

**Centre for  
Augmentative and  
Alternative  
Communication**

**Sentrum vir  
Aanvullende en  
Alternatiewe  
Kommunikasie**

**&  
INTERFACE**



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**Centre for Augmentative and Alternative Communication  
Sentrum vir Aanvullende en Alternatiewe Kommunikasie  
University of Pretoria  
PRETORIA, 0002  
SOUTH AFRICA**

*1995: Education Africa Presidential Award for Special Needs*  
*1998: Rolex Award for Enterprise: Associate Laureate*

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

### **ANNUAL REPORT FOR THE PERIOD:**

**1 JANUARY 2000 TO 31 DECEMBER 2000**

#### **INTRODUCTION**

The year 2000 was once again a most rewarding year for the CAAC - not only because of the new endeavors, but also because it marked the 10<sup>th</sup> Anniversary of the CAAC. To commemorate this occasion, the CAAC staff developed a brochure. An afternoon tea was held to launch the brochure locally, which was attended by various stakeholders, governmental departments, NGO's, as well as the Vice-Chancellor and Principal (Prof J. van Zyl) and Vice-Rector (Prof C.R. de Beer) of the University of Pretoria. Internationally, the brochure was distributed at the ISAAC conference in Washington DC. The reactions from our local and international colleagues were heartwarming and most encouraging. We are indeed grateful for their continuing support and commitment to our cause.

This year the CAAC started a new collaborative project in early childhood intervention in partnership with the University of Durban-Westville as well as the Institute for the Deaf in the Netherlands. A variety of government and disability stakeholders as well as parents are involved to ensure that training and research are relevant to those in need. The Masters programme in Early Childhood Intervention is starting in 2001 with nine different professions involved. We are most excited about this project as it will be presented mainly on-line, with some on-site interactions.

2000 also marked the first year of our PhD programme in AAC as well as the Diploma in Further Education with specialisation in Severe Disabilities. With these two programmes in place, students can now enter the field of severe disabilities and AAC via the Diploma and exit via the PhD in AAC!

Last, but definitely not least, the year was most significant as the CAAC was relocated to the West Wing (ground floor) of the Communication Pathology Building. Not only did we move offices, the CAAC also obtained it's own (state of the art!) training facility sponsored by the University of Pretoria. We are most grateful and indebted to the University for making the necessary modifications and building us a new training facility.

## **OBJECTIVES FOR 2000**

<b>A. Formal Training:</b>
<ol style="list-style-type: none"> <li>To commence training in the Diploma in Severe Disability and the development of three modules and two videotapes to be used in the second year of training (2001).</li> <li>To commence training in the PhD in AAC with two on-site week seminars.</li> <li>To maintain at least 75% successful completions of students enrolled for the Honours and Masters in AAC courses</li> <li>To continue being involved in pre-graduate and post-graduate training of Communication Pathology students.</li> <li>To guide and coordinate the development of a new Masters in Early Childhood Intervention (multi-professional) as part of the collaborative project on early intervention.</li> </ol>
<b>B. Research Aims:</b>
<ol style="list-style-type: none"> <li>To finalise the Kellogg-sponsored project on Lifeskill and Employment training for young adults with disabilities.</li> <li>To finalize five articles for publication in accredited journals.</li> <li>To encourage 2 new research projects in the field of Early Childhood Intervention and AAC.</li> <li>To develop research and training capacity of university personnel in nine different departments to ensure quality training and research in the field of early intervention</li> <li>To assist at least 4 of the CAAC staff to attend the International Association for AAC (ISAAC) conference in Washington DC in August 2000.</li> </ol>
<b>C. Non-degree training at CAAC and in communities:</b>
<ol style="list-style-type: none"> <li>To extend training and support of parents, teachers and therapists as well as people with severe communication disabilities in communities.</li> <li>To establish a program aimed at more active participation from AAC users in the CAAC activities.</li> <li>To explore one community-based project in Early Childhood Intervention as a basis for training and research in 2001.</li> </ol>

## **REPORT ON ACTIVITIES OF THE CAAC DURING 2000**

### **1. DEGREE TRAINING**

#### **1.1 DEGREE TRAINING SPECIALISING IN AAC**

<b>Degree</b>	<b>Number of Students</b>		<b>Outcomes: Successful completions</b>
BA Hons (AAC)	First year: Second year:	<b>14</b> <b>9</b>	A minimum pass of 50 % on all subjects (4 modules in year 1 and 5 modules in year 2)
MA (AAC)	First year:  Second year:	<b>5</b>  <b>10</b>	All first year students successfully passed the first year of study. 3 second year students completed the research masters and 4 completed the coursework. The three students that didn't complete the second year all have only one assignment outstanding.
PhD	First year: Other years:	<b>8</b> <b>2</b>	8 in process of finalising their methodology 2 in the process of finalisation
Further Diploma in Education: Severe Disabilities	First year:	<b>9</b>	1 student was deceased 8 passed

## 1.2 CAAC INVOLVEMENT IN DEGREE TRAINING OF OTHER DEPARTMENTS

Department	Course	Number of Students
Communication Pathology	Clinical Linguistics (KL 400)	40 third years and 34 fourth year BCom.Path. students: All passed.
Communication Pathology	Final Year Research Projects	5 Students completed their research projects.
Communication Pathology	Clinical Training (Initial consultations) (STX 400)	35 students: all passed
Communication Pathology	D.Phil. Research Dissertation	2 students: one is in the process of finalisation

## 2. RESEARCH SEMINARS / TRAINING: CAPACITY BUILDING IN EARLY CHILDHOOD INTERVENTION

### 2.1 TRAINING AT THE CAAC

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
24 - 25/01/00	2-day Early Childhood Intervention research seminar	Participants from speech therapy, paediatrics, occupational therapy, physiotherapy, parents, NGO's, governmental departments (health and education), nurses and AAC specialists	Capacity building in Early Childhood Intervention, Asset-based approach to intervention, discussion of logistics of project in terms of dates, budget, structure, etc.	Participants are very excited about working in the field of ECI and committed themselves to market the project amongst their students and junior researchers. Found information on asset-based approach most relevant.
10 - 11/02/00	8 <sup>th</sup> Annual AAC Research Seminar intended for all active researchers that are interested in exploring issues in the field of AAC	2 AAC specialists 4 Honours students 1 Special Educationist 5 Pre-graduate Comm.Path students 8 CAAC staff members Prof L.Lloyd (Purdue University)	Topics covered included issues that should be considered when deciding upon a oral vs. a sign language approach for Deaf individuals, Lifeskills for persons with disabilities, peer-interaction patterns with children with disabilities, iconicity of Blissymbols vs. Jet Era Glyphs and the implementation of a perception programme at a pre-school.	The new directions of research presented were experienced as very stimulating and thought provoking. Participants enjoyed the mixture of professionals who are currently conducting AAC or related research. Interesting viewpoints were debated and research methodologies discussed.
23 - 24/02/00	2-day Early Childhood Intervention research seminar	5 speech therapists 3 occupational therapists 4 physiotherapists 7 representatives from NGO's and governmental departments (including DEAFSA, SAMHF, DDD, SAFCD, Dept of Health, Dept of Education, DSA) 5 educational psychologists 3 paediatrics representatives 2 parents from DiCAG 11 AAC specialists 5 nurses	Different speakers from various disciplines discussed intervention strategies as pertaining to the multi-professional asset-based approach, including a speech therapist, and occupational therapist and an educational psychologist. Video conference with Pennsylvania State University was held.	Participants gained a lot of the contact with the various local and international experts in terms of different intervention angles working in different intervention settings. Professionals found it enlightening and rewarding to discuss burning issues pertaining to early childhood intervention with multi-professional colleagues.

<b>Date/Place</b>	<b>Nature of contact</b>	<b>Trainees</b>	<b>Content</b>	<b>Outcome evaluation</b>
03 - 04/05/00	2-day Early Childhood Intervention research seminar	8 speech therapists 5 occupational therapists 3 physiotherapists 5 representatives from NGO's and governmental departments (including DEAFSA, Dept of Health, Dept of Education, DSA) 4 educational psychologists 5 paediatrics representatives 5 parents from DiCAG 9 AAC specialists 5 nurses	Input from various stakeholders in the field of Early Childhood Intervention to provide insight into different types of intervention strategies that are needed (DEAFSA, DDD and the SAFCD). Issues in qualitative research were addressed. Videoconference with the Swedish Consortium	Participants valued the input of the stakeholders and there was a mutual commitment to integrating more of the services. Participants especially gained a lot of the contact with professionals from the Swedish consortium in Early Childhood Intervention. Positive feedback was given about the worth of the discussions about qualitative research
05 - 09/06/00	AAC Block Course	35 Trainees, comprising of 1 <sup>st</sup> year BA (Hons) in AAC students, speech therapists, occupational therapists, teachers and parents	Introduction to AAC, screening assessment, aided and unaided symbol systems and classroom implementation	Participants found the workshops informative and will be able to implement the strategies with potential AAC users. Excited about possibilities AAC offers.
26 - 30/06/00	AAC Advanced Block Course	12 Second year BA (Hons) in AAC students and two speech therapists	Focus on AAC intervention, challenging behaviour, curriculum adaptation, life-skills and literacy issues	Participants commented on the need for expanding training to their colleagues not registered for the Honours course. Curriculum adaptation was most meaningful.
24 - 25/07/00	2-day Early Childhood Intervention research seminar	6 speech therapists 2 occupational therapists 2 physiotherapists 11 representatives from NGO's and governmental departments (including DEAFSA, SAMHF, DDD, SAFCD, Dept of Health, Dept of Education, DSA, NPA) 5 educational psychologists 7 pediatricians 3 parents from DiCAG 9 AAC specialists 2 teachers 4 nurses 1 HIV/AIDS specialist	Capacity building in ECI in terms of what is available in South Africa, including the National programme of Action for Children, HIV/AIDS and ECI, developments in new born screening, a mother's point of view, participatory action research, presentation of case study to be used in course, presentation on future and capacity-based approach to ECI	Participants left this seminar excited and enthused to start implementing new intervention strategies with their own clients, but also to empower their students to make use of the different services that are available in South Africa. Feedback portrayed that the mixture of input from professionals and parents was particularly worthwhile. Incorporating service-delivery and research is seen in a positive light.

Date/Place	Nature of contact	Trainees	Content	Outcome evaluation
18 - 19/09/00	2-day Early Intervention research seminar	2 teachers 7 speech therapists 6 occupational therapists 1 HIV/AIDS specialist 1 physiotherapist 3 representatives from NGO's and governmental departments (including DDD, SAFCD, Dept of Health 6 educational psychologists 4 parents from DiCAG 9 AAC specialists 2 nurses	Discussions of the Integrated National Disability strategy, Genograms and ecomaps, AIDS and ECI – the impact on your role as professional, teleconference with University of Purdue, West-Lafayette, Indiana; discussions of 1 <sup>st</sup> 3 modules of M. ECI	Professionals are more informed about the context of intervention in SA. Individuals gave positive feedback of their level of competency in providing culturally congruent early childhood intervention. Relevant comments and feedback was obtained regarding content of the first 3 modules of the M in ECI.

## 2.2 IN-SITU TRAINING AT SPECIFIC SCHOOLS/INSTITUTIONS

Date/place	Trainees	Content	Outcome evaluation
29/02/00 01/03/00 Casa do Sol, Johannesburg	15 teachers 1 parent 1 occupational therapist	To introduce participants to the principles of AAC and various aided and unaided symbol systems. The design of communication boards was also discussed and participants had the opportunity to practice implementation.	Six follow-up visits were arranged and many AAC strategies integrated into the regular classroom setting. Particularly useful intervention related to positioning modification, use of gestures and individual child support. As a result other schools also requesting training.
13/3/00; 09/5/00; 16/6/00; 21/9/00 Sizanani Special School Bronkhorst- spruit	9 teachers, 1 occupational therapist	Training was on classroom implementation of AAC, including schedules, adapted learning material, adapting teaching approaches, literacy learning for children who is multilingual and/or disabled.	Teachers were enthusiastic about adapting the learning environment to cater more for the learning style of the learners with severe disabilities. Most of the teachers only had 2-year diplomas in teaching "normal" children and their capacity in terms of working with learners with severe disabilities was increased. Literacy learning was implemented in the more senior classes, with focus on functionality.
20 - 23/06/00 Ga-Rankuwa	15 Community Health nurses	Nurses were trained in using the new BCIP (Beginning Communication Intervention Protocol) that highlights the importance of communication means, functions, partners and opportunities.	All nurses were very keen to implement the BCIP at their clinics. 1 Nurse requested additional training for 10 volunteers. Nurses felt that this training should be included in the regular nursing curriculum for community health nurses.
10 - 12 /07/00 Tshegofatsong Special School, Mamelodi	10 teachers	Lifeskills training and social skills	Participants felt the information was relevant to meet the needs of the learners. Follow-up visits help to deal with specific training problems that arose
10 - 14/07/00 Hammanskraal	20 Community Health nurses	The application of the BCIP that focuses of the 4 most important communication dimensions, as well as the importance of monitoring progress.	Nurses felt that they gained knowledge and insight into the difficulties that face children with disabilities and their parents. They also commented that they felt empowered as they now know what to do with this population. Requested that training should continue in 2001.

<b>Date/place</b>	<b>Trainees</b>	<b>Content</b>	<b>Outcome evaluation</b>
18 - 19/07/00 Gateway School, Johannesburg	15 teachers 2 speech therapists 1 occupational therapist and 1 physiotherapist	Workshop introduced participants to aided and unaided AAC strategies, developing individualised communication boards, classroom implementation as well as addressing functional literacy issues.	AAC has already been integrated at the school especially in the junior classes. The motivation for the workshop was to provide AAC training to <b>all</b> teachers so that AAC strategies can be fully integrated across all the school phases. Follow-up visits were arranged.
01 - 02/08/00 Jiswa Special School, Lenasia	30 teachers 1 classroom assistant 1 principal 1 vice-principal	First introduction to AAC in this school. Training focused on an introduction to AAC (aided and unaided systems), planning classroom activities using aided and unaided systems, vocabulary selection, designing different kinds of communication boards, teaching strategies to elicit more interaction / communication from AAC candidates	Most enjoyable workshop both for trainers and participants. Teachers enjoyed new ideas and perspectives for handling specific children. Workshop was very practical and allowed for relevant carry-over to the classroom. A follow-up visit would be recommendable to support teachers in their implementation of AAC. Telephonic contact indicated that some teachers were successfully using AAC.

### 2.3 FOLLOW-UP VISITS AND INFORMAL TRAINING AND INTERVENTION (IN COMMUNITIES)

<b>Date/place</b>	<b>Nature of work</b>	<b>Trainees</b>	<b>Content</b>	<b>Outcome evaluation</b>
19/04/00 Zodwa Special School Mamelodi	Follow-up visit to discuss nature of AAC implementation	1 principal 5 teachers	Discussion on the importance of AAC implementation for children with disabilities. Promotion of the BA (Hons) in AAC degree and Further Diploma in Education: Severe Disabilities.	Keen for closer contact and collaboration with the CAAC. 5 Teachers are interested in obtaining formal qualifications in severe disability and AAC in 2001.
31/07/00 – 2/08/00 Moretele Health District	All 20 nurses were visited individually at their respective clinics. Problem solving of difficult issues.	20 Community Health Nurses	Nurses required more hands-on training with the use of the Cheap Talk 4-option and with the implementation of activity-based communication boards.	Became evident that nurses had gained knowledge and skills from the training and that the personal training and guidance facilitated this process further.
28-30/08/00 Morethele Health District	Individual in-situ visits and problem solving.	20 Community Health Nurses	The implementation of activity-based communication boards was still problematic as it was used in a directive way. Consequently guidelines on interactive use was provided.	5 Nurses arranged for children with disabilities and their parents to be present. Demonstrated their new skills on these children and requested guidelines for further implementation. All are very enthusiastic and reported the successes they've experienced with using the BCIP.
05 - 09/00	Visit to the community of Winterveld to discuss CAAC involvement in community training	4 workshop managers 1 manager of trauma clinic 1 social worker 2 pre-school teachers	Discussion of issues related to disability in the community on how CAAC could assist training	Prospect to be involved in AAC training sessions for care-givers and teachers in 2001.
12 & 19/10/00 Gateway School, Johannesburg	Classroom implementation of training	2 teachers 1 speech therapists	Implementation of AAC skills in the classroom with particular individuals. Emphasis was placed on the use of gestures.	Positive feedback from teacher. Keen to continue with AAC implementation and to receive more training.

<b>Date/place</b>	<b>Nature of work</b>	<b>Trainees</b>	<b>Content</b>	<b>Outcome evaluation</b>
31/10/00 Harvey Cohen School, Johannesburg	Informal discussion and follow-up	1 teacher 1 vice-principal	Discuss progress made in terms of AAC classroom implementation, and challenges currently faced.	Teachers interested in expanding their knowledge, want more information on formal training courses.
31/10/00 Frances Vorweg School, Krugersdorp	Informal discussion and follow-up	5 speech therapists 2 occupational therapists	Discuss progress made in terms of AAC classroom implementation and challenging cases.	Possibility of teachers enrolling for formal degree courses and the Block course.
07/11/00 Nokuthula Special School, Thembisa	Informal discussion and follow-up	2 HOD's 1 teacher	Discussion of training needs in terms of severe disability and AAC and promotion of degree courses.	Teachers interested in the further diploma as they feel this knowledge will empower them.
09/11/00 Grace and Hope School, Pietersburg	Consultation and informal discussion	5 teachers	Discussion of training needs, knowledge of AAC core group and AAC implementation.	Currently there is a unstructured core group who would like to implement AAC in 2001 on the completion of their Honours degree.
10/11/00 Bana Bathari Solomondale	Feedback after attending AAC Block course and informal discussion	6 teachers	Discussion of teacher training undergone during 2000 and additional training needs.	Three teachers attended Block course. All are interested to implement AAC. Need for more contact with CAAC was emphasised
10/11/00 New Horison School, Pietersburg	Consultation and informal discussion	4 teachers	Discussion of AAC implementation at the school and progress being made.	Two teachers were trained in 1999, one left. AAC not currently being used. Want to re-start AAC programme.
11/11/00 Pathways centre, Pietersburg	Follow-up and informal discussion	1 teacher 2 teacher aids	Discussion of AAC implementation progress and establishment of parent-support group (Interface)	AAC is used extensively in the classroom and attempts to include parents have been made. Investigate possibility to start Interface branch in Pietersburg.
17/11/00 Sunrise Special School, Laudium	Informal discussion and course promotion	1 principal 3 teachers 1 speech therapist	Promotion of formal degree courses offered by the CAAC to equip teachers with the knowledge to implement AAC.	Requested more information on the different course logistics. Acknowledged impact that this training could have.
23/11/00 Tshegofatsong Special School, Mamelodi	Follow-up on training and promotion of courses	1 HOD 4 teachers	Discussion of progress of lifeskills programme and training needs for 2001. Discussion of formal courses	Lifeskills programme is progressing well and areas were identified where they will need more training, e.g. non-speaking children. (86 children involved)
24/11/00 Nuwe Wending School, East Lynne	Informal discussions and building rapport with 2 new speech therapists	1 HOD 2 speech therapists	Discussion of establishing a core group for AAC, as well as formal degree courses.	A lot of barriers that need to be overcome. Would like to have training for teachers in 2001. Would like the CAAC team to give a motivational talk about AAC implementation. Was very interested in the overseas visitors to the CAAC in 2001.

<b>Date/place</b>	<b>Nature of work</b>	<b>Trainees</b>	<b>Content</b>	<b>Outcome evaluation</b>
24/11/00 Alma School, Pretoria	Informal discussion, renewing contact and course promotion	1 HOD 1 teacher	Building rapport and renewing interest in in-situ training opportunities. Discussion of classroom implementation especially with previous clients, promotion of formal degree courses.	A well-established core group for AAC. They would like to get more training to get all teachers involved.
27-30/11/00 Morethele Health District	Individual in-situ visits and problem solving. Focus group discussions.		Expansion on the interactive use of communication boards and gestures. Focus group discussions on what had been gained from the training.	All nurses reported that being involved in this training had had a significant influence and impact on their knowledge, skills and attitudes regarding severe disabilities. Requests were made that the training should continue in 2001.

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

<b>Date/Place</b>	<b>Nature of contact</b>	<b>Visitor(s)</b>	<b>Outcome</b>
20/01; 25/02; 26/05; 25/08; 29/09; 27/10; 24/11 CAAC	People who attend the opendays are exposed to various aided and unaided AAC strategies as well as the latest developments in technology and resources available to AAC users, their parents and professionals working with them	112 people including parents, AAC users, family members, speech-, occupational-, and physiotherapists, electronic engineers, educational psychologists and teachers.	The attendants invariably found the information useful and practical. They stated that although the decision making process is difficult, they feel more at ease knowing more about the range of AAC that is available. Professionals who attended gave positive feedback as to the amount of assistance they received in dealing with difficult cases in their case loads. The amount of referrals from schools and therapists seem to increase continuously, which is an indication of the worth of disseminating information in this way.
11/03/00 Headways	Lecture and demonstration	Wide range of attendants including closed head injured persons, parents and other family members, some professionals including occupational therapists and physiologist.	Presentation was focused on lifeskills training and the contribution of AAC for certain closed head injury clients. Talk evoked a lot of interest and response from those attending. Some attendants requested formal consultations by the CAAC-team.
21/07/00 Dept. of Occupational Therapy, University of Pretoria	Lecture and demonstration	4 fourth year occupational therapy students	Students interacted well and were eager to learn more about AAC and the role of the occupational therapist in this field. Asked questions about implementing strategies with particular clients that they had seen.
22/08/00 Dept. of Communication Pathology, University of Pretoria	Training and case discussions	4 ENT specialists	ENT's were more sensitive to the devastating effects of surgical complications e.g. after a tonsillectomy that they were previously unaware. They felt they gained valuable information in terms of possible resources.

#### 4. VISITORS TO THE CAAC

Date/place	Nature of contact	Visitor	Outcomes
4/02-3/03/00	Research training, discussions and consultations	Prof Lyle L. Lloyd (Dept. of Special Education and Speech Sciences and Audiology, Purdue University, USA)	Continuation of the inter-University collaboration between Pretoria and Purdue to build research expertise, and to stimulate joint research topics. This collaboration has led to an advancement of the AAC field in South Africa.
21/06/00	Information dissemination and capacity building	Mr Tim Groom: Habitat for Humanity	Explore collaboration possibilities for future projects.
31/08/00	Discussion of DICAG's collaboration with the CAAC	Ms Shirley Mokutoane National Chairperson: DICAG	Both parties agreed to joint future ventures in projects for children with severe disabilities and parent empowerment in rural communities.
04/09/00	Exploration of possible collaborative efforts between the CAAC and the Department of Labour	Ms Lebogang Gwangwa: Deputy Director of Designated Groups, Department of Labour	Requested CAAC to define specific projects related to social development and employment equity for individuals with severe disabilities.
18/10/00	Discussion of program evaluation of Master degree in Early Childhood Intervention	Ms R. Dawjee: The South African Institute for Distance Education	Keen to share experiences and provide previous programme evaluation forms. Collaboration to continue in 2001.
25/10/00	Discussions of SANPAD Early Intervention Project and Research Capacity Initiative workshops	Dr Stephen Ellis Dr Trudy Kragtwijk SANPAD, The Netherlands	They were pleased about progress and keen to receive evaluation report with reflective comments on SANPAD involvement.
03/11/00	Meeting to discuss CAAC involvement in the Winterveld Community projects	Ms Mary-Anne Carpenter Ms Ilse Putter Tumelong Community Project: Winterveld	Requested CAAC involvement at a specific centre to assist with training children with severe disabilities and parent empowerment.

#### 5. PUBLICATIONS (\* accredited journals)

\***Alant, E.** (2000). Team Research: an exploration. *South African Journal of Higher Education*. 14 (1) 108-120.

\***Alant, E.** (2000). Augmentative and Alternative Communication: A lifespan issue. *South African Journal of Physiotherapy*. Vol 56, (1), 25-28.

\***Alant, E.** (2000). Early Intervention: Training for impact. *Health SA* (Submitted for publication)

\***Alant, E.**(2000). Lifeskills and Employment Training for Young Adults with Disabilities. *Occupational Therapy Journal* (Submitted for publication).

\***Alant, E.** & Moolman, E. Blissymbol learning: A study of four pre-schoolers with Down Syndrome. *The South African Journal of Education* (Submitted for publication).

\***Bornman, J; Alant, E.** & Meiring, E. (2001). The use of a digital voice output device to facilitate language development in a child with developmental apraxia of speech: A case study. *Disability and Rehabilitation*. (International Journal: Accepted for publication)

**Cobb, E. & Tönsing, K.** (Eds) Three editions of CAAC/INTERFACE Newsletters .

\***Dada, S. & Alant, E.** Teachers' attitude towards students with little or no functional speech using two AAC devices. *The South African Journal of Education* (Submitted for publication).

\*Joseph, N. & **Alant, E.** Strangers in the House? Communication between mothers and their hearing impaired children who sign. *The South African Journal of Communication Disorders*. (Submitted for publication).

\*Lilienfeld, M. & **Alant, E.** The attitudes of children towards unfamiliar peers who use Augmentative and Alternative Communication Devices. *AAC Journal* (Submitted for publication).

\*Roos, V., Kunzman, R., **Alant, E.** & Prinsloo, T. (2000). Feelings of self-worth and security in a group of siblings of disabled children. *The Social Work Practitioner – Researcher*, 12(2) 67-74.

\***Van der Merwe, E.** & **Alant, E.** (2000). Die geskrewe taal van dowe kinders met dowe ouers en dowe kinders met horende ouers. *South African Journal of Education*, 20 (1), pp. 81-87.

## 6. REPORTS

Life-skill and Employment Training for Young Adults with Disabilities. January 2000. Report presented to the Kellogg Foundation at completion of contract.

## 7. CREATIVE WORK

**Bornman, J; Alant, E; Ludik, R. & Meyer, L.**  
Development of a local 4-option touch-to-talk digital device.

**Opperman, Y; Mophosho, M; Alant, E. & Pond, S.**  
Video: Case-studies for training: MA in Early Childhood Intervention.

**Rose, J; Popich, E; Alant, E. & Pond, S**  
Video: Inclusion of learners with severe disabilities in the classroom.

**Greyling, T; Alant., E; Popich, E. & Pond, S**  
Video: Transitional planning and instruction for young adults with disabilities.

## 8. PRESS REPORTS REGARDING THE CAAC

Early Childhood Intervention. Article in *Tukkievaria* 17(17), 4.

Centre gives speechless voices. Article in *Rekord Oos* 1/12/00, 16.

“Zach maak sy stem dik”. Article in *Vrouekeur*, 29/12/2000.

Collaboration in early childhood intervention. Article in *die Tukkie*, 18(2), November 2000.

“Uitgeworpenes kry ‘n stem”. Article in *Beeld*, 27/12/2000, p9.

Masters Degree in Early Childhood Intervention presents exciting formal training opportunity. *UPkonders*, 9(4), November 2000.

Radio interviews: Radio Pretoria: Rise ‘n Shine. 10 November 2000  
Punt geselsradio: Profiel. 30 November 2000

## 9. PAPERS PRESENTED AT WORKSHOPS/CONFERENCES

15 January 2000: Using an asset-based approach to Early Intervention. Early Intervention Research Seminar. Pretoria (**Alant, E.**)

- 10 February 2000: Developing a primary level communication intervention protocol. 8<sup>th</sup> National AAC Research Seminar. Pretoria (**Bornman, J.**)
- 23 February 2000: Theoretical framework for Early Intervention. 2-Day Early Intervention Research Seminar. Pretoria. (**Alant, E.**)
- 24 February 2000: Increasing trustworthiness in qualitative research. 2-Day Early Intervention Research Seminar. Pretoria. (**Bornman, J.**)
- 3 May 2000: Early Childhood Intervention: A framework for impact. 2-Day Early Intervention Research Seminar. Pretoria. (**Alant, E.**)
- 29 June 2000: “Lewensvaardighede vir Onafhanklikheid – ‘n realiteit of ‘n mite?” Talk to parent at Uitkoms Care Centre, Montana. (**Bornman, J.**)
- 24 July 2000: Qualitative research in Early Intervention. 2-Day Early Intervention Research Seminar. Pretoria. (**Alant, E.**)
- 5 August 2000: Poster presentation: “Transdisciplinary training: Teaching children with severe disabilities”. International ISAAC conference, Washington, DC. (**Mophosho, M. & van der Merwe, E.**)
- 4 August 2000: Training teachers to interact with AAC users in the classroom. ISAAC conference, Washington DC, USA. (**Alant, E.**)
- 5 August 2000: Enhancing AAC education through communication technologies. ISAAC conference instructional course (co-instructor with Dowden, P; Reichle, J; Ronski, M & Iacono, T) (**Alant, E.**)
- 17 August 2000: An Asset-based approach to early childhood intervention. Maternal and Child Research Seminar Durban. (**Alant, E.**)
- 12 September 2000: Augmentative and Alternative Communication Implementation: Where should I start? La Vie Conference, Pretoria. (**Bornman, J. & Wium, A.**)
- 18 September 2000: The Development of a Multi-professional course in Early Intervention. 2-Day Early Intervention Research Seminar. Pretoria. (**Alant, E.**)
- 6 & 7 November 2000: Poster presentation: CAAC involvement in formal and informal training. Neuro Rehabilitation Conference. Unitas Hospital, Pretoria. (**Dada, S. & van der Merwe, E.**)

## 10. CONFERENCES / SEMINARS ATTENDED

18-20 January 2000: Web-page design course (**Bornman, J; van Greunen, F; Cobb, E; Rose, J; van der Merwe, E; Opperman, J; Alant, E.**)

24-25 January, 23-24 February, 3-4 May, 25-26 July, 18-19 September 2000: Five 2-day Early Intervention Research Seminars. (**Alant, E; Bornman, J; Cobb, E; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C.**)

24 February 2000: Video conference between the CAAC (Early Intervention project) and Pennsylvania State University. (**Alant, E; Bornman, J; Cobb, E; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C.**)

4 May 2000: Video conference between the CAAC (Early Intervention project) and the Swedish consortium. (Maledonon University, Sweden) (**Alant, E; Bornman, J; Cobb, E; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C.**)

16 May 2000: Video conference with Prof Lyle Lloyd and colleagues from Purdue University (USA) to discuss all PhD students' research topics and questions (**Alant, E; Bornman, J; Cobb, E ; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C; Dada,S.**)

18 May 2000: PhD students' video conference with Helen Arvidson (Prudue University, USA) to discuss her PhD research. (**Alant, E; Bornman, J; Cobb, E ; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C; Dada,S.**)

26 May 2000: Seminar: Interventional Aspects of intellectual disability. The South African Association for the scientific study of mental handicap. Moffat Park. (**Bornman, J. & van der Merwe, E.**)

5-7 July 2000: Academic writing – SANPAD workshop, University of Pretoria, Pretoria. (**Mophosho, M.**)

2- 8 August: International Society for Augmentative and Alternative Communication (ISAAC). Biennial conference in Washington DC, USA (**Alant, E; Dada, S; Mophosho, M; Rose, J. & van der Merwe, E.**)

14-18 August 2000: Maternal and Child Research Seminar. A week-long conference held at the Trust Foundation. The aim of this conference was to highlight issues pertaining to mother and child welfare and also to create an awareness for the principles which underlie participatory action research and community based intervention. Durban. (**Alant, E; Cobb, E; Dada, S. & Opperman, Y.**)

8-9 September 2000: MS Access for the Social Researcher, organised by SANPAD. University of Pretoria, Pretoria. (**Mophosho, M & Van der Merwe, E.**)

11-15 September 2000: New Research Paradigms, organised by SANPAD. University of Pretoria, Pretoria. (**Mophosho, M.**)

18 – 19 September 2000: SANPAD workshop on Program Evaluation, presented by staff from the University of Stellenbosch. University of Pretoria, Pretoria. (**Dada, S.**)

19 September 2000: Video conference between CAAC (Early Intervention project) and the University of Purdue, West-Lafayette, Indiana. (**Alant, E; Bornman, J; Cobb, E ; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C.**)

3 October 2000: HIV/ Aids in the workplace. Implications for professionals. Baragwanath Hospital. (**Cobb, E. & Mophosho, M.**)

5 October 2000: Annual meeting: Brain Injury Group (BIG). Pretoria. (**Alant, E.**)

11 October 2000: PhD students' video conference with Purdue University (USA) on research topics (**Alant, E; Bornman, J; Cobb, E ; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C; Dada, S.**)

12 October 2000: PhD students' video conference with Purdue University (USA) on research queries (**Alant, E; Bornman, J; Cobb, E ; Mophosho, M; Opperman, Y; Tönsing, K; van der Merwe, E; van Dijk, C.**)

## **11. STAFF ACHIEVEMENT: SPECIAL INVOLVEMENTS**

Alant, E. Appointed as consultant in the Department of Speech Therapy and Audiology (UDW)

SANPAD award (2000 – 2003)

Alant,E. Appointed as co-chair of ISAAC's developing countries committee.

Bornman, J. & Alant, E. requested to referee articles for the *South African Journal of Communication Pathology*

Opperman, Y. Merit Award, University of Pretoria: Best BA (Hons) in AAC student for 2000.

Opperman, Y. Mayer Johnson Award: Best BA (Hons) in AAC student for 2000.

## **12. CAAC STAFF**

### **12.1 CAAC STAFF FUNDED BY THE UNIVERSITY**

- Director : Prof E. Alant : 40 hours per week
- Lecturer: CAAC co-ordinator: Mrs J. Bornman: 40 hours per week
- Lecturer: Community consultant: Mrs M. Mophosho: 40 hours per week.
- Lecturer: Researcher & trainer Ms S. Dada: 40 hours per week (started 10 July 2000)
- Secretary : Mrs F. van Greunen: 25 hours per week

### **12.2 CAAC STAFF FUNDED FROM PRIVATE FUNDING**

- Speech pathologist: Trainer (Ms E. van der Merwe): 40 hours per week
- Speech pathologist: Trainer (Ms Y. Opperman): 40 hours per week
- Occupational therapist: Trainer (Ms E. Cobb): 40 hours per week
- Speech pathologist: Trainer (Ms K. Tönsing): 25 hours per week
- Physiotherapist: Trainer (Mrs J. Rose): 25 hours per week (1 January – 31 July 2000)
- Research Assistant: (Mrs C. van Dijk): 10 hours per week
- Occupational therapist: Trainer (Mrs T. Greyling): 15 hours per week (1 January – 31 July 2000)
- External lecturers involved in Honours degree in AAC
  - Ms K. Uys: Department of Occupational Therapy, University of Pretoria.
  - Mrs T. Buys: Private/Part-time: Department of Occupational Therapy, University of Pretoria.
  - Mrs A. Kritzinger: Centre for Early Intervention in Communication Pathology, Department of Communication Pathology, University of Pretoria.
  - Mrs B. Solarsh: University of Durban-Westville: External Examiner.
- External examiners
  - Mr T. Makgoba, JCE, Special Education.
  - Mrs N. Potgieter, Private Practice.
  - Prof L. Lloyd, Purdue University, USA.
- Other co-workers
  - Ms S. Pond, Tele-tuks, University of Pretoria.
  - Mrs A. Marx, Telematic Education, University of Pretoria
  - Mrs E. Mostert, Telematic Education, University of Pretoria
  - Ms L. Holworthy, Telematic Education, University of Pretoria
  - Dr I. Eloff: Department of Orthopedagogics, University of Pretoria.

### **12.4 PARTICIPANTS IN THE COLLABORATIVE PROJECT IN EARLY CHILDHOOD INTERVENTION**

#### **TASK TEAM MEMBERS**

##### **1. Occupational Therapy Task Team**

- ♦ Ms Kitty Uys; Mrs Marlie Aronstam; Ms Jemima Strydom; Ms Hester Stöhr; Ms Riana Henning; Ms Natasja Fourie

##### **2. Physiotherapy Task Team**

- ♦ Dr Carina Eksteen; Ms Karien Mostert; Mr Chris Govender; Ms Gillian Shead

### 3. Communication Pathology Task Team

- ◆ Prof Brenda Louw; Mrs Alta Kritzinger; Mrs Adri Ligthelm; Ms Sonja Jacobs; Prof René Hugo; Mrs Lidia Pottas; Mrs Elsie Naudé; Mrs Lynette Meyer; Mrs Sandra du Plessis; Mrs Nicci Campbell; Mrs Naina Modi-Patel

### 4. Educational Psychology Task Team

- ◆ Dr Irma Eloff; Mrs Liesel Ebersöhn; Mrs Ronel van Wyk; Mrs Judy Ferreira; Ms Carien Lubbe

### 5. Nursing Task Team

- ◆ Mrs Solina Richter; Mrs Sonia Willemse; Ms Carin Maree; Ms Joanita de Kock

### 6. Paediatric Task Team

- ◆ Prof D. Wittenberg; Dr Wilma de Witt; Dr Izelle Smuts; Dr Elise van Rooyen

### 7. UDW/KZN Task Team

- ◆ Ms Glen Jager; Mrs Barbara Solarsh; Ms Neethie Joseph; Ms Legini Moodley; Ms Sandya Singh

### 8. CAAC Task Team

- ◆ Prof Erna Alant; Mrs Juan Bornman; Mrs Munyane Mophosho; Ms Mamoukone Moumakoe; Ms Elmarie van der Merwe; Ms Elaine Cobb; Ms Yasmin Opperman; Ms Shakila Dada; Ms Kerstin Tönsing

### 9. Social Work Task Team

- ◆ Prof Antoinette Lombard; Mrs Saartjie Visagie; Mrs Suzette Moss; Ms Herna Bauling

## 13. BRIEF OUTCOMES AND OBJECTIVES FOR 2000

<b>A. Formal Training:</b>
<ul style="list-style-type: none"><li>◆ A 100 % pass rate for all 74 pre-graduate Communication Pathology students (clinical linguistics) was obtained. CAAC staff was requested to continue with the training in 2001.</li><li>◆ The diploma in Severe Disability was implemented and 9 students successfully completed the first year.</li><li>◆ The 75 % pass rate for Honours and Masters degrees was maintained with 9 Honours students graduating and 5 Masters students graduating.</li><li>◆ Three modules for the Masters in Early Childhood Intervention was written. This degree will be implemented in 2001.</li><li>◆ The introduction of 2 on-site week seminars for PhD students proved to be successful and will be continue in 2001. 3 Students are in the process of finalising their dissertations.</li></ul>
<b>B. Research:</b>
<ul style="list-style-type: none"><li>◆ The Kellogg sponsored project on lifeskills and employment was concluded with a formal report.</li><li>◆ Nine accredited articles were finalised of which three had been published, one accepted for publication and five submitted for publication.</li><li>◆ Five 2-day Early Intervention research seminars aimed at capacity building was held. This included multi-professionals from eight different University of Pretoria departments and one task team from the University of Durban-Westville.</li><li>◆ Four CAAC staff members attended the Biennial International Society for Augmentative and Alternative Communication (ISAAC ) conference in Washington, DC.</li><li>◆ A research programme aimed at evaluating the Masters in Early Childhood Intervention was initiated. This programme will continue in 2001.</li></ul>

**C. Informal and Community Training:**

- ◆ Training and support of parents, teachers and therapists as well as people with severe communication disabilities continued in 2000. Closer collaboration with a number of new schools and centres were formed whilst regular follow-up and feedback with existing schools and centres were maintained.

**14. OBJECTIVES FOR 2001****Formal Training**

- The introduction of the first four common modules of the M(ECI) to students from 9 different professions
- The development of 13 specialisation modules for the M(ECI) involving all the different professions
- The teaching of the first 2<sup>nd</sup> year group in the FDE in severe disabilities to enable these students to qualify at the end of 2001 (7) and to continue with a new intake of students for this diploma
- The critical evaluation of modules in Honours in AAC to include new material e.g. a module on research methodology
- The continuation of the MA and PhD in AAC to ensure 7 MA students and 3 PhD students complete their courses

**Research**

- To continue with the second year of the collaborative project on Early Childhood Intervention between CAAC, different departments at University of Pretoria and the University of Durban-Westville (Health Sciences).
- To welcome four different individuals/groups from overseas to facilitate research collaboration between CAAC, and participants in the early intervention project including: Dr Carol Goossens (Trenchline AAC interventionist in Private Practice in New York); Dr L Lloyd (Purdue University (USA), Dr Stephen von Tetzchner (Oslo University, Norway), Dr Hans van Balkom and his team (Institute for the Deaf, The Netherlands).
- To develop a project to formally evaluate the Masters in Early Childhood Intervention, which would be a joint venture between the Department of Innovative teaching and technology (UP), CAAC and an NGO working in the field of distance education.
- To extend CAAC 's opportunities for collaborative research ventures with other emerging AAC countries by attending conferences in Poland and India.
- To prepare presentations by CAAC for ISAAC conference in 2002 in Kopenhagen (at least 3)
- To finalize at least four articles for publication in accredited journals

**Community training**

- To continue training in schools and communities on request from the institutions
- To embark on a project in the Winterveld to facilitate early childhood intervention
- To develop a program for the involvement of adult AAC users in facilitating training in the CAAC and Interface.

## ACKNOWLEDGEMENTS

The Director would like to express her sincere appreciation to the following foundations who supported the activities of the CAAC during 2000. Without their continued support the CAAC would not have been able to achieve all its successes.

***THE LIBERTY LIFE FOUNDATION  
SANPAD  
FUCHS FOUNDATION***

*Great appreciation is also expressed towards the **MAYER-JOHNSON COMPANY** for donating a cash prize for the most outstanding BA Hons (AAC) student as well as **ANDERSON CONSULTING** for donating a similar prize for the BA Hons (AAC) student who showed the greatest progress during the two years of study.*

*Input of the following associations and institutions is acknowledged with gratitude:*

***Interface  
Federation for Mental Health  
Disabled People South Africa  
Disabled Children's Action Group (DiCAG)***

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

***Department of Communication Pathology  
Department of Occupational Therapy  
Department of Orthopedagogics  
Department of Nursing  
Telematic Education  
Video Tuks***

***Finally the commitment and dedication of the CAAC staff  
is warmly acknowledged.  
Thank you***



