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2nd Regional African AAC Conference

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 University of Pretoria**

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University of Pretoria

ISSN 1018-2071

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Centre for Augmentative and Alternative Communication

CREATING NEW OPPORTUNITIES

National Newsletter

Getting closer

I may not be there yet, but I'm closer than I was yesterday. ~Author Unknown

I am sure that during the past 21 years as well as the next 21+ years, the words from the quote above was and will be the motto of all stakeholders involved in the AAC community. Many of us are working together to try to ensure that people with little or no functional speech have a voice to make themselves count in the world. Although we agree that we “may not be there yet, we are definitely closer than we were yesterday”, we are all still striving to make a difference in the lives of people with disabilities.

As part of this drive to make a difference in other people’s lives, the first part of 2011 has been extremely busy for everyone from Interface branches, schools and the CAAC alike. We therefore wish to give you a warm welcome to the second edition of the Interface Newsletter for 2011.

Since the start of the CAAC 21 years ago, much has been done by the staff of the Centre to help establish the field and implementation of AAC in the schools and communities throughout South Africa. Within this current newsletter, you will be able to read the news from the schools, where the dedicated staffs are making a difference in the lives of children. You also will read how Interface branches and the CAAC are putting AAC into practice. We hope that you will get a glimpse of “where we are” after 21 years of making a difference for AAC in South Africa and the rest of the world.

In “Getting Closer”, you will read about Juan and Alecia’s trip to New York City, where they attended and presented at the Third International Society for Early Intervention (ISEI) Conference. You will also learn about Disability Day organised by the Medical Campus, where Michal and the teacher team presented valuable information on AAC in the classroom to teachers. Additionally, Kitty reports on a lecture she presented at the Pholo School in Bloemfontein about the ethical decision-making process as well as a lecture where she partnered with Michal to present at the Charlotte Matchege Hospital in Johannesburg to therapists on AAC in ICU settings.

As part of our 21st birthday celebrations, vice-principal Prof de la Rey visited the CAAC in March and provided long-time friend, Zach Joubert, with his new communication device (the Vantage Lite) - see Zach’s newsletter contribution about this occasion on p 2.

And finally, please be sure to check out the CAAC’s leading community engagement project, which is now on youtube! <http://www.youtube.com/watch?v=hnFk4pIRKtU> and to promote our conference, we also joined Twitter @AACinAfricaConf! Please join us in cyber space as well!

Although we may not be there yet, we are closer than we were 21 years ago

*Ensa Johnson
 Co-editor—Centre for AAC*

Interface promotes communication for people with little or no functional speech by supplementing existing communication with gestures, communication boards and assistive technology (thus, augmentative and alternative communication)

CAAC news

Prof Bornman appointed as new Director for Centre for AAC

Professor Juan Bornman was appointed as Director of the Centre for Augmentative and Alternative Communication until May 2015. She helped found the CAAC over 21 years ago and has been serving as Acting Director for nearly three years. In addition to her directorship appointment, Prof Bornman was promoted to full professor. Two monumental achievements in one week! Her leadership has been vital to the CAAC and we are very proud of her accomplishments. Congratulations Prof Bornman! We are honoured to be part of your team at the CAAC.



New appointment to our team

Ms Cornelia Simelane joined the CAAC team in April. She is an educator with many years of experience in the field. Her passion is children with disabilities so Conny also started with the Honours course this year. We hope that you enjoy working at the Centre, Conny!



News flash

Karin van Niekerk, one of our speech therapy staff members gave birth to little Johan in March. Everything is well with mother and baby. We wish the Van Niekerk family all of the best for the future.



ACE Training

Our second year ACE students are busy with their final exams. We are glad to have them as students and we are sure that they will implement the new knowledge they gained through this ACE in Inclusive Education for children with severe disabilities in their classrooms. We hope to see them all at our conference and as future Honours students!

Vice-Chancellor visits CAAC

During March 2011, the Centre for AAC had the privilege of hosting Vice-Chancellor and Principal, Prof Cheryl de la Rey, for tea. While here, Prof de la Rey presented longtime friend of the Centre, Zach Joubert, with the new Vantage Lite. The Vantage Lite is a high-tech AAC device that provides voice output for Zach who has Friedrich's Ataxia, a condition that causes progressive muscle degeneration while never affecting the brain. Zach's previous Vantage was stolen during an assault two days before his 40th birthday. In response, Zach's friends and the manufacturers of the Vantage Lite worked together to provide him with a new AAC device. The Centre was honored to have Prof de la Rey participate in the occasion.



Below is Zach's reaction to this event:

Hi All,

It has been a long time since I posted anything in the newsletter. Please let me explain why. Last year I was robbed of my speaking device. After months of struggling without it, I finally got enough funds for a far better advanced device from Prenke Romich International via Inclusive Solutions, the Vantage Lite.

Unlike my previous device, the Path Finder, with 183 keys, this device has around 80 keys. It is essential to know the Unity language, although another pictured language can be programmed into it as well. The device is smaller than the Path Finder, with a state of the art touch screen (about the size of an A5 paper) and lighter (about 1,5 kg). You will soon see me traveling up and down the streets of Pretoria with it.

Firstly, I would like to thank various companies, friends, family, the CAAC and all the unknown people for their donations helping me raising the funds to buy the new device. Not only has my new Vantage Lite helped me, but a small dream of mine is also taking shape. More about this dream in the next newsletter.

*Kind regards,
Zach*

Graduation

The University of Pretoria autumn graduation ceremony was held on 4 April 2011.

The Centre for AAC was proud to have 25 students graduate with an Honors degree, 3 who graduated with distinction. The recipient of the Mayer Johnson Outstanding student award was Robyn M. Wilson, who had the best overall academic achievement in the course. In addition to the Honors students, 4 students graduated with their Master's degree in AAC. Congratulations to all of the graduates. We are very proud of you!



PhD graduate receives prestigious reward

Sadna Balton, a PhD graduate in AAC and Head of Department in Speech Therapy and Audiology at the Chris Hani Baragwanath 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. Here she receives the award from Dr Motsoaledi, the Minister of Health during the reward ceremony.

Skill shops and other informal trainings

Three successful skill shops were presented by CAAC staff during the past three months:

- ◆ Developing an extensive low technology AAC system (16 March & 20 April 2011)



- ◆ Fantastic plastic (25 May 2011) where the participants received useful information on how to use plastic and other waste materials to make resources for the classroom.

The next skill shop will be on 24 August on key word signing and on 14 September the focus will be on book adaptations. Book in advance to ensure a place at these skill shops!

Dr Michal Harty and the three teachers of the CAAC team presented a lecture on AAC implementation to teachers of specialised schools who took part in the Disability Day of the Medical Faculty.

Practical information on how to use schedules, book adaptations and baggy books in the classroom Below, a photo



of Michal and the teacher team of CAAC with Prof Buch, Dean of the UP Medical Faculty.

MacMillan Teacher Campus Inclusion Conference

“Crossing the Divide” was the theme of the MacMillan Teacher Campus Inclusion Conference (25-27 February 2011) at which the Centre's own Mrs. Priscilla Kershaw was an invited speaker. Priscilla's experiences and successes with teaching typically developing children and children with developmental disabilities together in the same classroom highlight that inclusive education can be a reality.

The title of Priscilla's talk was “Unlocking Potential: Keys to an Inclusive Classroom Setup,” in which she emphasized factors she believes are vital to make classroom inclusion a success. Throughout her talk, Priscilla stressed that the inclusion process is facilitated when teachers embrace both their students and their students' families. This is because families tend to be experts about their children; thus, teachers can ask questions of students' families in order to learn how to best meet students' needs and this conversation should continue over the course of the school year.

During her talk, Priscilla also emphasized that inclusive education does not need to be a burden on teachers. Rather than learning a new skill set, teachers can utilize the skills that they already possess. Priscilla states that, “Rather than thinking outside of the box, teachers should improve what they have within the box.” She stressed that teachers can be models to others, and by teachers sharing their successes, others will begin to understand the importance of classroom inclusion. Hence, teachers must use their power to be the difference and change that they would like to see in the larger community.

*Dr Dana Donohue
Centre for AAC*

ISEI 3rd Conference—New York 2—6 May 2011

This conference started with a bang! Literally one that reverberated throughout the world but had very little to do with early intervention. Being in New York City at the time the day that the news came through about the killing of Osama Bin Laden was an interesting experience and made one realize again the important role which context plays i.e. how it shapes your own development, perceptions, beliefs and views of the world - an important principle of ECI. Why this focus on ECI in and AAC newsletter? Many of ECI's theories such as systems theory, collaborative, family centered, team approach form part of the intervention framework of the AAC and Severe Disabilities fields.

The 3rd ISEI conference held in New York City builds on the previous conferences held in Rome (2003) and Zagreb (2007) and facilitates the sharing of new ideas and information amongst the international early intervention community. Delegates came from far and wide. The South African contingent included Juan Bornman and myself, growing from one person at the last conference to six this year in the Big Apple.

George Everly Jnr the author of the book "The Resilient Child" delivered the opening address with an inspiring presentation on discovering your personal resilience. He defined resilience as the ability to positively adapt to and/or rebound from significant adversity. Research over the years has shown consistently that there are 5 key factors which determine resilience: Optimism, Integrity, Social support, Perseverance and Faith, examples of which are encapsulated in these wonderful one liners.

"Insist on seeing the glass half full"

"What you do today will echo for eternity"

"The only difference between humankind's greatest successes, and its most dismal failures, has been the willingness to try again, and again, and again."

"Success is TRYING-your showing up matters and if it succeeds even better."

"Anything worth doing is worth failing for"



Apart from the many interesting presentations, this was also an opportunity to network with old and new friends who are leaders in the field of ECI. Juan got to meet one of her heroes, Prof Kofi Marfo whose work she has referred to in many articles while I managed to strike up an interview with Marcy Hanson

whose work on cultural competence and diversity many a Masters in ECI student has absorbed. Watch out for this interview in the next newsletter.



It was an enjoyable 4 days in New York. We were encouraged by the overwhelmingly positive response to our own presentations and the early intervention work taking place in South Africa. We were also excited to see that there is healthy debate with regard to authentic assessment, evidence based practice, as well as participatory interventions like the ICF-CY which bodes well for the ongoing development of the early intervention field.

If you would like to know more about the International Society for Early Intervention (ISEI), please check out their website <http://depts.washington.edu/isei/index.html> and consider becoming a member. Membership is free and gives you access to the Professional Training Resource Library which contains hundreds of assessment and intervention resources.

*Alecia Samuels
Centre for AAC*

International Visitors to Centre for AAC

The Centre for AAC was privileged to host Prof Rune Simeonsson from the University of North Carolina Chapel Hill, USA, Prof Mats Granlund from Jönköping University, Sweden together with two PhD students (Anna Karin Axelsson and Margareta Adolfsen) from the 9th to the 16th of February. The visit formed part of a collaborative project that the Centre is currently engaged in with the CHILD programme (Children, Health, Intervention, Learning, Development), a research collaboration between various Swedish universities. The joint project aims to investigate the application the International Classification of Functioning, Disability and Health – Children and Youth (ICF-CY) within an emerging country context. Mats, Rune, Anna-Karin and Margareta 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.

*Dr Dana Donohue
Centre for AAC*



Interface Branch News

News from KZN

The second half of 2011 will see Interface moving into an exciting phase of growth and increased capacity. We were thrilled to receive confirmation that we have once again been awarded a grant from the National Lottery Distribution Trust Fund for our operational costs, enabling us to increase the hours of our office manager from part time to full time.

We will be welcoming Mrs Gail MacLennan Ngcobo into our team as of 1st June, and bidding Mrs Linda Wiles a fond farewell. Linda was Interface KZN's first salaried member of staff and has worked diligently over the past 2 years to provide admin and secretarial support at our Centre. Linda will be missed by our committee, our members, and to all who have attended the Centre in recent times. We have also been able to employ Jocelyn Mngomezulu, Occupational Therapist, who will join our team as an AAC Implementation Therapist and isiZulu Resources Manager. Jocelyn was very involved in the Interface KZN Khulani Special School Project in 2010, when she undertook the translation of isiZulu materials and resources for the project and assisted during the initial and follow-up weeks at the Khulani School.

Another new face on the Interface KZN committee is Trevor Weppelman, who very kindly volunteered to hold the portfolio of Treasurer as Elaine Byrne resigned from this portfolio due to work and family commitments. As one of our longest standing committee members, we are pleased that Elaine has remained on our committee as an ordinary member.

Please note that as of 1st June, the Interface KZN AAC Resource Centre will be open from 8am to 4pm, Monday to Friday.

Interface KZN's 2011 year got off to a busy start..

We completed our first series of Action Labs in the first term and the second series is now underway. The Action Labs are held on Friday afternoons between 2 and 4pm. A hand-out is provided, and participants receive a Certificate of Attendance. Each mini-workshop costs R100 (members) and R120 (non-members). If you wish to attend any of the AAC Action labs, please contact Linda on 076 819 6750 / 031 708 4237 (spots are limited to 20 per Lab).

A series of topics were presented, e.g.:

- ◆ Autistic Spectrum Disorder and Children with AAC Needs: The Use of Visual Schedules and Social Stories
- ◆ Early and Emergent Literacy
- ◆ Access Methods and the Power of Communication: My Second Voice by Dan Ngcobo

In June, there will be workshops on:

- ◆ Positioning for Communication (3 June)
- ◆ Evaluating the Child who uses AAC in the Classroom (10 June)

March was a busy month for awareness raising. On the 7th March, Felicity Jonck and Paul Burdett (accompanied by Sharon Burdett) had the honor of addressing a Lion's Zone meeting, at the Queensburgh Lion's Den about the work, needs and wishes of Interface KZN. Paul's speech, using his alphabet board, had a very powerful impact on the members present, as did the presentation by Felicity and Sharon's input as a mother of an AAC user. On the same day, Margi Lilienfeld presented information on computer and internet based resources at Sunfield Home School. Then on the 26th March, Margi presented an introduction to AAC and the importance of communication at a support group held at Action in Autism.

On the 1st April, we had a very successful fundraising evening, with tickets sold for the award winning show "A Handful of Keys". Thanks to everyone who supported this fundraiser. Also in April, Margi and Jocelyn Mngomezulu were amongst a multidisciplinary team who presented to parents at the Blind and Deaf Society. Margi and Jocelyn's presentation focused on AAC and communication.

This year, we have been very fortunate to receive funding from several trusts including Baumann Trust, Edna Burford Trust, DT Hudson Trust and Kathleen Hastie Trust. The funding from these trusts is for Interface KZN's isiZulu Literacy and Resource Project. We have various other projects for which we are fundraising for the year ahead, including our Communication Circle and the Sisizakele Special Needs School Project.

*Leandra Hinds
Chairperson*



**2nd Regional African
AAC Conference
1-4 August 2011**



Did you register?

School news

Opkyk Pathways—Brits

EXCITING TIMES AT OPKYK PATHWAYS-BRITS

Opkyk Pathways Therapy and Educational Centre is privileged to be the institution chosen in the North West province to participate in the launch of the “Change the World Initiative” in South Africa. The Vodafone World of Difference program sponsors volunteers in 17 countries, but this is a first for Vodacom in South Africa.

Ten charities have been chosen throughout the country and a winner is paid by Vodacom for 6 months to work at our Centre. Opkyk Pathways’ particular project strives to streamline the curriculum and to adapt it for users of AAC as well as undertaking the introduction of AAC to those in the community who can make use of such devices.

Santie Kotze was chosen as our winner and started working at Opkyk Pathways in April. In preparation of her task, Santie attended a weeklong course at the CAAC during the school holidays in March. Inspired, Santie started to implement what she learned and is already making a difference in the community. For example, various children without expressive speech have been identified and will receive communication books. Additionally, two deaf adults working at a vegetable packing facility will be receiving communication tools.

The next 28 weeks will be an experience like never before, and we look forward with great expectations and excitement. To give a voice to one person is a major achievement! Santie already started to change the environment at Opkyk Pathways, and we are blessed by her being here. Welcome to our family at Pathways, Santie!!

Anyone who wants to know more about the program at Opkyk Pathways, please visit us at www.opkykpathways.co.za. Also follow Santie’s experiences on Facebook or Twitter with many others around the globe.

Drika Kruger

Pathways – Polokwane

FITNESS FIRST

The children of Pathways—Polokwane joined in the fun at the inter-house Colour sports day and boy did they enjoy it. The Juniors joined in the sprint races while the Seniors and Life Skills classes joined in with the field events too.

Then Nare and Omphile also joined the Grade 00 and Grade 0 classes for their Mini-Olympics sports day. They thoroughly enjoyed taking part in the sack, spade and bean-bag, horse sprint, wheelbarrow and water races.



JACARANDA CARES...

Pathways-Polokwane was surprised by a phone call from Jacaranda Cares last week to say that they would be paying us a visit that Friday. Lesedi, who will be leaving the Enrichment Center at the end of this year, is planning on starting his own DJ’ing business. He has been busy interviewing various DJ’s in order to help him get started, and has compiled and distributed his proposal for getting sponsorships to get the equipment he requires for his business. One particular DJ, ZC, went back to Jacaranda and suggested that they dedicate their next Jacaranda Cares donation to Lesedi. So on Friday, he almost fell out of his chair as he went live on radio with the biggest surprise of his life. They so generously donated an external hard drive, a laptop as well as all the programmes he will need in order to start operating. Lesedi, you are one blessed and lucky guy! Well done!

Renate Wiefaring



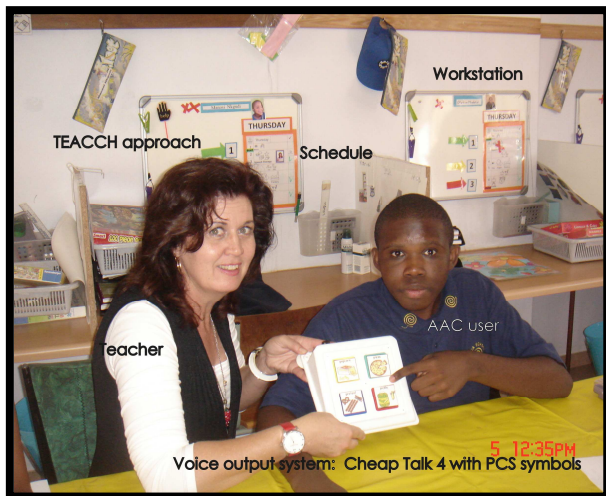
Unica School

AAC IN ACTION

One of the many success stories of AAC implementation in the classroom can be found at Unica School for children with autism in Pretoria.

Many staff members attended workshops at the CAAC or are graduates in either BA Hons (AAC) or M (AAC). The fact that so many teachers and therapists at the school are trained in AAC implementation is evident when visiting the school.

In general, the multimodal approach of Makaton is used by the children and staff for everyday communication. During story time and when singing, the children enjoy signing some key words (even though some of these learners are not even able to say or sing the words themselves!) while the teacher points to the picture symbol. This effective approach ensures classroom participation by each child in the classroom.



In the photo, you can see that the workstation of each child reflects a daily schedule (presented in picture symbol format). The daily programme of children who are already on a higher level than those of picture symbols is in traditional orthography.

Different devices, for example the Cheap Talk 4 (as depicted on the photo), are used with great success by the children who need it to communicate effectively.

Unica School welcomes visitors who wish to see how they use AAC effectively throughout the school.

*Berdine Bezuidenhout en Esme Dawson
Educators and Honours in AAC student*

Key School

PADs, IPODS, IPHONES.....

iPads, iPods, iPhones, apps.....argggghh, all too confusing!! Well no more at The Key School for children with autism. Apple ran a special for schools where if you signed up for 10 iPads, you got 10 on loan for free for 6 months. With the Chairman's permission, we used our budget for communication devices and expectantly signed a contract at the Sandton Apple iStore. We then could not wait for the iPads to arrive. They eventually did, just before our bonus long weekends. The iPads were distributed to staff who then explored them thoroughly over the Easter holiday to discover what is available in the Apps Store for children with autism.

All staff returned to school on 3 May with many more icons on their screens than the previous week. Their eyes were bright with excitement as they immediately started introduc-



ing the iPads to our children who took to the immensely portable screens with as much excitement as the staff. It was not long before the children were asking for the iPads (even the children who have little or no functional speech created their own names for the iPads – one little boy called it a 'monkey' because this creature caused him much mirth in one of the programmes. He has since learnt the correct name for the iPad!). The iPads have been used as rewards as the children cannot wait to 'have a turn' on them. The beauty of the iPad is that it is immediately accessible and one need not waste time or money on buying software that may or not work. What does not work can simply be deleted and decisions to buy the full programme can be made at a later stage. We now want funding for Prologue2Go for 10 iPads, an extremely useful AAC tool.

We have decided to experiment with the iPads to begin to find just what is available. iPad has programmes not only for children with autism, but also for babies, toddlers, children and kindergarteners. The apps are amazing in their variability, colours, sounds, and levels. They start at very basic cause-effect apps, and move on to the teaching of colours, numbers and simple spelling. In addition, there are photos of objects and animals with words attached to them that are also verbally 'spoken' by either a synthesized or a digitised voice. There are music apps, story book apps as well as more advanced apps for older children.

The iPad is going to change the way we teach children and we are only beginning to see its potential. Already, there are articles where parents report that children who were previously non-verbal are starting to say a few words in response to the iPad. We are privileged to be part of the revolution.

*Jenni Gouws
Principal*



Let's get practical!

How to make a baggie book

Baggie books are low cost books made from zip lock bags. It is drool proof and durable.



You can use photos, book pages, magazine pages, your own drawings, clipart pictures, PCS line drawings and then slip it into the zip lock bag (page).

Material you will need to make your own baggie book:

- Zip lock bags
- Cardboard "pages"
- Duct tape / Sellotape
- Pictures and/or symbols for your story/lesson
- Stapler
- Glue



Remember:

There are different sizes of zip lock bags. You can make a bigger baggie book for you as the teacher, and smaller ones for the individual children!

You also can re-use your baggie book by removing your cardboard pages and putting in new ones for a different story/lesson!

*Conny Simelane
Centre for AAC*

Parking for people with disabilities

At the University of Pretoria, we continuously have people who park in the parking bays specified for people with disabilities. The result is that many of our clients with disabilities have difficulty finding parking suitable for their needs. We've asked Simon Sikhosana to investigate this issue of illegal parking on parking bays for people with disabilities:

What comes to mind when you see a sign like this one?



Many of us think about parking for persons with disabilities, and some may even say that it is an International Symbol of Accessibility.

How can I park in disability parking bays?

Every person is not allowed to park in disability parking bays. If you have a disability, however, you can apply for a disabled parking disc permit from your local traffic department which exempts you from parking provisions in certain circumstances.

Who qualifies for a disabled parking permit?

To qualify for a disabled parking disc, you must be unable to walk and reliant on a mobility devices like wheelchairs, crutches, walking sticks, walking frames, or scooters.

Responsibilities of disabled parking permit holders

Having a valid disabled parking disc but not displaying it clearly or not using it within the conditions of use may result in a parking ticket being issued or your vehicle being clamped or towed. It must be clearly displayed on the dashboard or windscreen of the vehicle and it is not limited to a particular car. It is valid whether the person with a disability is a driver or a passenger.

Remember that your parking permit is registered to you as an individual and it can only be used when you are in the vehicle. If other family members do have some mobility issues, they must apply for their own parking permit.

Members of the public need to be educated about parking illegally and need to understand the importance of these parking places for the people for whom they are designed.

*Simon Sikhosana
Centre for AAC*



User forum

Challenging behaviour: Switch on the electricity! Part 3

In the December 2010 Newsletter we embarked on a 'challenging behaviour' journey, explaining that electricity is an effective metaphor for describing a holistic positive behaviour management approach. When lights are switched on, everything is lit up, and everybody involved can see all there is to be seen.

In Part 1, three groups of setting events, namely environmental events, biological / medical / personal events, and social events were described. In Part 2, the focus fell on describing the challenging behaviour as a first step in the assessment process. Four important constructs, namely the type of behaviour (e.g. hand flapping), its severity, the time of the day when it occurs as well as the frequency of the behaviour was highlighted. As with Part 1, checklists were included to assist with this. Examples of scatter plots were included as well as A-B-C Charts.

In this final part of assessment trilogy, the setting events (the function of the behaviour), are highlighted. This is the crux of assessment and without understanding the setting events, no intervention will be successful. Four settings events are critical: those that are escape motivated, attention seeking, tangible consequence motivated, and sensory feedback motivated. At present, researchers are debating as to whether a 5th setting event related to illness and poor health should be added or not. For the present discussion, the traditional 4 events will be described.

Escape-motivated behaviour: This is particularly obvious during aversive situations or tasks (e.g., during a maths lesson or swimming lesson) and is used as a request to stop, postpone or withdraw from this activity or interaction. Escape motivated behaviour is not intended as manipulative behaviour, but as a reaction to the panic the individual feels (feelings that he/she has no control of the situation), making the actual state intolerable which then results in the challenging behaviour.

Attention-seeking motivated behaviour. This is seen when children are ignored or when they have too little contact with others. This behaviour is then performed in an attempt to elicit or request social attention with some kind of meaning, e.g. to draw an adults attention so that the adult can provide the child with play opportunities, to comfort the child or to give the child food. Challenging behaviour may also be an attempt to request proximity and interaction with another person (adult or child).

Tangible consequence-motivated behaviour. This happens when children

- (1) are denied access to a preferred object or activity,
- (2) want an item back that they perceive as having been inappropriately taken away from them
- (3) experience too long a delay between the requested item and

the presentation of the item (when they feel they have to wait too long for the item).

Sensory feedback motivated behaviour. Unlike the other behaviours which are primarily done to avoid certain activities or tasks (e.g. escape motivated behaviour) or to obtain certain things (e.g. attention or tangible consequence motivated behaviour), this type of behaviour aims to provide specific sensory stimulation (e.g. auditory, visual or tactile). This might be seen in cases where the environment provides either too much sensory stimulation (the individual might feel overwhelmed by the noise and lighting levels, and then engage in sensory feedback motivated behaviour in an attempt to shut out the world), or too little stimulation in the environment (e.g. if the individual feels bored, he or she might engage in sensory feedback behaviour in order to provide some form of feedback, for example by banging or spinning objects). Stereotypic body rocking movements may also be an attempt to provide some form of kinaesthetic feedback. The easiest way to determine if behaviour is sensory feedback motivated, is to ignore the behaviour, as ignoring has no effect on this type of behaviour.

The included table (on p 10 in this newsletter) provides an example of The Behaviour Function Scale (based on the work of Durand, 1999 and adapted by Bornman & Rose, 2010). Although it provides an indication of the main functions of the behaviour, it should be remembered that the majority of individuals will use challenging behaviour for more than one reason. During intervention, the rule of thumb that generally applies is that the behaviours that exist with the greatest amount of frequency are the ones that should be addressed first. This then marks the end of the assessment section. In order to clearly assess the challenging behaviour from a communicative perspective, one has to follow the following 4 steps:

- What do the challenging behaviours look like? *The child does....* (describe the behaviour)
- What appears to have set off the challenging behaviour? *When* (trigger)
- What function(s) does the behaviour serve? *In an attempt to....* (function)
- What are the setting events for the behaviour? *This is most likely to occur when....* (setting events).

In the next edition of the newsletter, intervention strategies will be addressed. If you would like more detailed information, please look at: Bornman, J. & Rose, J. 2010. Believe that all can achieve. Van Schaik Publishers: Pretoria (Chapter 6).

*Prof Juan Bornman
Centre for AAC*

(Please see p 10 in this newsletter for the detailed Behavioural Scale.)

Behavioural scale

FUNCTION	BEHAVIOUR	QUESTIONS	YES	NO	UNCERTAIN
ESCAPE		Does the behaviour occur following a request to perform a difficult task?			
		Does the behaviour occur when any request is made?			
		Does the person seem to do the behaviour to upset or annoy you when you are trying to get him to do what you ask?			
		Does the behaviour stop shortly after you stopped making demands/working with this person?			
		SCORE			
SOCIAL ATTENTION		Does the behaviour occur when you talk to others in the room?			
		Does the behaviour occur when you stop paying attention to this person?			
		Does the person seem to do this behaviour to annoy or upset you when you are not paying attention to him?			
		Does a person seem to do this behaviour in order for you to spend more time with him/her?			
		SCORE			
TANGIBLE CONSEQUENCES		Does the behaviour ever occur to get a toy, food, activity (or person) that this person has been told he/she can't have?			
		Does the behaviour occur when you take away a favourite food, toy or activity?			
		Does the behaviour stop shortly after you give the person the toy, food he/she has requested?			
		Does this behaviour occur when the person has been told that he/she can't do/have something?			
		SCORE			
SENSORY FEEDBACK		Does the behaviour occur continuously if the person is left on his own?			
		Does the behaviour occur repeatedly, in the same way when no one is around?			
		Does it appear to you that the person is enjoying it?			
		When the behaviour occurs does the person seem calm or unaware of his surroundings?			
		SCORE			

For your diary...

Action Labs: Interface KZN
R100/member
R120/non-member

CONFERENCE!

CAAC Skill shops
R75/person

FOFA!!!

CAAC Walk for a VOICE

Notes:	
JUNE	
3 June:	14:00 Positioning for Communication
10 June:	14:00 Evaluating the Child who uses AAC in the Classroom
AUGUST	
1 August:	08:30 (registration) Research Seminar
2-4 August:	08:30 (registration) 2 nd Regional African Conference 2011
24 August:	14:00 Key word signing
SEPTEMBER	
14 September:	14:00 Book adaptations
19-23 September:	Fofa week
23 September:	Fofa Programme Open Day at CAAC
23 September:	Walk for a Voice

Did I register?
Contact Liezl at
012 420 2001 for more details!
Website for registration:
<http://tinyurl.com/AAC-in-Africa-2011>

Where are my walking shoes???

2nd Regional African AAC Conference 2011 1-4 August 2011



The Centre for Augmentative and Alternative Communication, together with INTERFACE with the support of ISAAC (The International Society for Augmentative and Alternative Communication) will host the 2nd regional African AAC Conference from 1-4 August 2011, in Boksburg, South Africa.

The aim of the conference is to bring together a variety of people who work in the field of disability and those who share the common goal of improving the quality of life of individuals living with a disability.

A full-day research symposium will be held on the 1st of August 2011. The main conference will be hosted over 3 days (2nd-4th August, 2011) and will consist of 3 strands. These strands represent the different contexts in which AAC intervention takes place and highlight the relevant stakeholders involved in the process of AAC intervention, research and service delivery.

Please refer to the conference webpage for registration or more information: <http://tinyurl.com/AAC-in-Africa-2011>

CAAC 21st Celebration!

Book in time to avoid disappointment!

AAC Consultations

The Centre for AAC offers **consultations** to persons with little or no functional speech and their intervention teams (family and service providers).

In order to schedule a consultation, please contact Priscilla Kershaw (012 420 2035) or phone our office at (012 420 2001).

2nd Regional African AAC Conference 2011



EXHIBITION OF DISABILITY RELATED PRODUCTS AND SERVICES AT THE 2ND REGIONAL AFRICAN AAC CONFERENCE

Are you working in the field of AAC and disability?

Then we would like to invite you to come and showcase your full range of products and share your bright ideas and creative innovations with conference attendees.

Come and educate AAC role players on how your products and services can help advance their common goals.

WHEN:
2- 4 August 2011

WHERE: Birchwood Hotel and
O. R. Tambo Conference Centre,
Boksburg, South Africa

A once off amount of **R3000** will be charged to exhibit for the **3 days (2 - 4 August)**. This includes conference attendance as well as tea, lunch and afternoon snacks for one delegate. This amount also includes one table and chairs for the purpose of your exhibition. Non-profit organizations can exhibit at a reduced cost. *Please contact the CAAC for more information on this offer!*

Should you wish to exhibit at the conference, please complete the attached registration form and send it back to enid.moolman@up.ac.za or dana.donohue@up.ac.za or fax your form to 086 719 2666. You will be contacted regarding further arrangements after receipt of this form. Should you need more information on the conference, you are welcome to contact us at (012) 420 2001 or visit our conference web page: <http://tinyurl.com/AAC-in-Africa-2011>.

This surely is a marketing opportunity not to be missed!