that they will all graduate in the mid-2012.

- Ethical approval for this project was obtained from the University of Pretoria, Georgia State University as well as from the NIH (National Institute of Health, USA). All South African collaborators passed the web-based training course "*Protecting Human Research Participants*" of the NIH Office of Extramural Research. Permission was obtained from the three participating hospitals where the research will be conducted. Research instruments were blind-back translated into Sesotho, isiZulu and Afrikaans.
- The fieldwork for the social validation project was done and a research-based article was submitted to a peer-reviewed journal. The CAAC-staff is also involved as expert witnesses in a court-case in which the use of AAC as a means to testify will be evaluated in court in order to provide case law. This case is currently sub-judice and hence no additional information can be provided.

1.3 Community engagement

Objectives for 2011

- To commence the first phase of the Inclusive Play Park for Social Reconstruction
- To continue with the FOFA Youth Leadership Empowerment project

Outcomes for 2011

- Negotiations are taking place between the CAAC and the Tshwane Municipality on the matter of the Inclusive Play Park for Social Reconstruction which was halted because the Mamelodi campus is no longer available for this venture, due to certain unforeseen changes in the tertiary education landscape in South Africa.
- Results from the FOFA Youth Leadership Empowerment project were presented at the Second Regional African AAC Conference. International experts commented that this was an example of exemplary practice in the field of disability.

1.4 Operational component

Objectives for 2011

To celebrate 21 years of excellence of the CAAC's existence (1989-2011) through four major projects:

- Visual enhancement of the front entrance and courtyard of the CAAC
- To host the Second Regional African AAC Conference
- To undertake the 'Walk for a Voice' 2 km fun walk/run/roll as an awareness raising campaign
- To publish the 'AAC Resource Manual', a clinical tool for therapists and teachers

Outcomes for 2011

- Visual enhancement of the front entrance of the CAAC has been completed.
- A very successful Second Regional African AAC Conference was hosted from 1 to 4 August 2011.
- The 'Walk for a Voice' 2 km fun walk/run/roll as an AAC awareness raising campaign was hosted on 21 October 2011 on the new fitness trail of the UP campus.
- The 'AAC Resource Manual' was published (in book format and in CD-format) and launched at the Second Regional African AAC Conference in August 2011.

2. REFLECTION ON ACTIVITIES DURING 2011

2.1 Teaching

The number of students at the CAAC is continuously increasing; the current student profile is shown in Figure 1 and Figure 2. Figure 1 indicates inter alia that the majority of students trained in the CAAC are Black (63%) and also that there is a group (1%) of international students. Please note that South African citizens who are currently working abroad are not regarded as international students.

Figure 2 shows the multi-professional background of the students enrolled in the various AAC degree programmes. From this figure it is clear that the majority of professionals are teachers (81.4%). This is attributed to the fact that the ACE and the honours programmes draw mostly teachers.

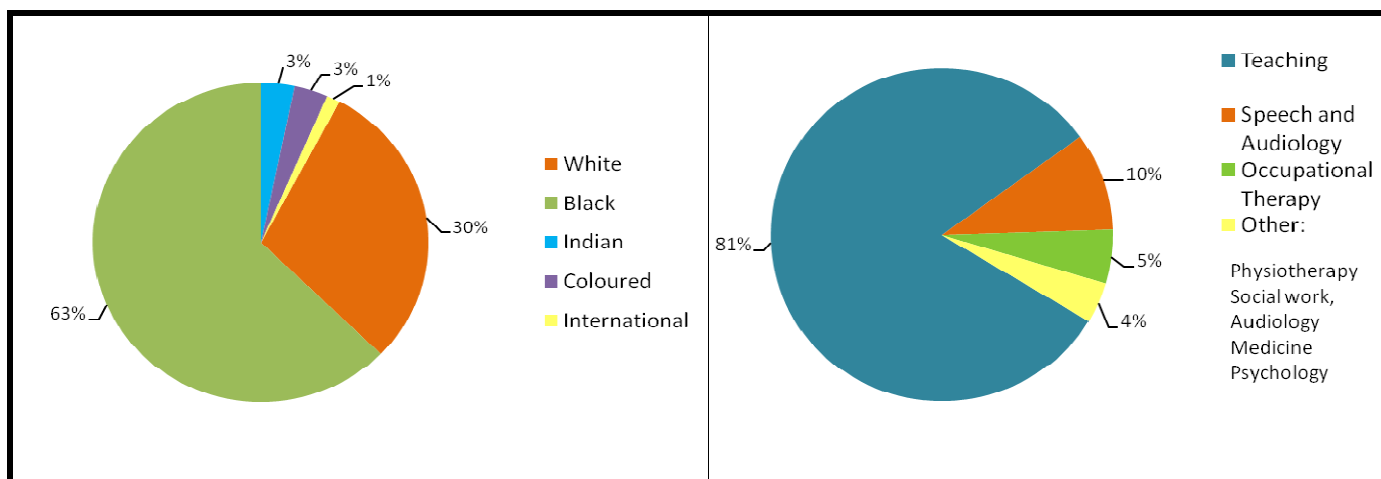


Figure 1. Ethnicity of the current student component

Figure 2. Discipline-specific background of the current student component

2.2 Academic Programmes

Table 1

Summary of academic programmes and student profile

DEGREE PROGRAMME	YEAR OF STUDY AND NUMBER OF STUDENTS		OUTCOMES
PhD in Augmentative and Alternative Communication	3 rd year:	4	Two students completed their draft theses and will submit their final theses early in 2012, with another 2 expecting to complete towards mid-2012. Six new students were accepted into the PhD preparatory year, four of whom successfully defended their research proposals.
	2 nd year:	2	
	1 st year:	6	
Masters in Augmentative and Alternative Communication MA (AAC)	Graduates:	5	Five of the seven second year students successfully completed their studies in 2011. Two students graduated at the September graduation and three in April. Six new students enrolled, and one deregistered due to family reasons.
	2 nd year:	7	
	1 st year:	5	
Masters in Early Childhood Intervention M (ECI)	Graduates:	17	Seventeen students graduated in April 2011. Of the 20 first year students, two deregistered due to personal reasons. All 17 second year M (ECI) students completed their studies successfully at the end of 2010 and will graduate in April 2012. The specialisation
	2 nd year:	17	
	1 st year:	20	

DEGREE PROGRAMME	YEAR OF STUDY AND NUMBER OF STUDENTS		OUTCOMES
			modules comprised Communication Pathology (2), Audiology (1) Occupational Therapy (3), Physiotherapy (1), Severe Disabilities (4), and Educational Psychology (6).
Honours in Augmentative and Alternative Communication BA (Hons) (AAC)	<i>Graduates:</i>	25	Twenty five students graduated in April 2011. Thirty eight students enrolled for the second year (10 of whom were repeating some second year modules, and three of whom were repeating first year modules). Twenty six students will graduate in April 2012. Twenty nine new BA (Hons) students enrolled for the first year. Four other students had to repeat one or two of their first year modules.
	<i>2nd year:</i>	38	
	<i>1st year:</i>	29	
Advanced Certificate in Education with Specialization in the Inclusion of Learners with Severe Disabilities (ACE)	<i>2nd year:</i>	117	Of the 123 students who enrolled in 2009, 117 graduated during September 2011. Two students de-registered because of personal reasons and one joined the new ACE intake in 2011. Three students passed away during 2011 before finishing their qualification. Of the 182 students who enrolled in 2010, 33 students had to de-register because the Department of Education does not allow sponsorship for a second ACE qualification. One student had to de-enrol due to personal reasons. One hundred and forty eight are in their first year.
	<i>1st year:</i>	148	

2.3 CAAC involvement in other academic programmes of the University of Pretoria

- Mrs E Moolman and Dr M Harty presented a first semester module (KMP 310) to undergraduate students in their third year of B (Communication Pathology) at UP (including both the Speech Language Pathology students and the Audiology students). All 44 students successfully completed this first semester module. Three students passed with distinction.
- Ms A Samuels presented a lecture to medical doctors specialising in ENT as part of their communication training block. Dr Cival Mills, a medical doctor by profession, shared his journey as an AAC user with the doctors.

2.4 CAAC involvement in academic programmes of other universities

- Dr M Harty presented a 2-day seminar entitled '*The ABCs of AAC: Introducing AAC to SLPs and Audiologists*' to the undergraduate students in their second year of Speech-Language Pathology and Audiology at Groote Schuur Hospital, University of Cape Town on 27 and 28 January 2011. This is the third consecutive year in which the Centre for AAC has been approached to present this seminar to UCT's undergraduate students. This seminar provides an overview of the most important issues which speech-language pathologists and audiologists need to take cognisance of when providing assessment and intervention services to the population who use augmentative and alternative communication systems.
- On 12 April, 18 year students in Speech-Language Pathology and Audiology from the University of Limpopo (Medunsa Campus) attended a 2-hour lecture and practical workshop to introduce them to AAC technology. The lecture was presented by Ms K Tönsing and facilitated by various staff members of the Centre for AAC. Two AAC users also shared their personal stories (Ms Constance Ntuli and Mr Zach Joubert). Students gained knowledge on AAC and were able to observe high technology AAC being used

during the presentations. They also had the opportunity to use AAC technology during a practical session.

3. RESEARCH

(The surnames of all CAAC staff members and CAAC students are indicated in bold type)

3.1 ISI and DoE accredited journal articles

Barile, J. P., **Donohue, D. K.**, Anthony, E. R., Baker, A. M., Weaver, S. R., & Henrich, C. C. (2001). Teacher-student relationship climate and school outcomes: Implications for educational policy initiatives. *Journal of Youth and Adolescence*. Online first March 2011.

Bornman, J., Bryen, D., **Kershaw, P.**, & **Ledwaba G.** (2011). Reducing the risk of being a victim of crime in South Africa: You can tell and be heard! *Augmentative and Alternative Communication*, 27(2), 117-130. doi: 10.3109/07434618.2011.566696

Harty, M., Griesel, M., & Van der Merwe, A. (2011). The ICF as a common language for rehabilitation goal-setting: Comparing client and professional priorities. *Health and Quality of Life Outcomes*. 9 (7 October 2011). Retrieved from <http://www.hqlo.com/content/9/1/87>

Park, W.H. & Jeong, Y. S., & **Bornman, J.** (2011). *The effect of psychomotor play on motor and body perception competence for young children with developmental delays*. South African Journal of Occupational Therapy, 41(1), 13-18.

3.2 Chapters in books

Alant, E., & Harty, M. (2011). Early childhood intervention. In E. Landsberg, D. Krüger & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective*. (2nd ed., pp. 186-210). Pretoria, South Africa: Van Schaik.

Bornman, J. (2011). Low technology. In O. Wendt, R.W. Quist, & L.L. Lloyd (Eds.). *Assistive technology. Principles and applications for communication disorders and special education*. (*Augmentative and Alternative Communication Perspectives vol. 4*, pp. 175-220). Bingley, UK: Emerald Press.

Bornman, J., & Tönsing, K.M. (2011). Augmentative and alternative communication. In E. Landsberg, D. Krüger, & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed., pp. 186-210). Pretoria: Van Schaik.

Uys, K. (2011). Severe disabilities. In E. Landsberg, D. Krüger, & E. Swart (Eds.), *Addressing barriers to learning: A South African perspective* (2nd ed., pp. 446-466). Pretoria, South Africa: Van Schaik.

3.3 Accepted for publication

(Papers marked with* were accepted in DoE accredited peer reviewed journals)

***Joubert, K. & Bornman, J.** (in press). Motor neuron disease: Impact of decreased speech intelligibility on marital communion. *South African Family Practice*.

***Rajaram, P., Alant, E., & Dada, S.** (in press). The application of the self-generation effect to the learning of Bliss-symbols by persons presenting with a severe aphasia. *Augmentative and Alternative Communication*.

3.4 Submitted for publication

(For reasons of confidentiality the journal names are omitted.)

Beringer, A., Bornman, J., & Tönsing, K. M. The self-determined and partner-predicted topic preferences of adults with aphasia.

Bornman, J., & Donohue, D. South African teachers' attitudes toward learners with special educational needs: ADHD and LNFS.

Donohue, D. & Bornman, J. Poverty, risk, and intellectual disability in South Africa: Impediments to inclusive education.

Harty, M., Bornman, J., & Alant, E. A task-specific measure for parent self-efficacy: An exploration.

Joseph, L., Alant, E., & Bornman, J. Does the use of graphic representations of signs make a difference in teaching manual signs to mothers of deaf children?

3.5 Publications to improve public awareness

Bornman, J. (2011). Is daar woorde vir trane? Baba & Kleuter, Maart Uitgawe, p 58-61.

Harty, M. (2011). Centre for augmentative and alternative communication: Shifting horizons in disability. SASLHA E-zine.com, November 2011, 1-2

Centre for AAC/Interface Newsletter (March, June, October, December 2011).

4. TENDER TRAINING AND COMMUNITY ENGAGEMENT

4.1 Tender training projects

One large tender training project was undertaken.

Augmentative and alternative communication in the classroom: Implementation of aids, devices, strategies and techniques in selected classes of three schools for learners with special educational needs

From July to October 2011 the Centre for AAC was involved in an assistive technology project mandated by the Northern Cape Department of Education. As part of the implementation of Inclusive Education, the Northern Cape is focusing on addressing communication barriers experienced by learners through providing appropriate augmentative and alternative communication (AAC) strategies and systems in the classroom.



Three schools from the Kimberley area were selected to participate in the project, namely Retlameleng, Jannie Brink and Kimberley Training Centre. Fifteen learners from these three special schools were selected and assessed by staff from the Centre for AAC. Communication strengths and weaknesses were described and matched with appropriate devices and low-tech

strategies aimed at enhancing their communication skills and learning. Teachers were trained on how to use the following software programmes and AAC devices: Go Talk 9, Go Talk 20, The Grid 2, and Boardmaker™. They were also instructed on how to use the latter programme to make daily schedules and communication boards. Finally, ideas on how to implement these in the classroom were provided. Follow-up visits to the classrooms allowed for in-situ training and collaborative problem solving to ensure strategies were helpful in the classroom context.

In completion of the project, the AAC trainers, the participating schools and the DoE officials gathered at the District Office to share their experiences about the project. The DoE officials encouraged the three schools to work collaboratively and share their resources with schools that need like assistance. The teachers reported that they learned that the consistent use of devices can increase learners' participation in learning and can reduce dependence, helplessness and isolation.



4.2 Community engagement projects

To celebrate 21 years of the Centre for AAC's existence, four large community engagement projects were undertaken:

- **Second Regional African AAC Conference**

The highlight of the Centre's community engagement activities in 2011 was without a doubt the Second Regional African AAC Conference held at the Birchwood Conference Centre from the 2 - 4 of August 2011. National and international delegates from as far away as Scotland, Israel, Sweden, Ghana and America attended this prestigious conference which to date is the only one of



its kind held on the African continent. Emeritus archbishop Desmond Tutu and Prof. Cheryl de la Rey, Vice Chancellor and Principal of the University of Pretoria, opened the conference with two specially pre-recorded video messages which inspired the close to 200 conference delegates with their heartfelt commitment to people with disabilities and the work of the Centre for AAC. The president of the International Society for Augmentative and Alternative Communication (ISAAC), Prof Erna Alant, also attended as a plenary speaker.

A novel development was the AAC empowerment strand and many delegates commented on being inspired by the presentations from various AAC users. Mr Graham Clarke, informally known as the “*father of AAC in South Africa*” and a mentor to many AAC users, paid a moving tribute to his recently deceased mother in his plenary address. It is the dedication and commitment of people such as Graham who, in a time of mourning, still chose to be a part of the conference, encouraging those in the field to continue the valuable work they do. Another special mention must go to the Scottish delegation which included Dr Annalu Waller from Dundee University.

Constraints of space do not allow us to go into great detail about the conference, but interested readers are welcome to download a special edition of the Interface newsletter (October edition) off the Centre for AAC’s web page www.caac.up.ac.za which was dedicated to the conference.

- **Fofa**

Fofa (a Sesotho word meaning “to fly” or “to soar”), is the flagship youth empowerment programme for AAC users. Due to the real need of young adults with severe communication problems to become competent and empowered communicators, Fofa was presented from the 19 – 23 September 2011 for the 6th time. Eight AAC users and their caregivers attended the week’s intensive training. It was a privilege to welcome three new AAC users to the group after “graduating” three AAC users in 2009. It remains an objective of the CAAC to present the programme to participants from across the country – two participants from KZN, one from Northern Cape, three from Gauteng and two from North West Province participated in 2011. One of the Fofa lecturers, Mr Lebogang Sehako, is a veteran Fofa participant and he shared his journey with the group. Lebogang received a bursary from QASA to study business management and they also supplied him with computer training. Currently, he is the Deputy Chairperson of an organization



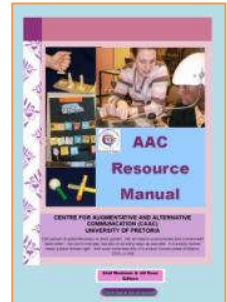
called Kgalagadi People Living with Disabilities, based in the John Taolo Gaetsewe Municipality, Northern Cape Province. More recently he also became a co-facilitator in the Solofelang Project, Limpopo Province.

Besides focusing on the AAC users, special attention was also given to the caregivers who act as the support system for the AAC user once they leave the Fofa programme. The burden of care is especially prevalent in this group and specific sessions were planned

and presented in order to lighten their physical and emotional load. The success of this programme rests heavily on the involvement of the support members and therefore it was also the 2011 research focus.

- **The AAC Resource Manual**

The AAC Resource Manual was launched at the Second African Regional AAC conference in August 2011. With contributions by all the staff members of the Centre for AAC along with local experts including AAC users, the 14 chapters of the manual provide a framework for exploring practical AAC interventions which are intended to fill the gap between theory and practice gap. The resource manual, published in book and CD format, is the beginning of a journey and it is envisaged that it will become a “living document” and that new chapters or sections of chapters will be added annually. The manual is a major step forward in ensuring that the message that “all can communicate” becomes a reality.



- **Walk For a Voice**

October is AAC Awareness Month and hence the perfect month to promote and support AAC. On 21 October 2011 the CAAC organised “Walk for a Voice” to celebrate their 21st birthday as well as to inaugurate the University of Pretoria’s new walking routes on campus. Approximately 100 children and adults, many of them in wheelchairs, participated in this event. Eight schools, four national bodies for people with disabilities and individuals with disabilities were also represented at the walk. Each participant also received a carry bag containing chips and water from our generous sponsors – it came in handy along the 2 km route. Mr Johan Britz from Facilities Management at UP did a splendid job in making two of the four available routes accessible for wheelchair users with the red route taking us through the most beautiful parts of the campus.



A fun day was had by all who attended the “Walk for a Voice” AAC awareness day on the Hatfield Campus of the University of Pretoria. While some in fact did walk, others rolled, were pushed, with the very lucky even being carried along the way.

5. DISSEMINATION OF INFORMATION

Table 2

Dissemination of AAC information by way of seminars, workshops and skill shops

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
SEMINARS				
2 March Pretoria	Prof. J Bornman	20 teachers, therapists from the Alma School for Children with Special Needs.	<i>“Challenging Behaviour: Where do I begin?”</i> The main aim was to describe functions of challenging behaviour as part of assessment.	Challenging behaviour was described from a communication perspective which participants found novel. Participants wanted more in-depth follow-up training. Referred them to the AAC Resource manual for practical ideas
23 July Lyttelton, Pretoria	Mrs P Kershaw	Down Syndrome Association	<i>“Using AAC: Implications for children with Down Syndrome”</i>	The information session was attended by parents of children with Down Syndrome. They had the opportunity to examine some assistive communication devices and ask questions about it.
9 September Soweto	Prof. K Uys Dr M Harty	Chris Hani Academic Baragwanath Hospital SLP, OT, PT	Introducing and demonstrating the value of AAC strategies to improve communication in the Primary Health Care context	Therapists embarked on developing an AAC assessment toolkit for the Primary Health Care context. Regular contact has since been maintained between the hospital and the Centre.
3 November Germiston	Prof. K Uys Dr S Dada	55 OTs, OT aids, SLPs, PTs, podiatrists, optometrists, professional nurses and management	Introducing and demonstrating the value of AAC strategies to improve communication in the Primary Health Care context	Therapists embarked on developing an AAC assessment toolkit for the Primary Health Care context. Therapists felt empowered to do screening assessments after this skills training workshop.
WORKSHOPS AND SKILL SHOPS				
3 February Pretoria	Mrs P Kershaw Mrs G Ledwaba Mrs E Johnson	7 officials from the Department of Basic Education (DBE)	2-hour session on how to adapt workbooks for AAC users	As a result of this workshop, the DBE plans to appoint a task team to write guidelines on how to adapt workbooks for learners with severe disabilities. The DBE indicated that the teachers at the Centre for AAC will be involved in this process.
16 March 20 April	Dr M Harty Prof. K Uys	15 therapists from special schools across Gauteng	Developing an extensive low technology AAC system	Participants had the opportunity to construct their own low technology system over the two sessions. The systems were then emailed to them so that they had a template for adaptation for future clients.
6 May Pretoria	Dr M Harty Mrs P Kershaw Mrs C Simelane Mrs E Johnson	50 teachers	1-hour session on AAC implementation in the classroom	Teachers were exposed to a variety of graphic based strategies for use in the classroom. The CAAC staff demonstrated how to implement these strategies and adapt them for learners at various levels of academic performance.

DATE AND PLACE	PRESENTER/S	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
25 May Pretoria	Mrs P Kershaw Mrs E Johnson	11 teachers and therapists	2-hour skill shop on how to use waste material to make resources for teaching children	Participants received the information positively and indicated that they will also start using waste material to make resources for teaching children.
3 July Tel Aviv, Israel	Prof. J Bornman Prof. K Uys	27 teachers and therapists	3-hour workshop on "AAC in the classroom: Increasing Participation and learning" At Beit Issie Shapiro.	Many similarities exist between AAC service delivery in South Africa and in Israel. Participants found the low technology options stimulating. Would like to expand this workshop to the Arab community served by Beit Issie Shapiro in future.
3 August Boksburg	Mrs P Kershaw Mrs E Johnson	83 teachers and therapists	2-hour workshop on storybook adaptations for AAC users	Participants enjoyed the hands-on workshop with practical ideas to adapt storybooks. The teachers and therapists indicated that they found the workshop very useful and were eager to implement their new knowledge.
24 August Pretoria	Ms K Tönsing Mrs C Simelane	15 therapist and teachers	Keyword signing	Participants enjoyed being taught the signs and indicated the usefulness of this skill in their classrooms/therapy contexts.
25 September Pretoria	Prof. K Uys Mrs E Johnson	15 teachers and therapists	2-hour skill shop on storybook adaptations for children who use AAC	Participants indicated that they gained knowledge and found the practical session very useful. Afterwards, the presenters were requested to deliver a similar workshop at the 11 th World Down Syndrome Congress in Cape Town in August 2012.
27 September Brits	Mrs P Kershaw	20 teachers and therapists from Opkyk Pathways Brits	Practical ideas for the classroom	Participants welcomed the opportunity to learn how to adapt material and equipment for children with disabilities. They felt empowered and were eager to implement what they had learned.
26 October Port Elizabeth	Dr M Harty Ms K Tönsing	41 teachers and therapists from Cape Receive School	AAC in the classroom – Cape Receive School in Port Elizabeth	Teachers and therapists commented on the usefulness of the information for dealing with learners with LNFS. Want to start a resource centre in Eastern Cape.
28-29 October Windhoek, Namibia	Prof. K Uys Ms A Samuels	7 OTs , 1 SLP, 2 psychologists and 2 teachers	Early Childhood Assessment and Intervention Workshop focussing on integrated and authentic assessment of children	Occupational therapists from the Namibian Occupational Therapy Association as well as allied health professions attended this workshop. The workshop was well received and participants were encouraged to continue their studies in Masters in Early Childhood Intervention for 2012.

6. CONSULTATIONS

In 2011 staff members of the CAAC conducted **20** consultations for persons with little or no functional speech and their support teams (family and service providers). The aim of these consultations was to suggest appropriate AAC solutions (symbols, aids, techniques and strategies) for the client and his/her team, based their needs, capabilities and resources. In addition, **3** Medico Legal consultations with regards to quantum trials were done.

The Centre was also contacted by Pathways, Naboomspruit in Mookopong to conduct AAC consultations with four of their children who attend this stimulation centre. A team from the Centre consulted with the parents and teachers of the children concerned and made recommendations for the facilitation of communication skills. The vision of working towards employment for all children who attend Pathways and possible ways to enhance the learning curriculum to accommodate this vision was also discussed with Ms Lorette Oberholster, the principal.

7. PRESENTATIONS AT CONFERENCES AND SEMINARS



Prof. Juan Bornman and Ms Alecia Samuels presenting at the Third ISEI Conference in New York and Ms Kerstin Tönsing presenting at the Second Regional African AAC Conference in Boksburg, Gauteng

Table 3
Conference and Seminar presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE & PLACE
INTERNATIONAL CONFERENCES		
Papers presented		
2-5 May	Ms A Samuels Prof. J Bornman	<i>Co-parenting and co-caregiving relationships of teenage mothers in South Africa.</i> International Society on Early Intervention Conference, New York, USA.
2-5 May	Prof. J Bornman	<i>Investigating the realization of children's rights in South Africa: Perceptions of children with disabilities and their caregivers.</i> International Society on Early Intervention Conference, New York, USA.
5 July	Prof. J Bornman	<i>Scaffolding learning and Thinking skills: Strategies for Children with Physical Disabilities.</i> Fifth International Conference on Disabilities: Learning from the past, shaping the future. Tel Aviv, Israel. (Invited paper).
6-8 July	Prof. K Uys	<i>Empowerment of youth with cerebral palsy through the use of AAC.</i> Fifth International Conference on Disabilities: Learning from the past, shaping the future. Tel Aviv, Israel. (Invited paper).
1 August	Prof. E Alant	<i>Ethics in Communication.</i> Research Seminar: Second Regional African AAC Conference, Boksburg, South Africa. (Plenary speaker).
2 August	Prof. E Alant	<i>What does it take to be a leader in promoting the use of augmentative and alternative communication?</i> Second Regional African AAC Conference, Boksburg, South Africa. (Keynote address).
3 August	Prof. J Bornman ; Dr D Bryen (Temple)	<i>Disability and abuse: Some risk reduction strategies.</i> Second Regional African AAC Conference, Boksburg, South Africa.

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE & PLACE
	University, USA) ; Mrs P Kershaw	
4 August	Mrs M de Klerk Prof. E Alant Dr S Dada	<i>Young South African children's recognition of emotions as depicted by Picture Communication Symbols.</i> Second Regional African AAC Conference, Boksburg, South Africa.
4 August	Prof. J Bornman	<i>Two decades of AAC service delivery in South Africa: Describing the impact.</i> Second Regional African AAC Conference, Boksburg, South Africa. (Keynote address).
4 August	Mrs M Herold Prof. K Uys	<i>Performance of grade 1-3 children on two different symbol organizational strategies.</i> Second Regional African AAC Conference, Boksburg, South Africa.
4 August	Mrs A Naude Prof. J Bornman Dr Michal Harty	<i>Exploring ethical sensitivity in the SA context.</i> Paper presentation. Second Regional African AAC Conference, Boksburg, South Africa.
4 August	Ms A Samuels	<i>"A picture speaks a thousand words" - AAC advocacy through photography.</i> Second Regional African AAC Conference, Boksburg, South Africa.
4 August	Ms K Tönsing Dr S Dada Prof. E Alant	<i>Training graphic symbol combinations during shared storybook reading.</i> Second Regional African AAC Conference, Boksburg, South Africa.
4 August	Prof. K Uys Dr M Harty	<i>The decision-making process in clinical practice: Some ethical considerations.</i> Paper presentation. Second Regional African AAC Conference, Boksburg, South Africa
Poster presentations		
2 August	Mrs L Rathbone Prof. J Bornman	<i>The sexuality knowledge of women with intellectual disabilities: a social story approach.</i> Second Regional African AAC Conference, Boksburg, South Africa.
2 August	Mrs T Matentje-Molefe; Prof. J Bornman	<i>Identification of the facilitatory strategies by members from at-risk communities to influence young children's executive functioning: An ecological perspective.</i> Second Regional African AAC Conference, Boksburg, South Africa.
2 August	Mrs T Kyarkanaye; Dr S Dada	<i>A profile of an expert practitioner implementing ECI service in South Africa: A move to practice based evidence.</i> Second Regional African AAC Conference, Boksburg, South Africa.
2 August	Prof. K Uys; Dr M Harty	<i>Forging the links: The journey to empowerment.</i> Second Regional African AAC Conference, Boksburg, South Africa.
2 August	Mrs A Carstens Prof. J Bornman	<i>What is the match between parents' and speech therapists' goals for children with CP?</i> Second Regional African AAC Conference, Boksburg, South Africa.
2 August	Mrs A Huguet Dr S Dada	<i>The iconicity of picture communication (PCS) symbols for children with English Additional Language (EAL) and intellectual disability.</i> Second Regional African AAC Conference, Boksburg, South Africa. *This poster won the prize for best poster presentation on the 2 nd of August.
2 August	Mrs A Erasmus Mrs P Kershaw Prof. J Bornman Dr S Dada	<i>An investigation into the realization of children's rights in South Africa: Perceptions of children with disabilities and their parents.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Mrs T Naude Dr S Dada	<i>The effect of an aided input teaching tool on concept retention of mathematical operations for learners with moderate intellectual disabilities.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Mrs N Mailwane Prof. J Bornman	<i>An exploration of factors which influence accessing ECD services for young children with disabilities: An ecological perspective.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Ms K Nourse Prof. K Uys	<i>Non-powered mobility and participation.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Mrs L Schlebusch Prof. K Uys	<i>The impact of daily routines on the quality of life for families with a young child with Autism Spectrum Disorder.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Mrs S Pelembe Prof. J Bornman	<i>An investigation into the realisation of children's rights in South Africa: Perceptions by Xitsonga-speaking children with disabilities.</i> Second Regional African AAC Conference, Boksburg, South Africa

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE & PLACE
3 August	Ms A Runowicz Dr S Dada	<i>A Developmental Clinic as a CBR project.</i> Second Regional African AAC Conference, Boksburg, South Africa.
3 August	Mrs E Johnson Prof. J Bornman Dr S Dada	<i>Determination of core pain-related vocabulary of children: Implications for AAC users.</i> Second Regional African AAC Conference, Boksburg, South Africa. *This poster won the prize for best poster presentation on the 3 rd of August.
NATIONAL CONFERENCES		
25 February	Mrs P Kershaw	<i>Unlocking Potential: Keys to an Inclusive classroom setup.</i> MacMillian Teacher Campus Inclusion Conference (25-27 February 2011), Boksburg.
9-11 May	Dr M Harty Prof. K Uys	<i>The importance of community support for empowerment of youth with disabilities.</i> Cerebral Palsy Eastern Cape National Conference. Port Elizabeth, South Africa.
13 May	Prof. K Uys	<i>Ethical decision making for allied health professionals.</i> Ethics conference for Allied Health Professionals. Bloemfontein.
27 August	Prof. K Uys	<i>AAC in classroom implementation: Road to literacy.</i> NAPTOSA Special School Conference, Springs.
1 October	Prof. K Uys	<i>Adaptations for computer access for people with disabilities.</i> Symposium for Handtherapy. Pretoria.
25 October	Dr M Harty	<i>Critical skills impacting on the choice of assistive technology to promote communication.</i> 2011 ENT/SASLHA/SAAA conference, Port Elizabeth.
26 October	Ms K Tönsing	<i>Supporting expressive language development through AAC: Beyond the single word phase.</i> 2011 ENT/SASLHA/SAAA conference, Port Elizabeth.
25 October	Dr M Harty Ms K Tönsing	<i>Believe all can achieve: Implementing AAC in an inclusive classroom.</i> 2011 ENT/SASLHA/SAAA conference, Port Elizabeth.

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

Table 4
CAAC staff attendance without presenting

DATE	NAME	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
25 February	Mrs K van Niekerk	The ethics of record keeping and informed consent, Funda, Pretoria School, CPD programme, Pretoria
3-4 March	Ms K Tönsing Mrs E Moolman	Autism: Towards the Future. St George's Hotel, Pretoria
11 April	Prof. K Uys Mrs K van Niekerk	Mending the broken bond – Attachment disorders in South African children, Midrand.
26 May	Mrs C Simelane	Groupwise training. Department of Information Technology Services, UP.
27 May	Mrs C Simelane	Microsoft Internet Explorer training. Department of Information Technology Services, UP.
30-31 May	Mrs C Simelane	Microsoft Windows training. Department of Information Technology Services, UP.
13 June	Prof. J Bornman; Prof. K Uys; Dr M Harty; Dr S Dada; Dr D Donohue; Ms A Samuels; Mrs P Kershaw; Mrs E Johnson; Mrs C Simelane; Mrs E. Moolman	Turn-it in Training, Department of Education Innovation, UP.
27 July	Mrs E Moolman	Advanced training: Incorporating PECS across the day. Lori Frost & Andrew Bondy, Birchwood Conference Centre, Boksburg.
18 October	Prof. J Bornman; Prof. K Uys;	Tobii C12 and CEye eye gaze AAC system training, Pretoria

DATE	NAME	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
	Dr M Harty; Dr S Dada; Dr D Donohue; Ms K Tönsing; Ms A Samuels; Mrs P Kershaw; Mrs E Johnson; Mrs C Simelane; Mrs E Moolman; Mrs K van Niekerk, Mr S Sikosana	
5 November	Ms K Tönsing	Tiny Handz Key Word Signing Training, Maranatha Bana Special School, Centurion.
28-29 November	Ms A Samuels	UNICEF Early Childhood Development Knowledge Building Seminar, Pretoria.

9. VISITORS TO THE CAAC



Centre for AAC staff with Prof. Mats Granlund (Jönköping University, Sweden), Prof. Rune Simeonsson (University of North Carolina Chapel Hill, USA) & Anna Karin Axelsson & Margareta Adolfsson (PhD students, Jönköping University Sweden).



Centre for AAC staff with Dr Karina Huus (Jönköping University, Sweden) Inger Nilsson (PhD student, Jönköping University, Sweden)

Table 5
Visitors to the CAAC

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
9-16 February	Prof. Rune Simeonsson (University of North Carolina Chapel Hill, USA) Prof. Mats Granlund (Jönköping University, Sweden) Anna Karin Axelsson & Margareta Adolfsson (PhD students, Jönköping University, Sweden)	The visit formed part of a collaborative research project between the CAAC and the CHILD programme (Children, Health, Intervention, Learning, Development). This project aims to investigate the application of the ICF-CY within an emerging country context.	International researchers and students shared their current research interests with the PhD and Master's students and also gave input on the research projects these students are currently engaged in. Eight new PhD research projects were planned. Ms Adolfsson collaborated with Prof. K. Uys and Ms K. van Niekerk on coding play activities for a possible publication. Ms Adolfsson and Dr Harty discussed Dr Harty's paper which Ms Adolfsson reviewed: <i>"The ICF as a common language for rehabilitation goal-setting: Comparing client and professional priorities"</i> .

DATE	NAME AND DESIGNATION	NATURE OF VISIT	OUTCOMES
21 April	Ms Jean Judes, (Executive Director, Beit Issie Shapiro, Ra'anana, Israel)	To explore the possibilities of future collaboration and to gain experience on the development and maintenance of an Inclusive Play Park	Beit Issie Shapiro is involved in one of the largest Inclusive Play parks internationally. Experience was shared in this regard and possible pitfalls in terms of maintenance, community involvement and the importance of ownership was discussed. Prof. Bornman and Prof. Uys were invited to attend the Fifth International Conference on Disabilities in Israel.
27-29 July	Dr Diane Bryen (Temple University, Philadelphia, USA)	Preparing the presentation "Ethical Considerations in Research with People with Disabilities" for the Research Seminar at the Second Regional African AAC Conference Planning of Social validation research project	In order to contextualize her presentation, Dr Bryen and Prof. Bornman discussed the inclusion of specific South African case examples. The data collection for the Social validation of the communication boards "You can tell and be heard" was planned. The specific measuring instrument was developed, the ethical implications discussed, and the procedures planned. The scientific publication that arose from this was finalized.
29 July	Prof. Shunit Reiter (University of Haifa, Israel)	Discussion of possible future collaboration in order to expand the pool of external examiners in this relatively small area of expertise	Prof. Reiter is regarded as an international scholar in the fields of developmental disabilities, inclusion in school and community as well as in family issues of persons with disabilities. She was asked to act as the external examiner for a master's dissertation on sibling issues related to autism.
22-29 September	Dr Karina Huus (Jönköping University, Sweden) Inger Nilsson (PhD student, Jönköping University, Sweden)	The visit formed part of a collaborative research project between the CAAC and the CHILD programme.	A collaborative systematic review was planned, entitled "The basic and special needs of children with disabilities in developing countries: A systematic review". The data extraction protocol was refined, and 30 possible papers were discussed and evaluated during the week.

10. CREATIVE INPUTS FOR THE PUBLIC DOMAIN: MEDIA

10.1 Radio

- Ms K Tönsing had two radio interviews with Fanie Du Toit for the programme "Leefwêreld van die Gestremde" aired on *Radio Sonder Grense* on 19 June and 11 September.
- Mrs P Kershaw had a radio interview on Talkradio 702 with presenter David O' Sullivan about low technology communication boards: "You can tell and be heard" that can be used by people with disabilities to disclose alleged abuse. An email about the abuse boards was also sent to Kay Sexwale (talk host on *Radio 702*) during the campaign against women and children abuse at the end of November. The email was read on the radio.

10.2 Printed media

- CAAC. (2011, November) Fofa Project teaches young people to "make their voices heard". *Junior Tukkie*, 21.
- Esterhuyse, S. (2011, Oktober 26). Pretrol wys dat elke mens "stem" verdien. *Tshwane-Beeld*, 12.
- n.a. (2011, November). Stap vir 'n stem. *Tukkievaria* (3), 6.

- Pistorius, M. (2011, Oktober 20). Terug na die lewe. *Die Huisgenoot*, 28-31.
- UP: (2011). Communication is beautiful. UP Calender: May 2011
- CAAC (2011, August) The AAC Resource Manual was launched at the Second Regional African AAC Conference in Boksburg.

11. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

11.1 Staff Achievements

- Prof. J Bornman has been appointed as the Director for the Centre with full professorship.
- Prof. Bornman was awarded a C1-rating from the National Research Foundation (NRF) from 2012-2016.
- Dr M Harty was elected to the national council of SASLHA to serve in the professional development portfolio after the resignation of the current professional development officer.

11.2 Student Achievements and Awards

- Dr Sadna Balton, a PhD graduate in AAC and Head of Department of Speech Therapy and Audiology at the Chris Hani Baragwanath Academic Hospital won an Excellence in Health award from the HPCSA for her dedication to her work and making a difference in the lives of those who face communication challenges.
- Vuledzani Ndanganeni, a student in BA(Hons) in AAC, received a scholarship award for postgraduate studies from the Margaret McNamara Memorial Fund (MMMMF) which is administered through the World Bank.
- **Mayer-Johnson Company Award** for the outstanding BA Hons (AAC) student was won by Mrs Pauli Nigrini.
- The **Semantic Compaction Systems Award** for the best research project completed during 2011 was awarded to Mrs Ange Beringer.
- University of Pretoria bursaries were awarded to the following 11 students: Mrs Esme Dawson and Miss Vuledzani Ndanganeni for the BA (Hons) in AAC; Mrs Aletia Breed; Ms Lynette Du Plessis and Ms Stephanie Penkler for the M (AAC) first year students and Ms Elizabeth Obaba, Ms Joanne Myers, Ms Liezl Schlebusch, Ms Mignon Botes, Mrs Jenny Hetem, and Dr Prashini Govender for the M (ECI).
- NRF bursary was awarded to Ms Alecia Samuels (PhD student) as part of Prof. J Bornman's IRDP research project.



12. PROFESSIONAL ACADEMIC ACTIVITIES

12.1 Involvement with other universities as external examiners

- Prof. J Bornman acted as external examiner for the "Departement Spraak-, Taal;- en Gehoortherapie, Fakulteit Gesondheidswetenskappe", Stellenbosch University (for the SPH 411-module on AAC as well as for final year research projects) and for the MPhil in Disability Studies in the Department of Health and Rehabilitation Sciences at the University of Cape Town.
- Dr M Harty acted as external examiner for the Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand, Johannesburg (third year module on AAC principles and practices), and for

- the Department of Speech-Language Pathology and Audiology at the University of Limpopo, Medunsa Campus (Final year Audiology research scripts).
- Ms A Samuels acted as external examiner for the first semester's final year AAC and Early Childhood Intervention modules for the Department of Speech and Hearing Therapy, University of KwaZulu-Natal.
 - Prof. K Uys acted as external examiner for FUOT IV, Research and Management, Department of Occupational Therapy, University of Limpopo, Medunsa Campus.
 - Mrs K van Niekerk acted as external examiner for a master's thesis from the Occupational Therapy Department, University of the Free State.
 - Prof. K Uys serves on the Research Committee, Faculty of Humanities, University of Pretoria.

12.2 Referee duties

- Prof. J Bornman acted as a reviewer for the *American Journal of Intellectual and Developmental Disabilities* (AJID) (ISI-accredited) and for the *South African Journal of Communication Disorders* (SAJCD) (DoHE accredited).
- Dr M Harty acted as speech editor-in-chief for the SASLHA online CPD programme and as a reviewer for the *South African Journal of Communication Disorders* (SAJCD) (DoHE accredited).

13. STAFF

13.1 CAAC staff funded by the University of Pretoria

Professor & Director: Prof. J Bornman (40 hours from 1 May 2011)

Associate Professor & Acting Director: Prof. J Bornman (40 hours per week until 30 April 2011)

Associate Professor: Prof. K Uys (40 hours per week)

Senior lecturer: Dr M Harty (40 hours per week)

Lecturer: Ms A Samuels (40 hours per week)

Lecturer: Dr S Dada (10 hours per week)

Departmental Administrator: Mrs L Maasdorp (40 hours per week, 1 January – 30 August 2011);

Mrs H Pretorius (40 hours per week, 1 September – 31 December 2011)

Extra-ordinary Professor: Prof. E Alant, Otting Endowed Research Chair: Indiana University, USA

Disability Consultant Assistant: Mr S Sikhosana (25 hours per week)

13.2 CAAC staff funded from private funding

Junior Lecturer: Ms G Ledwaba (40 hours per week, January – March 2011)

Junior Lecturer: Ms K Tönsing (40 hours per week)

Junior Lecturer: Mrs P Kershaw (40 hours per week)

Junior Lecturer: Mrs E Johnson (40 hours per week since April 2011)

Post Doctoral Fellow: Dr D Donohue (40 hours per week)

Junior Lecturer: Mrs C Simelane (25 hours per week since April 2011)

Junior Lecturer: Mrs T Matentje-Molefe (25 hours per week, September – November 2011)

Junior Lecturer: Mrs M van der Merwe (15 hours per week)

Junior Lecturer: Mrs K van Niekerk (15 hours per week)

Research Assistant: Mrs E Johnson (15 hours per week, January – March 2011)

Junior Lecturer: Mrs E Moolman (10 hours per week)

Research Consultant: Mrs R Owen (5 hours per week)

13.3 External examiners

MAAC:

Mrs M Coetzee MA(AAC) 1, Private practice
Mrs M Packman MA(AAC) 2, Private practice

MECI:

Mrs J Le Roux M(ECI) 1, Division of Communication Sciences and Disorders: Department of Health and Rehabilitation Sciences, University of Cape Town
Mrs A Sunday M(ECI) 2, Division of Occupational Therapy: Department of Health and Rehabilitation Sciences, University of Cape Town

HONOURS:

Ms M Van Niekerk Department of Occupational Therapy, University of the Witwatersrand
Dr K Joubert Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand
Prof. P Bakker Department Private Law, UNISA
Dr A Wium Department of Speech-Language Pathology and Audiology, University of Limpopo, Medunsa Campus

ACE:

Dr H Olivier Department of Education, UNISA
Mr L Thlale Department of Education, UNISA
Mrs M de Jongh Department of Speech-Language Pathology and Audiology, University of Limpopo, Medunsa Campus

14. OBJECTIVES FOR 2012

14.1 Academic staff

- To increase the permanent full-time academic staff component of the Centre by appointing an additional staff member on a lecturer's level.
- To increase the number of full-time academic staff with PhDs

14.2 Teaching

- To maintain the expected pass rates as set by the DHET (82% for ACE and Honours; 33% for Master's and 20% for PhD).
- To graduate three PhD students and enrol two new PhD(Preparatory) students
- To graduate five M(AAC) students and enrol five new students into the programme
- To graduate 18 M(ECI) students and enrol 18 new students
- To graduate 20 BA(Hons) in AAC students and enrol 20 new students
- To graduate 148 Advanced Certificate in Education (ACE: Inclusion of Learners with Severe Disabilities) students.
- To secure bursaries for at least eight post graduate students

14.3 Research

- To increase the number of Research Publication Units to reflect the required 1.4
- To increase the number of staff who are research active
- To complete the 3-year collaborative project (2010-2012) with Prof. Mats Granlund at the CHILD (Children, Health, Intervention, Learning, Development) Research Group at Jönköping University in Sweden (SIDA-Funded) entitled '*ICF-CY: A common language for understanding the multidimensional construct disability in childhood*'
- To commence with the 2-year collaborative project (2012-2013) with Dr Mary Ann Ronski and Dr Rose Sevcik at the CRADL (Centre for Research on A-typical Development) Research Group at Georgia State University in the USA (NIH-Funded) entitled '*Speech and Language Delays in Children with Neuro-developmental Disorders*'
- To apply for a new funded research grant regarding literacy aspects and the implications for AAC.

THANK YOU

The following foundations and departments that financially supported the activities of the CAAC during 2011 thereby allowed us to reach our goal are gratefully acknowledged:

National Research Foundation (NRF)
National Institute for Health (NIH): Fogarty Grant
Swedish International Development Cooperation Agency (SIDA)
Department of Health
Department of Basic Education
Gauteng Department of Education
Eastern Cape Department of Education
Northern Cape Department of Education
Down Syndrome South Africa
BestMed
Autism South Africa
Rolling Inspiration
AudioMedi HiTec
Baba & Kleuter
SPAR

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University of South Africa
University of the Free State
University of Jönköping
Georgia State University
Temple University
University of North Carolina Chapel Hill
University of Haifa

All the schools and hospitals that participated in all our activities throughout the year. We appreciate your continued support of all our training and research endeavours!

A heartfelt thank you to the following persons who use AAC. They are always willing to assist us and give presentations to our students. Your personal commitment is incredibly helpful:

Dr Cival Mills
Zach Joubert
Constance Lethuli
Lebogang Sehako
Graham Clark

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Department of Finance
Department of Child Health
Department of Library Services
Department of Education Innovation
Department of Communication Pathology
Department of Educational Psychology
Department of Occupational Therapy
Department of Human Nutrition
Department of Physiotherapy
Department of Social Work
Department of Nursing
Academic Administration (Humanities and Health Sciences)
Department of Residence Affairs and Accommodation
Department of Security Services
Human Resources (Humanities)
Facilities Management
Disability Unit
TuksAlumni

A warm word of appreciation is extended to each and every student who decided to continue his/her academic lives at the centre. We are very lucky to have you and we hope you know how much we appreciate your hard work! You are the heart and soul of what we do.

A heartfelt word of gratitude also goes to the Advisory Committee members. Thank you for your guidance and leadership and reminding us of what matters most!

Finally, the commitment of the Centre for AAC team is warmly acknowledged. The late nights, long meetings and endless efforts don't go unnoticed! To say that you do more than what is expected of you would be an understatement.
Thank you!