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## Faculty of Humanities

Fakulteit Geesteswetenskappe  
Lefapha la Bomotheo



## Interface and CAAC Newsletter

May 2016

Centre for Augmentative and  
Alternative Communication  
(CAAC)

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**Centre for Augmentative  
and Alternative  
Communication**

**CREATING NEW OPPORTUNITIES**

## National Newsletter

### Mother's Day



May is traditionally the month where we think about our mothers. Some of us are still privileged to have our mothers around, others may have fond memories of our mothers. But one thing is for sure—if it was not for a mother, you would not have been here today. Therefore, in this edition, we wish to join the rest of South Africa to celebrate **"Mothers' Day"** and say thank you to our mothers.

The most posts on social media the past few days were about mothers. Interesting to note is that so many children (young and old) stated: "Happy Mothers Day to the **BEST MOM IN THE WHOLE WORLD!**" This made me think of how special mothers are that their children regard them as **"the best"**. One of my friends always says that she is "a birthmom, a step (or rather a heart) mom and adoptive mom!" So, no matter how one became a mom, one thing is clear, and that is that your children love you for what you are—a mother, role model, friend, listener, inspiration, supporter, coach, teacher, nurse, etc., etc.



Ntsiki (Rosetta) Ntshiq, a Fofa graduate (photo left) sent me a message the other day stating: "I'm starting my own business now and **mom is supporting me.**" This is an excellent example how selfless and supportive our mothers can be. They

will always be your greatest supporter and fan of your endeavours in life.

The poem, **"What is a Mother?"** by Katherine Davis summarises what our mothers mean to us:

#### *What is a Mother?*

*A mother is someone to shelter  
and guide us,  
To love us, whatever we do,  
With a warm understanding and infinite patience,  
And wonderful gentleness, too.  
How often a mother means swift reassurance  
In soothing our small, childish fears,  
How tenderly mothers watch over their children  
And treasure them all through the years.*

*The hearth of a mother is full of forgiveness  
For any mistake, big or small,  
And generous always in helping her family  
Whose needs she has placed above all.  
A mother can utter a word of compassion  
And make all our cares fall away,  
She can brighten a home with the sound of her laughter  
And make life delightful and gay.*

*A mother possesses incredible wisdom  
And wonderful insight and skill—  
In each human heart is that one special corner  
Which only a mother can fill!*

This May edition of the Newsletter is filled with information about the work and achievements of staff, students, granduandi, branch news, schools and friends of the Centre for AAC. Furthermore, it seems as if the stork was very busy in the past year as two staff members and two MA-students became mommies! In the User Forum we introduce Mr Dan Ngcobo to you. Dan is a person who uses AAC and an advocate for people with disabilities. I am convinced that behind each of the inspirational stories and achievements is an amazing mom who sowed seeds of love and confidence into the lives of her children. So—to all those mothers:

**We salute you! May you know that your selfless sacrifices are bearing abundant fruit.**

**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)**



## CAAC News

### Promotion — Congratulations Prof. Dada!

The Centre for AAC is proud to announce that **Dr Shakila Dada** has been promoted to Associate Professor as from January 2016



Her research and publications concern augmentative and alternative communication interventions with a particular focus on the role of graphic symbols in language learning.

We are privileged to have such a distinguished professor on our team. Congratulations Prof Dada!

**Ensa Johnson**  
Centre for AAC

### New Staff Member

We wish to welcome, Mrs **Vuledzani Madima** (née Ndanganeni) as a new staff member to the Centre for AAC. Here is what she has to share about herself:



I am a Speech-Language Pathologist & Audiologist. I hail from the most beautiful part of South Africa, "Africa's Eden", Limpopo Province (Venda). I'm married to Phathutshedzo (my number one cheerleader and groupie) and we have a 7-year-old daughter Azwinndini (my other groupie who thinks I know everything) who keeps me on my toes though. I graduated with a B.SLPA from University of Limpopo (Medunsa Campus). I obtained a BA Hons in AAC and MA AAC from the University of Pretoria in 2012 and 2015 respectively. I worked as speech-language pathologist & audiologist in various contexts (Government hospitals, school setting, neuro rehabilitation centres, private practice and universities) from 2007 until recently. I have done clinical supervision, lecturing and served as an external examiner for institutions of higher learning such as Wits, UKZN, Sefako Makgatho Health Sciences University and University of Pretoria where I'm currently employed (Centre for AAC).

My research interests are in the fields of auditory processing disorders, AAC & early communication intervention, AAC & literacy, language development, adult and paediatric neurological disorders.

**Vuledzani Madima**  
Centre for AAC

*We hope that you enjoy working at the Centre, Vule!*

### The Centre for AAC is expanding....



We have been very fruitful at the Centre for AAC (CAAC) in the past few months. Two of our staff members were blessed with a bundle of joy.



**Robyn and Robbie White** welcomed their second daughter, Holly Grace-Anne, into the world on the 28 December 2015 at 8:30 in the morning. She was unfortunately born with a lung infection and had to be placed in the NIC unit but fortunately responded well to antibiotics and the oxygen she was placed on. After being in the NIC unit for 5 days she was allowed to go home! It was a very special moment, especially for Amelia, who finally got to meet her little sister! Holly is now a very chubby and healthy 4-month-old baby who loves her sister and her two dogs, Tatoe and Angel! According to Robyn Holly is such a sweet Blessing and has completed the White family! :)



Robyn and Robbie, this is such a wonderful and special time and we hope that babyhood is filled with lots of fun, love and cuddles. We take great pleasure in wishing you the very best as you embark on teaching her everything she will require while growing into a beautiful young woman.

**Constance Ntuli** also gave birth to a beautiful baby girl on the 27th of March at 21:00, weighing a mere 2,18 kilos. Constance said: "She is a true blessing and a gift from God. She is the perfect baby for me, her father and my family and she has already brought a whole new life to our family." Her names Reneilwe Bokang Cleopatra means "given" and "thankful", and they as a family are very thankful for this precious little girl that was given to them.



We at the CAAC are also really thankful and excited that your new baby has arrived safe and sound, Constance. May you find much joy and happiness with your new role as proud parent.

**Enid Moolman**  
Centre for AAC

## CAAC News (cont.)

### Staff visits

#### Prof Dada visits Manchester Metropolitan University

Prof. Shakila Dada was awarded a travel grant from the National Research Foundation to visit the United Kingdom.

She visited Prof. Juliet Goldbart, Professor of Developmental Disabilities and Associate Dean of Research, Faculty of Health, Psychology and Social Care at the Manchester Metropolitan University from 15-27 November 2015. She also met with colleagues Dr. Janice Murray and Dr. Julie Marshall (Speech- Language Therapy Department) as well as colleagues from physiotherapy, psychology, and various research staff.



The main aim of the visit was to exchange ideas and develop research collaborations with researchers at the university. Prof. Dada presented a seminar on the Role of Graphic Symbols in Language Learning, participated in a full day workshop teaching on learning disabilities for final year SLT students and also attended and presented a seminar to the Assistive Technology team at Barnsley NHS Trust.

**Shakila Dada**  
Centre for AAC

### Workshops attended by staff: *Mapping key legal issues relating to the rights of children with disabilities*

Prof. Bornman and Mrs. White attended a workshop hosted by the Centre for Child Law from the University of Pretoria on the 5th of April 2016. The workshop focused on 4 areas, namely the *rights of access to basic education, social services, social grants and healthcare*. It was an informative session where key issues were investigated relating to the child with a disability and how these key issues could be addressed through our legal justice system and the South African law.



The Centre for Child Law was established in 1998 and is based in the Faculty of Law at the University of Pretoria. The Director of the Centre is Prof Ann Skelton. The Centre contributes towards the establishment and promotion of the best interests of children in South Africa through litigation, advocacy, research and education. The Centre is registered as a Law Clinic and through strategic impact litigation aims to set legal precedent to improve and strengthen laws pertaining to children. Please visit the Centre's website for more information and contact details - [www.centreforchildlaw.co.za](http://www.centreforchildlaw.co.za)

**Robyn White**  
Centre for AAC



## Research projects

### Recent research highlights from students and staff

....Let's talk about you and me, let's talk about all the good things and the bad things that may be....

Let's face it – we do not talk about 'it' to people with intellectual disability, because we do not know how to! Liezel Rathbone has just earned her PhD at the Centre (under the supervision of Prof. Juan Bornman) with a study focusing on the development and evaluation of a sexuality education program for women with intellectual disability. In a 'train the trainer' model, she exposed caregivers of the women to the program, to empower them to address this important topic with the women themselves.



As sexual exploitation and abuse is regrettably rife in this population, empowerment through training and education is of utmost importance for women to protect themselves.

**One for all and all for one....** Teamwork is central to providing early intervention services to children with disabilities. But does it really happen? Thilen Karkanya, a PhD candidate, has just completed her study (under the supervision of Prof. Shakila Dada and co-supervision of Dr Alecia Samuels) investigating the experiences of parents and service providers of the way their early intervention teams function. Watch this space for a publication of her results to follow soon.



**Aided AAC in classrooms – stressful for teachers?** Busy classrooms are not always easy contexts for implementing aided AAC like devices and communication boards. Kerstin Tönsing and Shakila Dada, staff members of the Centre for AAC, surveyed 26 teachers who taught learners using a form of aided AAC. Teachers were generally positive about aided AAC implementation, but also spoke about various challenges they face. Successful AAC implementation in classrooms requires support from multiple people and systems to ultimately benefit learners in need of AAC.



Latest publications from the Centre related to AAC and disability (click on title to follow hyperlink to a copy/post-print of article where available)

- Bastable, K., Dada, S., & Uys, K.** (2106). The effect of non-powered, self-initiated mobility on engagement of young children with severe motor impairment *Physical & Occupational Therapy In Pediatrics*, Early online.
- Bornman, J., Bryen, D. N., Morris, J. & Moolman, E.** (2016). [Use of consumer wireless devices by South Africans with severe communication disability](#). *African Journal of Disability* 5(1), <http://dx.doi.org/10.4102/ajod.v5i1.202>
- Donohue, D. K., Bornman, J. & Granlund, M.** (2015) [Household size is associated with unintelligible speech in children who have intellectual disabilities: A South African study](#). *Developmental Neurorehabilitation*, 18(6), 402-206. doi:10.3109/17518423.2014.890256.
- Erasmus, A., Bornman, J., & Dada, S.** (2015). [Afrikaans-speaking parents' perceptions of the rights of their children who have mild to moderate intellectual disabilities: a descriptive investigation](#). *Journal of Child Health Care*. First online. doi: 10.1177/1367493515569326
- Hansen, M. Harty, M. & Bornman, J.** (2016). [Exploring sibling attitudes towards participation when the younger sibling has a severe speech and language disability](#). *South African Journal of Child Health*. 10(1), 47-51.
- Huus, K., Granlund, M., Bornman, J., Lyngnegård, F.** (2015). [Human rights of children with intellectual disabilities: comparing self-ratings and proxy ratings](#). *CHILD: Care, Health and Development*, 41(6), 1010-1017. doi:10.1111/cch.12244
- Johnson, E., Nilsson, S., & Adolfsson, M.** (2015). [Eina, ouch, eish! How pain in children with cerebral palsy is communicated in South African school settings](#). *Augmentative and Alternative Communication*, 31(4), 325–335. doi:10.3109/07434618.2015.1084042
- Tönsing, K.M.** (2016). [Supporting the Production of Graphic Symbol Combinations by Children with Limited Speech: A Comparison of Two AAC systems](#). *Journal of Developmental and Physical disabilities*, 28, 5–29. doi:10.1007/s10882-015-9425-5
- White, R., Bornman, J., & Johnson, E.** (2015). [Testifying in court as a victim of crime for persons with little or no functional speech: vocabulary implications](#). *Child Abuse Research: A South African Journal*, 16(1), 1-14.
- Van Niekerk, K. & Tönsing, K. M.** (2015). [Eye gaze technology for graphic symbol based communication: A South African perspective](#). *Disability and Rehabilitation: Assistive Technology*, 10(4): 340–346. doi:10.3109/17483107.2014.974222

**Kerstin Tönsing**  
Centre for AAC



## Student news

### Student onsite weeks

The onsite weeks held at the centre for AAC for students enrolled for a degree in BA Hons (AAC) is an opportunity for students to learn theoretically and practically about AAC strategies for people with limited speech. The students also get an opportunity to broaden their understanding about research and online based learning and assessments!

First year and second year student groups each attended an intensive 5 day onsite-week. Presentations are given by lecturers with different specialities and knowledge regarding implementation of AAC with both children and adults with severe disabilities.

The students reported that they learned a lot from the team and will encourage fellow colleagues to also attend the training. They also thanked the lecturers for their dedication and commitment in making the week a success.

The first year Masters in Early Childhood Intervention students started their studies on an exciting note! With student protests leading to the closure of campus during their onsite week, classes were moved to Prof. Bornman's home. Fortunately, classes could continue due to the hospitality of Prof Bornman and the adaptability that technology brings! Fundamental concepts of early childhood intervention were discussed during the week, with students also receiving training on the University's online learning system.

The second year students started the year with their research module, as well as a module on assessment and intervention in early intervention. All students are excited about the year ahead!

The MA with specialization in AAC programme entered a new phase with some curriculum changes to the programme from this year. Eight first year students from five provinces are testing out the new curriculum. We enjoyed meeting them and had some very lively and intense academic discussions around the theoretical underpinnings of the field of AAC and their application to practice. There are six SLPs and two OTs in the first year of the course, and they are all actively providing AAC intervention in public or private settings. Our five second-year students are all busily engaged in their research projects at this time, and the onsite week was filled with group discussions about their projects as well as lectures on statistics (they survived) and ethics.

There are currently 10 PhD students enrolled in the PhD programme. Thilen Karkanyane submitted her PhD thesis for examination during April. There are also three new students, Clara Wagener, Refilwe Morwane and Susan Davis enrolled for their first year in 2016.

During the PhD week at the end of January, students

presented their research to their lecturers and peers. Intensive discussions followed each presentation to provide the student with guidelines for the way forward in their studies. Although it is a very stressful week for all participants, all students reported their gratitude towards their peers and lecturers for valuable input in their studies.

**Refilwe Morwane,  
Karin van Niekerk,  
Kerstin Tönsing,  
Ensa Johnson  
Centre for AAC**

### Autumn graduation



**Every graduation is a time for celebration!**

The Centre for AAC is not exception. We are glad to announce that a total of 38 Students graduated—19 Honours , 9 MA(AAC) graduates, 8 M(ECI) and two doctoral students, dr Liezel Rathbone and dr Legini Moodley! Congratulations—You make us proud!



Dr Kerstin Tönsing, the programme manager for the MA (AAC) reported: We had a record of nine students graduating from the MA (AAC) programme this year! We are extremely proud of these accomplished women from diverse professional backgrounds who are applying their AAC skills to assist clients in a variety of work settings. Two students (Kim Brewis and Imke Oosthuizen) graduated from the research-based programme (both with distinction) and seven students graduated from the course work programme.

**Dr Legini Moodley** (left on photo) received the degree DPhil, with her thesis "*A training programme to facilitate parents' orientation to and definition of problems experienced in parenting young children with moderate to severe communication disabilities.*" **Dr Liezel Rathbone** received a PhD with her thesis:

*"The effect of a sexuality training programme on the knowledge and attitudes of caregivers working with women with intellectual disabilities who live in residential care facilities."* **Well done ladies!**

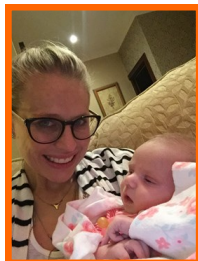


## The stork visited the MA students....



Two of the MA (AAC) graduates, Martelize Gropp and Imke Oosthuizen, became proud parents, each of a little girl—both babies were born on 22 March this year!

Here is what the mummies have to say about their little bundles of joy:



**Martelize:** Kara-May Gropp. The meaning of her name is 'carrier of love and inner peace' and she is just that. From the moment she was born she portrayed love and peace. Even our dog, Liela, is extremely fond of her. She is most content when she is close to people and sleeps through children's laughter, barking dogs and other environmental sounds as long as her hands are close to her face. Her smile, although still rare, is like the sunrise and we adore her.

**Imke:** This is little Sadie. Sadie weighed 3.52 kg at birth. Sadie loves music, the seaside, is a morning person and has managed to wrap both her parents completely around her little finger! We are so completely blessed with the most beautiful baby girl. She wears a rainbow on her head and has sunshine in her smile.



*We wish both families all the best for the future—may your little girls bring you much of joy!*

**Ensa Johnson**  
Centre for AAC

## SLP & A students enthusiastic about AAC

On the afternoon of 5 April 2016, 15 eager students (enrolled for their final year in Speech-Language Pathology and Audiology at Sefako Makkgotho University) visited the Centre for AAC together with their lecturer, Prof Anna-Marie Wium, a former staff (and founding) member of the Centre.



Two persons using AAC (Carla van Nieuwenhuizen, aged 25, and Zainab Omar, aged 12), shared their experiences and expertise with the students. People's impatience in communicating with a

person using AAC is a major barrier to interaction, Zainab indicated. She also reminded students that people who use AAC have a lot to share, including their emotions! Car-



la challenged students to look beyond the disability and see the person. She shared how using AAC had helped her to fulfil a public relations and advocacy position for a stimulation centre for children with disabilities.

Students were also given a brief introduction about AAC technology and then had the chance to handle and use some of the communication aids and interact with Carla and Zainab. By all accounts, student found the exposure inspiring and helpful. In reflecting on the visit, one student (Mr T. Lekgoro) commented:



"This trip on its own illustrated the multicomponent element that rests at the centre of what AAC is; multi-disciplinary with the client as the sailor of the ship. I was excited to be in the midst of the users more than anything. Seeing them in action while demonstrating

the use of their systems, and communicating effectively brought new life to my understanding of the theoretical work I and others in class have had our noses in, in attempts to understand. ...I



love AAC and who knows, perhaps I might just specialise in it."

It is great to see the enthusiasm of these young professionals – may they keep the AAC flame burning brightly as they embark on their careers of serving those with communication challenges.



**Kerstin Tönsing**  
Centre for AAC



## Interface Branch News



### News from KZN

It is hard to believe that we have almost arrived at the mid-way point of 2016!

The AAC Resource Library has become a lovely space, with furnishings and an air conditioning unit in place. We are now just waiting for the awning to be installed, which should be done in the next 2 weeks and will make a huge difference to our entire centre. Interface welcomes visitors to the library and this service is open to any Interface members, so please feel free to join us if you aren't already a member.



Through additional funding received, we have also been able to fit much needed storage cupboards into our therapy and seminar rooms. This has been a huge improvement on the open shelves which were quite a distraction when the rooms were being used! The pre-school Communication Circle has started up again and we are looking forward to welcoming young AAC users to our 2016 group. A project that has developed hand in hand with the Communication Circle has been the Parent Workshop. The next one will be taking place on the last Saturday in May. This workshop is open to parents and Caregivers/Facilitators. Should anyone be interested in attending, please contact Trudi at our office.

The isiZulu AAC and Literacy Resources Outreach and Awareness Phase commenced in June 2015, and is now finally coming to a closure at the end of May, with three last visit scheduled. The project has equipped Interface with innumerable AAC isiZulu resources, some of which are available for download online, but all of which are available at our centre. We do still have some AAC resource packs available. Please contact Trudi for more information.

Trudi and Avishana volunteered their time to represent Interface at the Autism Awareness walk

that took place on the 23rd April, as organised by Sunfield Homes Verulam.

**Felicity Jonck**  
Chairperson  
Interface—KZN

## Pathways Enterprises

It is a pleasure to give you some background information into our group as well as our vision for future small businesses.



The Pathways Young Adult Group started in 2011, accommodating youngsters with severe disabilities who came of age and needed to move on to somewhere else. As all our youngsters' schooling originated from Special Needs Centres, we needed to create a centre for care and stimulation, which developed over the past 5 years into something more than 'care and stimulation'.

Pathways Kloof offered us an opportunity, and together with Pathways' children of age and others from other Special Needs Schools, we grew in numbers from seven young adults to fifteen.

We strive to advance our young peoples' functional, intellectual, and social-emotional skills by creating opportunities to participate. We are in the process of preparing, through pre-vocational skills, for appropriate work opportunities. The process is ongoing.

Starting in 2016, our focus shifted from being the Pathways Young Adult Group to Pathways Enterprises. In the 5 years of our existence, we developed products that are in demand, mainly from family and friends of Pathways. These products include Christmas cards and gift tags, Wooden Planters and beaded Angels. Recently we added our product "For Eyes", which is a string of authentic beads which are attached to sun/reading glasses. An extension to this product is our product "Name-a-Tag" which is a nametag attached to the "For Eyes", which is ideal for conferences.

"Shred-a-Page" is our first official small business that we started towards the end of 2015. Parents and friends of Pathways provide us with paper that they wish to be shredded, and we have an outlet for the paper. We currently have three small office shredders. We fundraised for a bigger shredder that will be purchased soon.



"We can" is another small business that we only recently started as our can crusher was not mounted yet. This project is in development.

We have plans for food processing, like juice making, preparing peoples' vegetables for even-ing cooking, etc. as soon as we have full access to our kitchen.

But a bit more on our project "Wooden Planters". We started by buying wood, nails, varnish, seedlings and compost. The cost calculated at that



time was estimated to be around R80 per box. We sold it for R100, unplanted and if planted

at R135.

We realized that the seedlings were expensive and we started to plant our own seeds, growing our own seedlings, which we used then for the planters and we started our vegetable garden with the rest.

We do not really want to go in full production to supply these planters on a big scale, as we use all our projects for skills development. A program for making it is set out and followed.

As mentioned, for the Golf Day and Bridge drive, we setup an assembly production line to deliver on time. Such a request pressurises our staff to deliver and our aim for skills development is interrupted, although we use our skilled learners to assist in such production. The idea to follow a program is to have readymade boxes available, and that involves all our learners.

Our Adults with disabilities make these items and participate in all our projects with assistance. Their participation brings worth and purpose to their being.

**Neeltje Wasmuth**  
Group Leader  
**Pathways Enterprises**  
082 782 4058

## School news

### Pathways – Polokwane

#### *Pathways Polokwane greets Lesedi....*

The year began with the deeply sad news of **Lesedi' Makgato's** passing - a sobering reminder of how precious life is and the gift that good relationship opens to us day after day. Our hearts go out to those who loved him most. What a wonderful legacy he has left us. In one of the eulogies, his close friend said that Lesedi had taught him that "impossible" is only an excuse!



*We at the Centre for AAC also wish to extend our condolences to Lesedi's family and loved ones.*

*Lesedi was an inspiration to all of us. He presented his story at the Second African AAC conference in 2011 in Boksburg, and also at the ISAAC conference in Pittsburgh, PA, USA. May your soul rest in peace, Lesedi.*



### Pathways-Pretoria studio

#### Therapy boards

Usually communication boards are planned and arranged by the therapist or teacher to allow for easy access. BUT it is always good when learners or young adults engage with us to plan and arrange boards as they want it. It might not always be logical to us, but it will enhance the chances for such a board to be used. One of our young ladies with no functional speech, needed to testify in her parents' divorce case about how she felt, with whom she wanted to stay and also how she wanted to spend holidays. She also needed to convey her feelings during therapy that she received.

Together with one of our teachers, Angelina and she constructed personalised communication boards for her therapy. They sat and she chose words and topics she would want to talk about, pictures that suited the meaning to her words and then arrange the pictures on the boards that would be easiest for her to find it and use it. (p.t.o.)

## School news (cont.)

### Pathways-Pretoria studio (cont.)

The board sizes seemed to big and cumbersome but it was sized in a way she preferred it and gave her quick access.

**Brief example of discussions in the 4 boards she uses:**

Things that enhanced stress, disagreements....



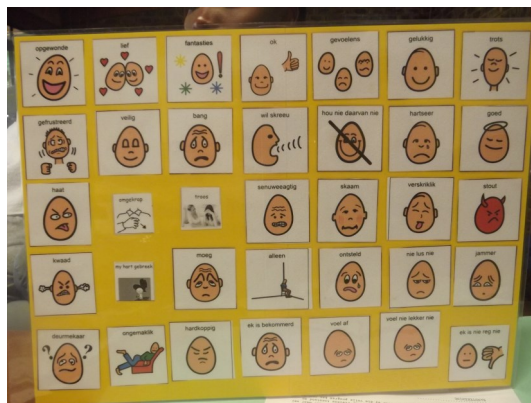
things that made her unhappy, nightmares....



holidays and how she would like to spend it ...



and discussing emotions..



**Danita Nel**  
**Pathways Pretoria**

*In the next Newsletter, we will share Pathways Pretoria's ideas for safety boards to help the students to know what precautions to take and the safety wear that they must put on. Watch this space!—Ed*

## Unica School

The staff from Unica School shared this interesting information about the use of contingency maps at their school. The first section of this contribution serves as background of what contingency maps are. This is an extraction from a presentation by Dr. Pat Mirenda "Communication Supports for Problem Behaviour" that she presented at the Centre for AAC in May 2008

### CONTINGENCY MAPS:

Communication interventions play a key role in interventions for problem behaviour. It's more than just "communicating better"!

Several components are needed for success:

- *Functional behavioural assessment concepts & techniques (ABC)*
- *Symbol assessment strategies*
- *Specific types of AAC interventions that might be appropriate*

### AIM OF CONTINGENCY MAPS:

To provide information about the "current" (i.e. problem) behaviour and "desired" behavioural pathways related to problem behaviour.

### CONTINGENCY MAPSs DEPICT:

- **A** : The **A**ntecedent that typically triggers a problem behaviour
- **B**: The Problem **B**ehaviour
- **C**: The **C**onsequences that will follow if it (problem behaviour) occurs
- A functional (desired) alternative behaviour (to replace the problem behaviour)
- The consequences that will follow if it (the desired behaviour), occurs



## Unica School (cont.)

### ADAPTED & PERSONALISED" CONTINGENCY MAPS (with apologies to Dr. Mirenda!)

#### DESCRIPTION:

#### Cool-off chair:

In this case the teacher used schedule boards to depict the **A**, **B** and **C** because, due to the high frequency of use of schedule boards at the school, children associate schedule boards with "What will happen today?", "What will happen next?", "Whose turn is it today?" and "My work/program for today". Schedule boards can then also be applied to interventions for problem behaviours to depict the **A**, **B** and **C**: "What will if you....?"

1. The teacher has already identified the **A** (Antecedent): *The teacher requests the child to go to her work station to do her class work*
2. ↓L-side: **B** = Undesired Behaviour = *The child becomes severely frustrated & displays aggression by e.g. stamping her feet*
3. ↓Middle: **C** = Consequence = *Child will be seated in the Green Chair (negative consequence)*
4. The clock in the middle of the board is used (if applicable) to indicate how long the child needs to sit on the green chair



5. ↑R-side: **B** = Desired Behaviour = *No feet stamping (when teacher requests that the child go to her work station to do her work)*

6. ↑R-side: **C** = Consequence = *Every one is happy (positive consequence): WELL DONE!!*

#### Who walks first? (photo below):

To make sure that every child gets a fair turn to, when schools comes out in the afternoons, walk in front ("walk first").



Teacher & learners participate to complete this chart before leaving the school building in the afternoons.

**Ilze Pansegrouw**  
**Unica School**

*In our next edition we will share more innovative ideas by staff from Unica School on the use of contingency maps—Ed.*



## User forum

### Dan Ngcobo



“I try to be realistic, I hear what people say and think is it really realistic, 'PROUDLY DISABLED' for me disable means 'DISABLED' which means 'BODY IS UNABLE' Why would anyone be proud that they are unable to do something. I'm not ashamed but I can not walk in the park. Let's be real. Then I hear 'I'M DISABLED BUT NORMAL'. What does that mean? It is not really normal being disabled. It is just different, nothing more nothing less. “ - Dan Ngcobo

**Dan Ngcobo** is from Durban, Kwazulu-Natal where he lives with his parents, brother and niece. Dan had a normal birth but was born with a club foot. I was receiving physiotherapy after an operation to straighten his feet. It was during one of those sessions at the hospital, that his mother saw a development chart for babies and noticed that Dan was not developing according to the information on the chart. She told the nurse and the nurse asked the doctor to examine Dan. According to Dan, the doctor found “something in my nose”. They took it out before his second birthday. He stayed with his mother at the hospital for three weeks. One night after his mother put him to bed, a while later he was found face down on pillow and had fainted. When they woke him up, his whole body was shaking – and since then he was disabled.

Dan is a member of the Interface branch in KZN. When Interface does workshops he usually also gives a presentation. Also once a month, when Interface has a group meeting, he acts as mentor for other people with disabilities. He also does motivation talks to the 4th year students at the University of Kwa-



zulu-Natal. Dan is also a former Fofa participant and mentor who is an advocate for people with disabilities wherever he goes..



## AAC suppliers

### Inclusive Solutions



It has been an extremely busy first quarter of 2016 for Inclusive Solutions.

We've been involved in so much training that it seems there has been little time for anything else – and we are so pleased to be having an impact on the skills and knowledge available to people supporting those with complex disabilities. Our courses are now almost all **CPD accredited** (some CPTD too) and cover topics from **Autism and Communication**; to **Eye Tracking**; to **Inclusive Classrooms**; to **iPads**. My personal favourite course at the moment is probably our **'Beginner's Guide to AAC and Assistive Technology'** – even for professionals who've been in the industry for ages, there have been so many changes to the available technology – and this course helps people keep up to speed with what's out there, or it provides a really comprehensive starting point for anybody new. Not only that – we often find that it is the real implementation of an AAC or AT device/strategy that people find difficult and it is our sessions on how to really put these tools to use that we are enjoying sharing with people.

There is always new technology to learn about but a few that have been exciting for us over the last three months have been a) symbol supported email and Facebook use through Grid 3 (imagine sending and receiving your emails in a symbol format?!), b) dwell-free typing through Communicator 5 (makes alternative mouse typing much faster for some people) and c) our venturing into providing 'snoezelen' or sensory room equipment (think of controlling a disco ball, or vibrating bean bag, or waterbubble tube, with a switch or your eyes) – just so exciting. When it comes to including those kiddos who are really pre-communicative and so hard to reach, this is my favourite idea at the moment and one we'll be talking about more over the coming months.

We are really proud to be sponsoring the award for the best Honours student in the BA Hons (AAC) once again this year and look forward to another round of passionate professionals to work with – good luck to you all!

/....



## Inclusive Solutions (cont.)

Just a personal note of thanks to all our very loyal customers. We so value the relationships we have with you and the impact that – together - we make on the lives of those we support. Thank you for your dedication.

**Lisa Ellis**  
CEO

**Inclusive Solutions**  
<http://inclusivesolutions.co.za/>

## Edit Microsystems – Big plans for a big year!

**2016 is a big year as we celebrate 25 years of Edit Microsystems.**

The company was founded in 1991 by Pieter Labuschagne and has gone from strength to strength over the years. A big thank you to all our clients, friends, suppliers and supporters for a fantastic 25 years!

We have several events and workshops planned to celebrate this momentous occasion so keep in touch with us via Facebook and on our website to see what we have planned.

### Workshops

As part of the celebrations for our quarter century we are hosting several free workshops through the year. These workshops are open to all and for some of them we will have online participation for those who cannot join us in Sea Point. We have already hosted 2 successful workshops and look forward to hosting many more.

We started off the year with a **workshop on the possibilities of Eye Gaze assistive technology** and we were honoured to have Kaveh Vefagh from Tobii Dynavox in Sweden present at the workshop. We had a fantastic response and welcomed over 125 therapists, educators, parents and interested individuals to the workshop. All Health and Rehabilitation practitioners earned 4 CPD points for their attendance.



We hosted our second free workshop in April which is **Autism Awareness month**. In collaboration with Vera

School for Learners with Autism, the provincial ASD outreach team and Autism Western Cape we held a workshop focused on Autism. We were particularly honoured to have Margaret Golding, who founded the first school for Autistic learners in South Africa and has been working in the field for over 60 years, speak about supporting parents with autistic children.

As a part of spreading awareness we also hosted the workshop online to enable people from all over South Africa to take part in our Autism Awareness workshop. The ability to attend our workshops online, for free, is part of our commitment to ensuring that everyone is able to access this vital knowledge.



### Assistive Technology Community

At our first workshop we launched the **Assistive Technology Community** on Facebook which is free to join. This community is designed to be a place where therapists, educators, parents and individuals with an interest in this area can share and access information about assistive technology. It is a space for positivity and innovation, for creativity and problem solving, and for collaboration and connections.



### Sensory room

In April we installed a sensory room at a school for learners with special needs. The sensory room that we installed was a 'starter room' and can be used as both a calming and stimulating environment depending on the needs of the child.

### Keep in Touch

Be a part of our celebrations this year and keep in touch with Edit Microsystems via



[\*\*Edit Microsystems\*\*](https://www.facebook.com/EditMicrosystems)



[\*\*@editmicro\*\*](https://twitter.com/editmicro)

[\*\*www.editmicro.co.za\*\*](http://www.editmicro.co.za)

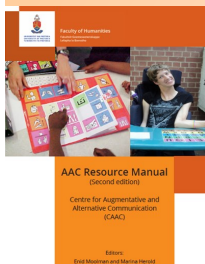
**Tessa Venter**  
**Tamryn Smith**  
**Edit Microsystems**

## Advertisements

## For your diary...

### AAC Resource Manual

#### 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.

### MAY 2016

**18 May Colloquium** — “*Engaging children and their families in goal setting to optimize their participation in everyday functional activities*” by Prof Brenda Louw from East Tennessee State University at Centre for AAC. Contact [liza@up.ac.za](mailto:liza@up.ac.za) for more information

### JUNE 2016

**1–4 June 2016** International Conference on Cerebral Palsy and other Childhood-onset Disabilities Stockholm, Sweden

**8 – 10 June 2016** International Society on Early Intervention Conference, Stockholm, Sweden

### AUGUST 2016

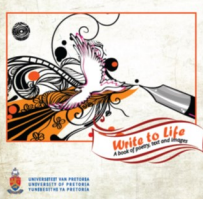
**8-11 August 2016** ISAAC Conference, Toronto, Canada

### SEPTEMBER 2016

**19-23 September:** Fofa Communication Empowerment Programme project week

**23 September:** Fofa Participant Presentations—save the date!

### Write to Life—hot of the press...soon



Watch this space for a **brand new book** of poetry, images and inspirational pieces written by persons using AAC and others involved in the field.

The book is edited by staff from the Centre for AAC. Watch the AAC email list for updates.

### For sale: Franklin Language Master

**Ben Viljoen, a person with MND**, is selling the **Franklin Language Master** (from Franklin Electronic Publishers) that can be used as a communication device.

**Price: R15 000,00** (Incl VAT and a protective casing, as well as instructions and a new set of 4 AA Duracell batteries).

Contact Ben Viljoen at [benviljoen2000@yahoo.co.uk](mailto:benviljoen2000@yahoo.co.uk) for any inquiries.



### 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.



### Fofa: Recruiting now!

We are recruiting new participants for our 2016 Fofa Communication Empowerment Programme. Potential participants should

- use a form of AAC
- be between the age of 18-35 years
- have basic English literacy skills
- have a basic interest in computers and have access to the World Wide Web
- have an AAC system which they can use to communicate independent thoughts
- be available to participate, together with a full-time personal assistant, in the full training week at the University of Pretoria, 19-23 September 2016

Participants travelling from far will be hosted in University accommodation. **For more information or to submit a nomination, please contact Kerstin at [Kerstin.tonsing@up.ac.za](mailto:Kerstin.tonsing@up.ac.za), tel. 012 420 4729.**

### NBNBNB:

For future contributions to this newsletter, please contact the editor,

Ensa Johnson at [ensa.johnson@up.ac.za](mailto:ensa.johnson@up.ac.za)

Next edition: September 2016

Due date for submissions: 1 September 2016

### 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>