



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
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## Faculty of Humanities

Fakulteit Geesteswetenskappe  
Lefapha la Bomotheo



## Interface and CAAC Newsletter

**December 2016**

**Centre for Augmentative and  
Alternative Communication  
(CAAC)**

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## CREATING NEW OPPORTUNITIES

# National Newsletter

**Thank you for moving the horizons!**



# Thank you

According to the McMillan dictionary, the words “thank you” are “used for telling someone that you are grateful for something that they have said or done”. And this is exactly what we at the Centre for AAC would like to do to all the role players who assisted us the past year.

I once read that a lecturer said that she just love her students, because if it were not for her students, she would not have had a job! This is now my motto too! Therefore, we would like to say thank you to all the students who were part of the Centre for AAC in 2016. You realised the importance of a specific training needed to support people with severe disabilities in either the classroom or hospital settings. We trust that the knowledge you gained in your studies will be applied in your work environment.

The Staff of the Centre for AAC would also wish to thank all our national and international collaborators. It is great to know that we are acknowledged by other colleagues in South Africa and abroad who see the impact that our training and research have on the greater community of people with disabilities. From these collaborations also arise wonderful friendships that we cherish every day – thank you that you are willing to be part of our work and friendship pool.

**Centre for Augmentative  
and Alternative  
Communication**

The Deans of the Faculty of Humanities and the Executive Management of the University of Pretoria always support the Centre's endeavours. You are reputable leaders and it is great to know that you stand next to us (and behind us) in whatever we do. Thank you very much for looking after each of us in such a supportive way.

Each year, the Centre for AAC invites all the support staff at the University who helped us in various ways during the year to a Christmas tea as we realise that a small token of appreciation is often all you need to do your daily tasks again and again. Thank you once again to each of you who make our lives so much easier.

We would also wish to extend our sincere thanks to each contributor for our newsletters throughout the years. By sharing your experiences we are spreading the news to the bigger community. Thank you also to the companies who support us to achieve our goals of making a difference in the lives of people with disabilities and communication challenges.

On a personal note I just want to say thank you to all my colleagues and Prof Bornman, the Director of the Centre for AAC. You are each individually very dear to me and it is a privilege to be part of this amazing team. Together we worked hard this year and achieved amazing goals – may you all be blessed and rest well this festive season.

**May God bless you all in abundance!**

**Ensa Johnson**  
**Editor**  
**Centre for AAC**

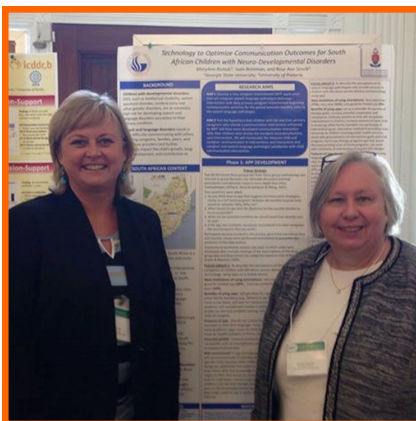
**Interface promotes communication for people with little or no functional speech by supplementing existing communication with gestures, communication boards and assistive technology (thus, augmentative and alternative communication)**

## Staff News

### Staff visits

#### Prof. Bornman visits Georgia State University

**Prof. Bornman** visited Georgia State University in Atlanta, USA in October 2016. Here she is with Prof. Mary Ann Ronski when they presented their poster titled "Technology to optimize communication outcomes for South African children with neuro-developmental disorders" at the 2016 Health Network Meeting at the National Institute for Health in Washington DC. **Prof. Bornman** and Prof. Ronski also had to present their poster at the Special Topic Meeting of the Society for Research in Child Development, entitled Technology and Media in Children's Development at the University of California, Irvine.



**Robyn White**  
Centre for AAC

#### CHILD Research Unit celebrates 10 years at



JÖNKÖPING UNIVERSITY



Over the past 10 years, staff from the Centre for AAC were involved in joined research collaborations with the CHILD Research Unit at the Jönköping University in Sweden. CHILD stands for Children, Health, Intervention, Learning and Development — their five key areas of focus. CHILD recently celebrated its 10 years at Jönköping University.

**Prof. Juan Bornman** was invited to do one of the presentations at the research seminar that was part of the 10 year celebrations. She presented on their joint research project on human rights of children with intellectual disability.



**Prof Bornman** was joined by **Dr Alecia Samuels** (who was a Post Doc fellow at the CHILD research group the past two years) and **Dr Liezl Schlebusch** (a current Post Doc fellow at the Centre for AAC) who were fortunate enough to join in the celebrations.

**Dr Alecia Samuels** also gave her farewell speech reflecting on her 2 years of being a Post Doc fellow at the CHILD research group. She explained how she will miss all her Swedish friends and colleagues. We at the Centre for AAC are looking forward to Dr. Samuels return to the CAAC in January 2017!



**Robyn White**  
Centre for AAC

## Student News

### Spring Graduation

Congratulations to **Thilen Kharkanaye** who graduated with her PhD degree at the Spring graduation. The title of her doctoral thesis was: Team collaboration in early



childhood intervention services in South Africa: Comparing professional and caregiver perspectives. Her thesis was completed under the supervision of **Prof Shakila Dada** and **Dr Alecia Samuels**. The purpose of this study

was to compare professional and caregiver perspectives on collaboration in Early Childhood Intervention teams using a descriptive comparative design. Participants included 34 professionals and 64 caregivers who completed professional or translated caregiver measures respectively. The results demonstrated differences in professional and caregiver perceptions about collaboration in services for young children in relation to family-centered practices and that mutual respect, communication, commitment, resources, linguistic, cultural, and historical considerations are essential for collaboration in ECI teams.

**Shakila Dada**  
Centre for AAC

## Conference News

### American Speech-and Hearing Association (ASHA) Annual Convention, Philadelphia, PA (US)

The ASHA Annual Convention was held from 17 – 19 November in Philadelphia (US). This year it was one of the biggest conventions ever, with more than 16,000 attendees! Over 3,000 submissions were received by the Convention Committee and Prof



Brenda Louw from East Tennessee State University, USA and Prof Juan Bornman from the CAAC was accepted for an oral presentation on the first day of the convention in the "Global Issues and Practices" topic area, entitled 'The ICF-CY as Framework for International Collaboration to Improve Services for Children With Communication Disorders'.

**Juan Bornman**  
Centre for AAC

### The International Consortium for Educational Development (ICED) and the Higher Education Learning and Teaching Association of South Africa (HELTASA), Cape Town, SA

The International Consortium for Educational Development (ICED) and the Higher Education Learning and Teaching Association of South Africa (HELTASA) had a joint conference this year in Cape Town from 23-25 November with workshops scheduled before and after the conference dates. The theme of the conference this year was 'ethics, care, quality in education development'.

The Centre for AAC is committed to innovative teaching and development of learning to foster success in our students. **Refilwe Morwane** and Gaby Pretorius (Department for Education Innovation) gave a poster presentation on "Ethical considerations when developing a hybrid learning programme". This study was conducted in collaboration with **Dr Ensa Johnson**, who was the project leader, **Prof Shakila Dada**, and Marena Lotriet. (Department for Education Innova-



tion). The team analysed student's feedback as well as steps taken when moving part of a programme online. The poster therefore outlined factors other lecturers should consider when developing such a course.

This study formed part of a bigger study funded by the Scholarship of Teaching and Learning (SoTL) at the University of Pretoria which aimed to determine students' experiences in a newly developed hybrid learning course with respect to teaching, learning, content and assessment.

**Refilwe Morwane**  
Centre for AAC

## Research Projects

### Recent research highlights from students and staff

#### Children with disabilities – players or spectators?



Participation is everything – this is true not only for team sports, but also for the game of life. Participation in everyday activities

has been shown to significantly influence health and achievement. It is therefore important to understand how children with disabilities participate in everyday events. **Dr Alecia Samuels** (currently still on a post-doctoral fellowship in Sweden) and **Prof Juan Bornman** have been collaborating with the CHILD research group in Sweden to validate a measuring instrument to describe the participation of South African children with and without disabilities. This instrument will be used in future studies to help us better understand the participation of children with disabilities as a first step in intervention. The study was funded by the South African Nordic Centre (SANORD).

In a second study, several Master's students supervised by **Prof Juan Bornman** and **Prof Shakila Dada** investigated the perceptions of children with intellectual disabilities and their caregivers about the children's participation, using an innovative, picture-based measuring tool. Although there were several similarities, there were also some interesting differences between the perceptions of the children and their caregivers, highlighting the importance of taking a child perspective.

## What does the policy say?



In spite of our South African Constitution, described as one of the most progressive world-wide, our South African society is still characterised by wide-spread inequities and exclusion. This is particularly the case for persons with disabilities. **Ms Maria Ramaahlo**, PhD student at the Centre for AAC, investigated the policy provisions for students with disabilities at South African Universities. She found that, despite many provisions, policies do not address affordability issues. Policies remain vague about money being allocated to ensure appropriate inclusion of students with disabilities in higher education. Since we all know that money makes the world go round, this may be a reason why students with disabilities still struggle to access higher education.



## Flight, fight or fright!

How do police officers provide services to persons with little or no functional speech who need to make a statement about a crime committed against them? **Ms Erna Nel**, PhD student at the Centre for AAC, collected data from police officers via questionnaires and a focus group. She found that police officers had limited knowledge of disability, and identified many barriers in providing services to persons with communication disabilities. Ms Nel is currently developing a training programme to empower officers to serve this population better.

## I speak isiZulu.



Providing evidence-based AAC systems to South African clients from non-English language backgrounds is often a challenge. While dedicated therapists may spend hours and hours translating pre-programmed English vocabulary, grammatical differences in the languages often severely limit the usability of translated systems. For this reason, **Ms Jocelyn Mngomezulu**, enrolled for a Master's in AAC, is in the process of establishing a core vocabulary for isiZulu-speaking pre-schoolers. It is hoped that this vocabulary will lead towards the design of more authentic and usable isiZulu AAC systems in the future.

**Kerstin Tönsing**  
Centre for AAC

## Recent publications by CAAC staff and affiliates

Staff and students from the Centre for AAC were quite busy the past year—below their latest publications.

- Alant, E.** (2016). Ethics, dementia and severe communication problems. *Humanities and Social Sciences*, 4(2–1), 37–40. <http://doi.org/10.11648/j.hss.s.2016040201.16>
- Bornman, J., Donohue, D. K., Maré, N., & Dada, S.** (2016). [Comparing two response modes in a mathematics test for learners in foundation phase with severe physical disabilities: a South African example.](#) *International Journal of Educational Science*, 14(1,2), 37–44.

- Bornman, J., & Rathbone, L.** (2016). [A sexuality and relationship training program for women with intellectual disabilities: a social story approach.](#) *Sexuality and Disability*, 34(3), 269–288. doi:10.1007/s11195-016-9450-z
- Bornman, J., & Tönsing, K. M.** (2016). Augmentative and Alternative Communication. In E. Landsberg, D. Küger, & E. Swart (Eds.), *Addressing barriers to learning: a South African perspective* (pp. 216–240). Pretoria, South Africa: Van Schaik.
- Bornman, J., White, R., Johnson, E. & Bryen, D.** (2016). Identifying barriers in the South African criminal justice system: Implications for individuals with severe communication disability. *Acta Criminologica: Southern African Journal of Criminology*, 29(1)
- Bryen, D. N.** (2016). Ethical issues in conducting research involving persons with disability: a view from the past and some new challenges. *Humanities and Social Sciences*, 4(2–1), 53–59. <http://doi.org/10.11648/j.hss.s.2016040201.18>
- Dada, S., Horn, T., Samuels, A., & Schlosser, R. W.** (2016). [Children's attitudes toward interaction with an unfamiliar peer with complex communication needs: comparing high- and low-technology devices.](#) *Augmentative and Alternative Communication*, Early online. doi:10.1080/07434618.2016.1216597
- Johnson, E., Bornman, J., & Tönsing, K.M.,** (2016). [An exploration of pain-related vocabulary: Implications for AAC use with children.](#) *Augmentative and Alternative Communication*, Early online, doi:10.1080/074346182016.1233998
- Naudé, A., & Bornman, J.** (2016). A measuring instrument for ethical sensitivity in the therapeutic sciences. *Humanities and Social Sciences*, 4(2–1), 29–36. <http://doi.org/10.11648/j.hss.s.2016040201.15>
- Nilsson, S., Johnson, E., & Adolfsson, M.** (2016). Professionals' perceptions about the need for pain management interventions for children with cerebral palsy in South African school settings. *Pain Management Nursing*, Early online, 1–13. doi:10.1016/j.pmn.2016.03.002
- Pettit, L. K., Tönsing, K. M., & Dada, S.** (2016). [The perspectives of adults with aphasia and their team members regarding the importance of nine life areas for rehabilitation: a pilot investigation.](#) *Topics in Stroke Rehabilitation*, Early online. doi:10.1080/10749357.2016.1207148
- Smith, M., Beukman, D., Bornman, J., & Light, J. C.** (2016). [Reflections from Fellows of ISAAC.](#) *Augmentative and Alternative Communication*, Early online, 1–8. <http://doi.org/10.1080/07434618.2016.1252947>
- Schlebusch, L., Samuels, A., & Dada, S.** (2016). [South African families raising children with autism spectrum disorders: relationship between family routines, cognitive appraisal and family quality of life.](#) *Journal of Intellectual Disability Research*, 60(5), 412–423. doi:10.1111/jir.12292
- Tönsing, K. M., & Dada, S.** (2016). [Teachers' perceptions of implementation of aided AAC to support expressive communication in South African special schools: a pilot investigation.](#) *Augmentative and Alternative Communication*, Early online, 1–23. <http://doi.org/10.1080/07434618.2016.1246609>
- Viljoen, E., Bornman, J., Wiles, L., & Tönsing, K. M.** (2016). [Police officer disability sensitivity training: a systematic review.](#) *Police Journal: Theory, Practice and Principles*, Early onli, 1–8. <http://doi.org/10.1177/0032258X16674021>

## Research Projects (cont)

### FOCUS-34

Exciting news! The Afrikaans translation of the Focus 34 outcomes

measure is now available. Prof Brenda Louw, who is known to most of us, is the co-recipient, together



with **Prof Juan Bornman**, of a Carnegie Foundation African Diaspora Fellowship (with CAAC as host institution) and part of the project involved the translation of the Focus-34 forms into Afrikaans. Prof Louw is currently the Head of the Department of Audiology and Speech-Language Pathology at East Tennessee State University in the USA.

The **Focus on the Outcomes of Children Under Six (FOCUS©)** is a clinical and research tool designed to evaluate change in communicative-participation in preschool children following speech and language treatment. 'Communicative participation' refers to the child's ability to communicate and participate in their world, e.g. situations at home, school, or in the community. There are two versions of the measure, one designed for parents and one for clinicians.

The English version of the Focus has been available for a while, but the Afrikaans translation of the Focus-34 can now be downloaded for free from the following website: <http://research.hollandbloorview.ca/outcomemeasures/focus>. Although it is free, you have to register, as the researchers would like to keep track of people using the Afrikaans measurement tool.

#### How to access the Focus-34 Afrikaans translation (Focus-34) of the parent and clinician instruction sheet

Type <http://research.hollandbloorview.ca/>

[outcomemeasures/focus](#) into the search engine

Scroll down to "Learn More" and click on "Translations"

This brings you to the FOCUS-Parent Instructions Sheet-Translations. Select Afrikaans-34 from list of translations.

The translated version of the parent instructions sheet will be downloaded to your computer.

#### How to access the Afrikaans translation (Focus-34) of the clinician and parent forms

Type <http://research.hollandbloorview.ca/outcomemeasures/focus>

into search engine

Scroll down and select the Flintbox link.

Following the link, click download under any of the sections. This will lead you to a login page where you will create a free account.

Create a free account with Flintbox to access the files.

Once you have created your account scroll down the page to the search bar and search "Focus on the Outcomes of Communication Under Six."

Select Focus on the Outcomes of Communication Under Six (FOCUS).

Under Offerings on the Focus on the Outcomes of Communication Under Six (FOCUS) page, there are a list of downloads. At the bottom of the list, are FOCUS-34 Outcome Measure - Clinician (including translations) and FOCUS-34 Outcome Measure - Parent (including translations).

Afrikaans is under both of these. Choose the Clinician or the Parent measure and click download.

Click agree to this license and continue.

Click continue to confirm order.

Under components, find FOCUS-34\_Afrikaans\_ and click download; this will lead you to the form.

Hope you enjoy using the Afrikaans translations of the Focus! Should you need any further assistance, you are welcome to contact us at the CAAC.

**Enid Moolman and Liza Siefe**  
Centre for AAC

## Workshops by CAAC

### Mpumalanga Department of Education: Introduction to AAC

The Centre for AAC had the honour of once again training educators from various districts in the Mpumalanga Department of Education working with children who need AAC. The training was held in Badplaas, Mpumalanga with 35 educators accompanied by their district officials enrolled for the programme.



The educators were taught basic AAC information as well as techniques and strategies they can use to work with learners who cannot communicate. The centre also exposed the group to various AAC technology which can be used by the learners in the classroom. They got the opportunity

to programme the devices and develop lesson plans using the devices.

The training was conducted by **Dr Ensa Johnson** whose experience as a teacher working with learners who use AAC added to the quality of the programme. **Miss Refilwe Morwane** who is a speech therapist added insight and knowledge in AAC assessment and intervention.

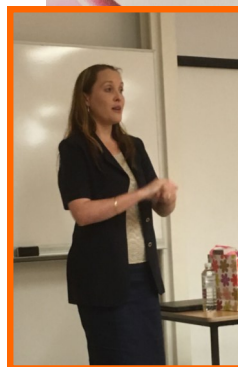
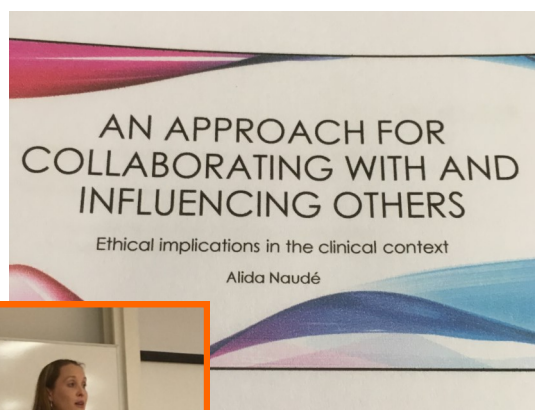


The Centre for AAC offers training to any organisation that needs assistance with AAC, disability employment issues, training court officials to testify in court and so much more.

**Please contact Dr Ensa Johnson for further information should your company or organisation require our services.**

**Refilwe Morwane**  
Centre for AAC

## Ethics workshop



Dr Alida Naudé a post-doctoral fellow at the Centre for AAC presented a seminar on "An approach for collaborating with and influencing others – ethical implications in the clinical context"

on 12 October 2016.

This was a great afternoon in which ethics really came alive and participants were challenged to reflect on the question: "If you built a house with your work ethic – would you trust the foundations enough to live in that house?" She explained that ethics is not only about following rules and obeying laws – it is about personal growth and development.

She highlighted that being ethical is what defines us as humans. It was therefore not surprising that Albert Camus wrote: "A man (or a woman) without ethics is a wild beast set loose in this world".

She then discussed David Rock's SCARF model, a brain-based model that explores the way human's relate to each other and to themselves by referring to each of the elements that draws conscious awareness to otherwise non-conscious processes that impacts on decision-making motivation and stress.

**S = Status**  
**C = Certainty**  
**A = Autonomy**  
**R = Relatedness**  
**F = Fairness**

**Juan Bornman**  
Centre for AAC

# Interface Branch News

## Interface Kwazulu Natal

Interface has had a busy last 6 months! We are happy to announce that our team has grown, Casey van Schoor and Meg Whitelaw have joined our team of practitioners. Casey has her BA Honours in Psychology, her PGCE (Foundation Phase) and is currently studying towards her AAC Honours. Meg is an Occupational Therapist, and she joined our team a full time practitioner in October, Meg has applied to study AAC Honours in 2017.

The young adult communication circle has been going well this year. We now have 12 regular members in total, including facilitators who form an integral part to the group. Friendships are being forged which extend outside organised group times. Some of the group are new to AAC others even newer to disability. These friendships are fantastic to watch bloom. Having spoken about personal goals at the start of the year, members are working on these and are starting to be able to give feedback on their individual progress. We recently participated in AAC awareness month as we responded to a call from ISAAC in Russia who had asked for AAC stories from around the world. We each wrote a short paragraph about ourselves and a little about AAC. These were sent off to Russia and to be put onto bookmarks to raise awareness about AAC and the genuine variety of people who are using it for their everyday lives. On the 30 of November we had our year end outing for which we went on a cruise around the Durban harbour, walked to the beach and had a late lunch at the uShaka shopping centre. Everyone enjoyed the day as could be noted in the laughter and joking that lasted until we parted.



The pre-school communication group was successfully hosted in June 2016, with an attendance of 2 children. Both children were new to the group. It was heartwarming to observe their initial curiosity for each other and interest in each other's AAC system. Both children are currently using Low Technology PODD systems. This was a great opportunity for parents, carers and grand-

parents to observe how to maintain the strategy of "keeping the conversation going" while using the AAC systems. The theme for the session was "Games" followed by a story. Both disagreed with each other regarding opinions on songs, stories and the game!

A parent/caregiver workshop was hosted 30 July, 20 August and 3 September by Avishana Sewrajan. A core group of 7 – 10 parents and facilitators attended the workshops. Positive feedback was obtained after the series had been completed.

On the 9th of September we hosted an Open Day at the centre. The event was well attended; we had a variety of guests from schools, therapists and various community centres.

Interface hosted a, "Introduction to AAC" Workshop that took place the 25th & 26th of October 2016 with Meg Whitelaw and Jocelyn Mngomezulu as presenters. The group was made up of 11 therapist and teachers.

Avishana Sewrajan was invited to present at the 1st Parent Conference hosted by THRIVE in October. The focus was on supporting communication for children with hearing impairments and special needs such as Cerebral Palsy and Autism.

Avishana Sewrajan and Shelley Broughton were invited to the Estcourt Community on the 23rd of October to do a presentation on creating autism awareness. This was a fundraising initiative hosted by Bronwen & Shaun Braithwaite, who have a child with autism.

Interface has begun an exciting new project in the Valley of 1000 Hills. Our aim is to provide access to AAC for the children in these areas who require it; we would like to work towards having communication groups in each region. This space will provide a supportive network for these children and their caregivers. We have connected with The Valley Trust and various other community centers to make this project possible and to ensure that holistic services are provided to these clients.

Our resource library is growing all the time and we would like to invite all those who are not yet members to join up and become a member, so that you can use this space and our broad range of helpful tools and resources.

**Felicity Jonck**  
Chairperson

## School News

**Platorand School, Belfast,  
Mpumalanga**

### The Fishhook, Blissymbolics and Dyslexia

The Constitution (Act 108 of 1996), states that “Everyone has the right to basic education”. In other words “All children or adults, whether abled or disabled have the:

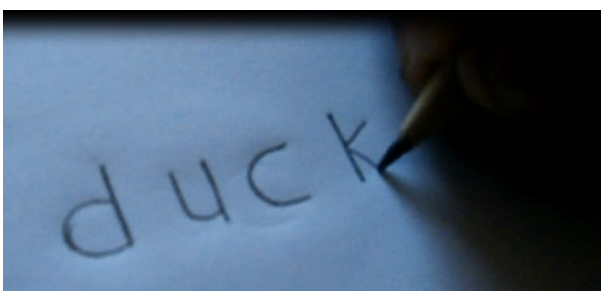
- right to learn to read and write (even when it is adapted learning);
- right to attend a school (whether it is a mainstream, full service, or special school);
- right to gain skills and knowledge that will equip them to live a fruitful happy life.

It is difficult for people with dyslexia to read traditional orthography (TO). Most alphabet letters, when combined, or even standing on its own, are difficult to decipher and decoding a word in most cases, is merely impossible.

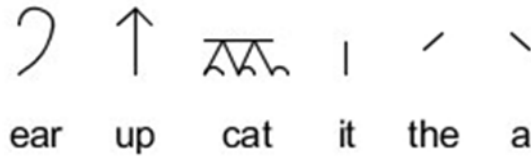
I have spent long hours flipping through the web pages in my quest of understanding how children with dyslexia see Roman letters. On many occasions I found that they mostly see disorientated ‘pictures’ of letters and / or graphic pieces of letters.

Jabulani Manyisa, a learner in my Blissymbolics class at Platorand School (LSEN), desperately wanted to read TO. I knew that I had to try something else, for Blissymbolics does not have an alphabet. From desperateness, I have combined Blissymbols and TO and the results are outstanding.

With just a few Blissymbols we are now creating words that are understood and readable, e.g. , the word ‘duck’.



When you want to spell ‘duck’ you need the following Blissymbols:



and a fishhook:



(an upside down ear)

One may ask why ‘ear’, when the symbol for ear looks like ‘half a heart’ and not nearly like a ‘C’. Trying to find the easiest symbols we could work with, I’ve asked the learners what do they see, when they see the following letters: ‘C’, ‘I’ and ‘K’. Most of them replied, “C = ‘ear’, ‘I’ = ‘it’ and ‘K’ = ‘it’, ‘the’, and ‘a’”. We had a starting point. The puzzles start falling into place.

‘duck’ spells as follows; ear + it = d, then the hook (fish hook) + it = u, the ear = c and the I (it) + the and a = k.

We combine Blissymbols to make letters of the alphabet with the help of a fishhook or ‘hookie’ as the children would say.

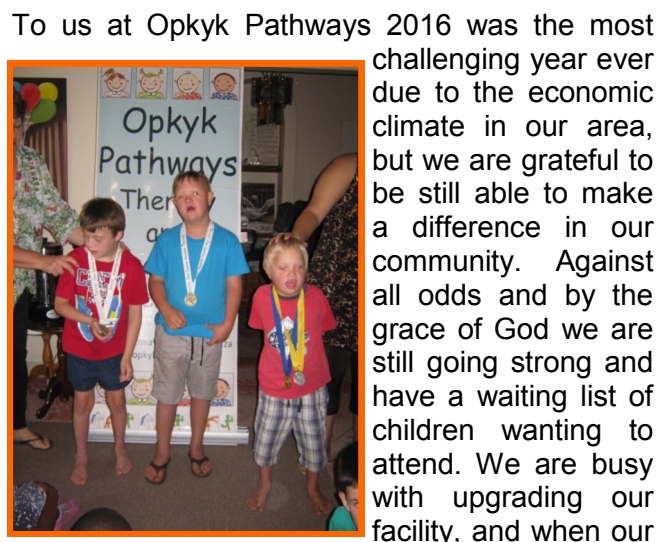
We truly ‘hook’ the alphabet letters together.



**Louisa Alberts  
Platorand School**

## School News (cont)

### Opkyk Pathways, Brits, North West



To us at Opkyk Pathways 2016 was the most challenging year ever due to the economic climate in our area, but we are grateful to be still able to make a difference in our community. Against all odds and by the grace of God we are still going strong and have a waiting list of children wanting to attend. We are busy with upgrading our facility, and when our learners return in January there will be a few surprises waiting!

We introduced a science room during this year and it is amazing how the children enjoy the hands-on activities where they can discover science concepts, and they also love to use Lego educational. Here they can even do robotics and program the robot to sort colours or do other tasks... really exciting! Our Young Adults Skills Training expanded to skills training for every child and they love the creativity practical. We accommodate



our severely challenged children and then also children who cannot function in main stream education but can in a small intimate loving environment with special guidance.

One of our learners started with Gr 0 work at the age of 13 and she will be in Gr 9 next year, as she caught up in 5 years. She has no funding, as and she is 18, we decided to start a hamburger project to fund her books. She took orders and sold in 1 day enough hamburgers to pay for her Impak curriculum for Gr 9, a total of more than

R7000 ! We are very proud of this young ladies' initiative.

Opkyk Pathways is a safe place in our community where we can reach out to the local orphanages and places of safety and expose the traumatised children to interaction with our horses. This is very precious. We had several outreaches to those in the past year.

Three of our learners took part in the Downs athletics day on 22 October and all three won a medal! It was such a awesome experience for them!

We wish you all a blessed resting period, and may 2017 be the best year ever! Be safe and may you experience the precious love of our heavenly Father!

**Drika Kruger**  
**Opkyk Pathways**

## Other news

### ASHA Fellowship Award to Gail van Tatenhove



We at the Centre for AAC would like to extend our congratulations to Gail Van Tatenhove on being awarded an ASHA fellowship - it is an amazing achievement! To be recognized by ASHA (American Speech and Hearing Association) is no small accomplishment.

Gail is a well-seasoned AAC speech language therapist. Many South African therapists who work in AAC have benefited from her expertise; from the very first seminar that she presented here on the 17 March 1991, given the fact that the CAAC had just started a year earlier and was thus very much in its infancy, we had to make sure that we invited a speaker that would inspire people and stimulate interest in AAC, and who better than Gail?! And this strategy worked – Prof. Bornman looked through the 91 names on that attendance list (in our archive!) and indeed, this workshop had sparked a long-term involvement in AAC for many.

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In 1999 Gail visited again and this time she presented a more in-depth workshop on AAC implementation comparing two models (The Needs Model and the Language Model) and how this drives AAC practice.

Throughout she continued to support AAC development in South Africa and in 2007 we awarded her with the Neville Cohen AAC Distinguished AAC Service Lecture. She gave a brilliant presentation entitled Technology and Language: Friends or Foes?

The destiny of hard work, enthusiasm and passion is always success – all qualities that describe Gail. Congratulations Gail – you deserve this ASHA feather in your cap!

<https://gvantatenhove.wordpress.com/>

**Juan Bornman**  
Centre for AAC

## In Memoriam: Paul Marshall

Paul Marshall, the first augmentative and alternative communication (AAC) user to present a lecture in South Africa, passed away on 25 October 2016.

Paul visited South Africa in the company of fellow Canadian, Prof Suzanne Clancy, from 23–27 May 1995. Following a visit to Cape Town, he presented two lectures in Pretoria. The first of these lectures, titled 'From Blissymbols to literacy', gave us an inside look at his personal experiences. The second, presented at the Tshegofatsong Special School in Mamelodi, dealt with 'The rights of people with disabilities: Facing the challenges'. If one considers the fact that the United Nations Convention on the Rights of Persons with Disabilities only came into effect in 2006, it is quite clear that Paul was ahead of his time!

Before learning Blissymbolics (Bliss) at the age of 12 years, Paul had been unable to communicate. He explained how the power of communication allowed him a new beginning in life, free from isolation, depression and frustration, and emphasised how Bliss provided him with a solid platform for developing literacy, and how important strong language and literacy skills are for all persons who use AAC to allow them to realise their full potential.

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Paul was a recognised as an international advocate and spokesperson for the rights of people with little or no functional speech and travelled extensively throughout Canada, to the US and even South Africa and Peru to encourage the use of AAC. In 1994 he was honoured with the Words + ISAAC Outstanding Consumer Lecture award. He had a serving heart and was passionate about the role that persons who use AAC should play in building the field by sharing their unique insider perspectives. His attitude was: 'Whether you use high tech or low tech, you can help. It can mean



writing articles, sending emails and just being available on the electronic highways to light the spark that leads to change.

Show that any disability is only skin-deep.' Despite reduced mobility and increasing pain over the past few years, he continued to lead by example and continued his promotion of the use of AAC and, in particular, Bliss.

Paul left behind unforgettable memories linked to AAC and Bliss when he visited South Africa, and our friendship was strengthened during the various conferences of the International Society for Augmentative and Alternative Communication (ISAAC) that he attended. What fun we had in Brazil in 2004! I clearly remember how Paul did not want to use his device, but preferred to use his low-tech board to communicate with me as he felt that it was more private. Any conversation with Paul always left you feeling encouraged and energised.

He was a man of immense faith with a positive spirit, and our lives are richer for having known him.

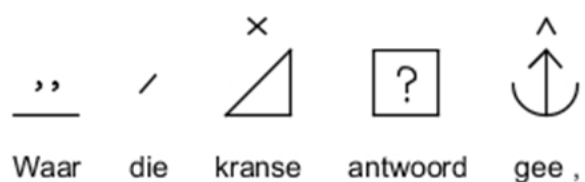
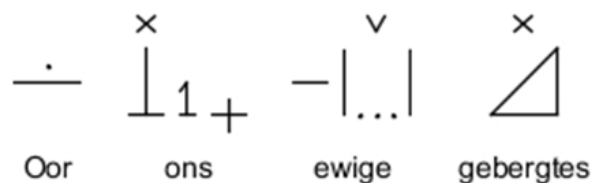
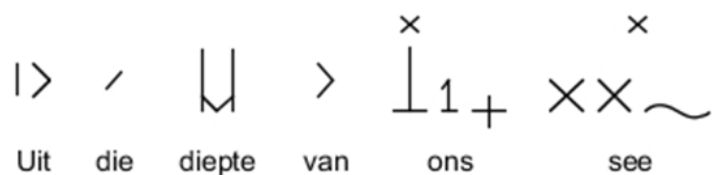
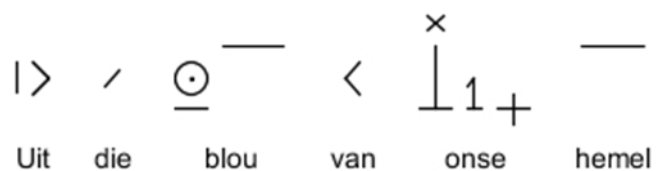
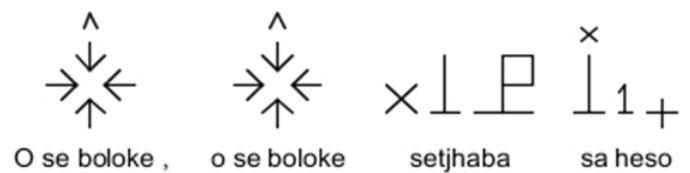
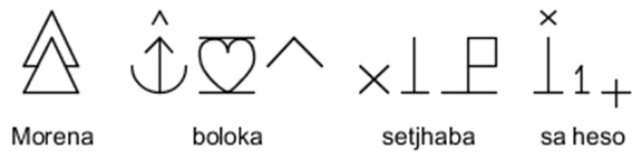
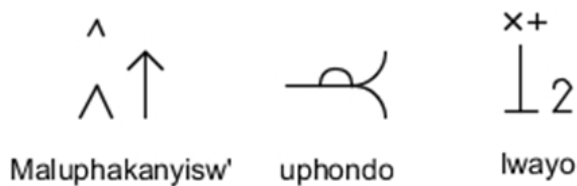
During this time our thoughts are with his mother, Rosemary, and his other family members and friends, but while we are mourning the loss of Paul Marshall, we know that others are joyfully celebrating his arrival in Heaven.

**Juan Bornman**  
Centre for AAC

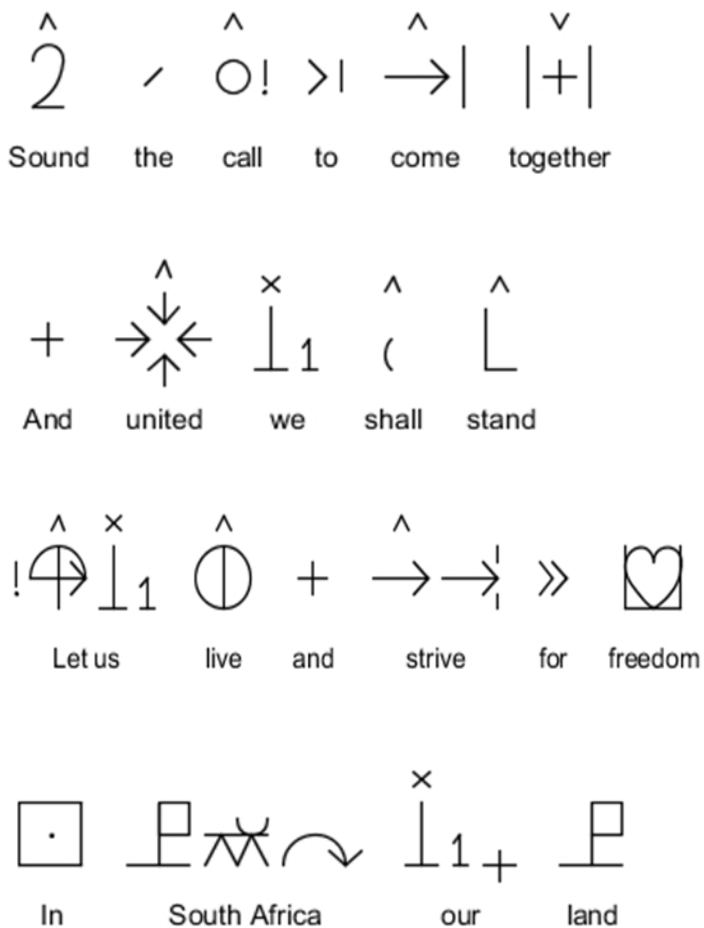


# National Anthem in Blissymbolics

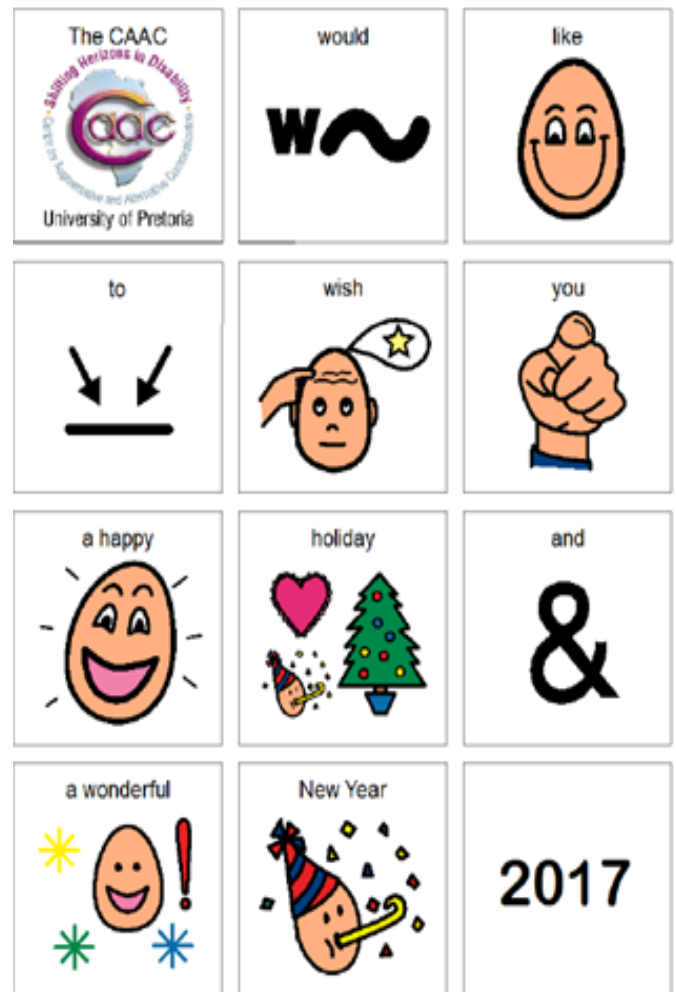
Louisa Alberts, a BA Hons (AAC) graduate and teacher from Platorand School in Mpu-malanga, shared the Blissversion of the National Anthem with us :



## National Anthem (cont)



## Happy holidays!



## Advertisements

### AAC Resource Manual



AAC Resource Manual  
(Second edition)

Centre for Augmentative and  
Alternative Communication  
(CAAC)

Editors:  
Enid Moolman and Marina Herold

[www.up.ac.za](http://www.up.ac.za)

### The second edition of the AAC Resource Manual is now available

If you are working with people with complex communication needs (CCN), then this manual is just for you. More than a hundred useful, practical topics are covered, all written by South Africans who are involved with AAC provision.

Orders for the AAC Resource Manual (available on CD only) can be made from the Centre for Augmentative and Alternative Communication (CAAC) at the University of Pretoria.

Please contact Liza at (012) 420 2001 or [liza@up.ac.za](mailto:liza@up.ac.za) to order the CD.

### AAC Consultation services by CAAC?

The CAAC offers **AAC consultations** for potential candidates in need of AAC as well as for **Medico Legal** purposes. Please contact Liza Rosetti-Siefe at (012) 420 2001 or [liza@up.ac.za](mailto:liza@up.ac.za) for more information.

### Do you want to study in the field of AAC?

If you are interested to do an Honours, Master's or PhD in AAC or Master's in ECI, follow the link to find out more about these programmes:



<http://www.up.ac.za/centre-for-augmentative-alternative-communication/article/56213/postgraduate-degree-programmes>

### Disability training and other tender training services by CAAC?

The Centre for AAC offers training to any organisation that needs assistance with AAC, disability employment issues, training court officials to testify in court and so much more.

Please contact Ensa Johnson at (012) 420 2001 or [ensa.johnson@up.ac.za](mailto:ensa.johnson@up.ac.za) for more information.



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