

Interface National Newsletter



**Centre for
Augmentative and
Alternative
Communication**

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**Interface promotes
communication for
people with complex
communication needs
by supplementing
existing communication
with gestures,
communication boards
and assistive
technology (thus,
augmentative &
alternative
communication)**

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Editorial

Get out there!

At the end of November last year I was invited to be the guest speaker at the Browns' school in Kwa-Zulu Natal. I was accompanied by my father who assisted me, as he has done many a time. However, unlike in the past I'd decided to take a risk, and to attempt to return home unaccompanied – given all the accounts of wheelchairs getting lost or broken, people being refused entry onto flights or being kicked off them simply because of them having a disability and one gentleman was even forgotten in his wheelchair on the tarmac at O. R. Tambo! This unaccompanied return certainly was something that meant being daring, bold and adventurous!

So after my speech was over and having enjoyed my time with Dave Smyth and the staff and learners of Browns' School, who I'd like to thank for their hospitality, I got dropped off at a friend of mine in Westville, and my father flew back to Joburg.

After spending the weekend with the friend, Sunday afternoon came, (*ironically it*

was the 3rd of December, the United Nations International Day of People with a Disability) and it was time for my adventure to begin. Looking back on it now, I wasn't really that nervous, I thought what's the worst that can happen...

Needless to say I got home without any trouble, and felt rather chuffed with myself for achieving my goal of flying independently, although there were many people who assisted me throughout my journey.

One thing that occurred to me in making this journey was the impact and awareness creating that naturally occurs when you, as someone who relies on AAC to communicate, ventures out into society! I must have had conversations with at least five people during my trip from Durban to Joburg. I can almost guarantee that they will remember me and how I communicated. They would most certainly have spoken about meeting me to their family and friends. In fact a week later I ran into a passenger at the shops, who I'd spoken to on the flight who

greeted me like a long lost friend.

Therefore I encourage all the individuals who use AAC to get out there! Get out there and start "talking" to people, whether that be to place an order in a restaurant, to ask a shop assistant for help or simply to chat to someone. Get out there! As more and more persons who rely on AAC get out there in the community, so the awareness of AAC will grow and develop!

In keeping with this theme, ISAAC is initiating an international AAC awareness day to be held in October this year, so keep your eyes open for more on this later in the year.

Finally, after 3 years of being the editor of this Newsletter, it's with sadness that I bid the readers farewell, as this will be the last Newsletter I will be editing. I'd like to sincerely thank everyone who has contributed to the newsletter over the past 3 years. You have made my job a really pleasurable one!

Martin Pistorius
Editor
martin.pistorius@up.ac.za

Chairman's report

It seems strange to be wishing you all a Happy new year as we're already a quarter of the way through the year, however I trust everybody enjoyed their festive season and are enjoying a successful 2007 so far - may it be a great year for you all.

Since the last report, the financial statements have been finalised and we are just waiting for the last documents to be handed over. We have also applied for and received our Tax exemption certificate from SARS. The next step is for Rodney and I to compile an Annual Report to be submitted to The Department of Social Welfare to ensure that we remain registered as a NPO.

We had a successful National Executive Committee online meeting on the 3rd of February. Probably the biggest issue discussed during our meeting was becoming an ISAAC chapter. In the end although we currently have enough ISAAC members we are currently not in a position yet to become one. However we will continue to re-evaluate the situation and as soon as we have the capacity to cope with the demands of being an ISAAC chapter we will become one.

Our new brochures were recently distributed to our branches. I'd again like to thank all involved in the production of them, especially Norma Beyl and Associates in Durban.

We also were able to pay for the hosting of our website for another year, thus ensuring Interface continues to have an online presence.

Finally I'd like to remind you to

check the Interface website for upcoming events: <http://www.interface-sa.org.za/events.html>

Martin Pistorius

Regional News

Interface Western Cape:

Greetings from the Cape, where we are having an interesting summer of sweltering heat and some cold, rainy weather. Our year started with moving our Interface office to another room at Vista Nova School in Rondebosch. It was a good opportunity to sort through things and was quite an adventure of discovery. We hope to have the office up and running again soon; we will keep you posted.

Future events that are in the pipeline include a talk on "Creating Picture Communication Boards" that Nicky will be presenting to Nurses and Therapists of the South EMDC on 15 March 2007. We hope this will be a good marketing opportunity to draw new members and raise awareness of AAC. Our Annual General Meeting has been scheduled for Saturday 5 May 2007, more details will follow later. We are looking for some "fresh blood" to serve on the committee, so please contact Nicky Smit if you are interested in getting involved.

Some personal news is that Luvuyo Tyulu has been making good progress with Boccia, a sport that is designed for persons with severe disabilities. He will be representing the Western Cape at the National Championships in Pretoria at the end of March. Congratulations Luvuyo and best of luck for Nationals!

Nicky continues to provide an

information and advice service by email and telephone regarding AAC technology. We are also planning on offering training on specific software programmes e.g. "Clicker", "Boardmaker" and "The Grid" for schools. Please contact us if you are interested in having a workshop at your school.

Nicky Smit

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Interface KZN:

Interface KZN has been off to a busy start with requests for assistance from two LSEN schools with new pupils who require AAC as well as requests for AAC software recommendations.

We have already welcomed some new members and have planned our fundraising events for the year. The first of these will take place on the 22nd March 2007 at the Barnyard Gateway Theatre. Members and friends are invited to get ready to shake, rattle and roll as they join us for "Walking in Memphis. The King is Back". In the show there is a cross section of tributes to Elvis with the likes of Marc Cohn's "*Walking in Memphis*", UB40's "Can't Help Falling In Love" in addition to The King's classics such as Blue Suede Shoes, Devil In Disguise, Are You Lonesome Tonight, Love Me Tender and Jailhouse Rock. Star of the show hip-swinging, velvet voiced Shaky Russell, is an award-winning Elvis Presley tribute performer with a style and energy that resonates of the King himself. He doesn't impersonate, nor does he imitate. "What I do is not a rip off, but a spectacular tribute. I don't talk to the audiences as Elvis, but about Elvis," says

24-year-old Shaky. For bookings contact Suzanne Van Zyl on 031 764 0773 (Wk) or 079 546 7729 (cell).

We would like to thank the learners of Escombe Primary School and Alliance Property group for generous donations received in December 2006.

Increasingly we are asked about the possible inclusion of children who require AAC into mainstream schools. So often the misperception seems to be that inclusive education means "giving physical access to children with special needs or disabilities" into a mainstream school. However, it is so much more and is better defined as supporting and benefiting all learners by providing equal opportunities for all learners to learn and succeed. Inherent to inclusive education is respect of each and every learner irrespective of their appearance, home language, disability, religious background, HIV status, social background, race or ethnic grouping. To be successful it involves a way of thinking and cannot be achieved solely by the prescription of strategies, teaching methodologies, curricula or environmental adaptations. From our experience with the inclusion of a few children who require AAC into mainstream schools we have seen positive outcomes, not only for the children who require AAC but also for their peers. Clearly, support is needed for both the children and the educators but what an exciting process! Felicity Jonck, current chairperson of Interface KZN, shares the story of her young son, Matthew.

Margi Lilienfeld

The Leap from Pre School to Grade 1

Matthew turned 7 in November 2006, and has attended a mainstream pre-school for the past 2 years, having previously been at Pathways Special Needs Centre in Westville for a year. Matthew so enjoyed pre-school and I have only praise for Hillary Coombes, Principal of Queensburgh Pre-Primary School, Mrs. Annette Searle and all her staff for being so open to including Matthew in their program.



Matthew was the first child with special needs to attend the pre-school, and we found that his classmates accepted him unconditionally. Placement in a mainstream school environment required a lot of pre-planning and would not have been possible without the presence of a dedicated facilitator. First Colleen, then Anja and finally Charlotte attended pre-school with Matthew during his first year and I am forever grateful for their diligence, perseverance, dedication, caring and patience. Charlotte continued to attend school with Matthew throughout his Grade R year, and this stability was really beneficial for all.

The prospect of placing Matthew in a mainstream school for Grade 1 was a far more daunting task. A primary school in our area has included a child with special needs for the past 4 years, so it seemed practical to approach Principal Duncan Buckthorpe of Escombe Primary School about the possibility of enrolling

Matthew for Grade 1. This led to the HOD: Foundation Phase, and Special Class Teacher undertaking two observation visits to Matthew's pre-school. Next, a joint meeting was held between Mr. Buckthorpe, the Foundation Phase HOD, the Foundation Phase Teachers, Matthew's Speech and Occupational Therapists, his Facilitator, Charlotte, and me.



Matthew in uniform ready for Grade 1

Matthew and his new facilitator, Julie-Anne has now been in Mrs Sookdeo's Grade 1 class for 4 weeks. We have put various supports in place, such as an adapted chair that allows him to sit at the same level as the children in his group, lots of hand over hand techniques and specific AAC strategies. With Julie-Anne's help Matthew is trying so hard, and loves learning to read and write and count. He also enjoys the weekly music and swimming lessons.

It is clear that the school has put a lot of thought into Matthew's class placement, and that their insight, empathy and practical approach have been fostered by experiences over the past 4 years. With a team approach we hope that Matthew grows from strength to strength in his new school.

Felicity Jonck

Anthony Haffey's Life after The Key School

I went to a school called Bishop Baven for a year. Despite being at least an average student, one of the supervising teachers talked about how they couldn't cope with me after they found out I was autistic. My parents are convinced that it was this that caused them to ask me to leave the school rather than try to sort out any problems I was having. As a result I was enrolled at The Key School for a while.

My family then decided to move to England in 1994. As the English start education at a younger age to South Africans, I had to take extra classes in reading and writing before we moved over there. Even when I was in England I had to have extra lessons for a year. After that year, I no longer needed extra classes and was equal with my peers.

I continued to progress academically to this day, and have just gained entry into Essex University.

During the last three years I have studied autism to a moderate degree, and found that it is not impossible for other autistic people to have had my success. Autism is a social disorder rather than an academic hindrance from what I have read. What The Key did for me was to make me sociably able enough to integrate into society (mainly by making me talk) and so gain my education. I know that it's not just for me that The Key have been able to do this. While I was there I had a friend (Guy) who was able to join mainstream education the same year as I was.

An interesting point on my and Guy's overcoming of autism is that autism is

considered incurable in England. I think that The Key's belief that it is curable is the reason for its success.

Anthony Haffey

Postscript by Jenni Gous, Principal of The Key School

Even though we at The Key School enjoy "showing off" this letter we need to clarify that although Anthony believes that autism is curable, we do not actively support this theory. What we do believe however is that with the right intervention, children can reach their own individual potential to the point where as adults they can be as independent as possible.

Jenni Gous

In the Classroom

Ideas to enhance communication

We started using communication vests in our classrooms to enhance communication and to make sure the picture communication symbols (PCS) are always available. We made it of a soft loosely woven fabric that male Velcro (available at fabric shops) will stick to. We use generic symbols such as:



to enhance communication in all classroom activities. We printed these symbols on different coloured paper (saves ink) e.g. blue for finish and red for wait. The vests worked well but the teachers found that it was very hot to wear over other clothes in summer.

The teachers then came up with another idea. They sewed some webbing or broad Velcro onto a golf shirt and then stuck the velcroed pictures onto it and wore that at school and on outings. It worked well, except that you needed to change clothes when you came to school or went home.

Then we tried out another idea. We went to ISAAC 2006 and attended a lecture from Pat Mirenda. She gave some ideas on challenging behaviour and suggested to use an apron with picture symbols on. Now we are trying this out. We find that of the three options, mentioned, this one works best as it is not too hot or uncomfortable to wear, except when the teachers or therapists are on all fours in the gross motor area. We took a piece of denim material and sewed a broad piece of Velcro or webbing onto it and finished it off with some colourful red tape. The teachers even made a pocket at the back to put additional pictures in. We made aprons for the teachers as well as the facilitators during our "bosberaad" and came home with about 15 aprons ready to start 2007!

Hope you can use some of these ideas to get your class communicating!

Be blessed in 2007

*Danita Nel,
Pathways-Pretoria*

Before School Starts

The first day at preschool! What excitement for everyone, what a mile stone. However, if the child has a disability, the transition to preschool (especially a so-called main-stream preschool) might cause some anxiety and stress to all involved. Here are some tips

to parents and teachers to help everyone feel more positive and confident about a child's transition to preschool.

Tips for teachers



- Before meeting the parents for the first time, request a copy of the most recent medical evaluations and therapists' reports.
- When you first meet the parents, be positive and tell them that you are excited to have (use child's name) in your class.
- Tell them that you would like to team-work with them to ensure that preschool will be a positive experience for their child.
- Ask them about their child. Even if their expectations seem unrealistic to you, don't be quick to judge what can and cannot be done.
- Educate yourself about the child's disability.
- Remember, you are not there to cure the child. Instead, try to look for ways to develop his/her strengths.
- Commit yourself to always tell parents one positive thing about their child whenever you talk to them.
- Don't be too hard on yourself. You will make mistakes, but you will also learn a lot in the process.
- Take care of yourself, and realise that you need time to 'recharge the batteries' after a long exhausting day!
- Ask for help from others, including parents, other teachers and other professionals involved with the child (such as

therapists and doctors).

Tips for parents



- Be confident as an expert on your child. Give your child's teacher concise information about your child and his/her condition.
- Acknowledge that having your child in her class might be a whole new experience for the teacher. Be appreciative of her willingness to try.
- Clarify your goals. Sometimes teachers feel you expect them to 'fix' your child, and buckle under that expectation. Clarify that you would like your child to develop to his/her full potential.
- Offer help. This might include resources such as posters with manual signs your child uses, offering to teach manual signs to staff or informing them of formal training opportunities.
- Take as much responsibility as you can for assistive devices such as speech generating devices. Show your teacher what she needs to know about the device.
- Various associations for persons with disabilities (e.g. Down Syndrome Association) might also be willing to visit the preschool and offer support.
- In some instances sending a personal assistant to school for certain parts of the day (e.g. to give one-on-one support during school-orientated activities) might be beneficial for your child.
- If you are worried about some aspect at school,

ask to meet to discuss this. Go into this meeting with an attitude of joint problem-solving, rather than using it as an opportunity to assign guilt.

- Try to regularly encourage your child's teacher and show appreciation whenever possible.

Adapted from:
Williams, C. (2006). *Teaching young children with autism spectrum disorder*. Beltsville, MD: Gryphon House Inc.

Kerstin Tönsing

CAAC News

Hi there everyone and welcome to the start of 2007. We hope that the year has started off with a bang for you. A new year and a host of new and exciting things to look forward to here at the Centre for AAC. For 2007 we are especially excited about some international visitors who will be spending time with us in the first half of the year. Among our esteemed guests will be Gail von Tatenhoven, Raj Koul as well as Susan Bashinski, all well-known in the field of AAC. Keep your eyes peeled, watch our website and check your emails regularly as we will be sending out more information regarding our visitors as well as the workshops which they will be presenting.

After a 6 month sabbatical, we welcome back Prof Erna Alant who returns to the CAAC invigorated and full of new and exciting ideas for the Centre. Welcome back Erna. Thanks to Juan Bonnman who capably held the fort and steered the ship during this time. Another welcome return to the Centre is Kerstin Tönsing. Many of you might recall that Kerstin used to edit this newsletter. We are all very pleased to have her

back with us.

A wonderful donation to CAAC/Interface has come about in the form of a donation from the pupils at Trinityhouse College who took up the challenge given to them by Martin Pistorius last year. The headmaster Ron Brown informs us that the learners of Trinity house were so inspired by Martin and his presentation to the school that they raised funds to the amount of R20 000 in just 3 weeks to be used for the purpose of purchasing of communication devices! Now that's putting money where your mouth is! A big thank you therefore goes out to the learners and headmaster of this hardworking school. Lets hope the year continues on such a positive note. Till next time, keep well.

Alecia Samuels (A.K.A the Cape Crusader)

Tribute to a great man:
Neville Cohen
 (7 February 1933 –
 4 September 2005)



Neville Cohen was one of the founding members of the Centre for Augmentative and Alternative Communication (CAAC) in 1990. He arrived at the CAAC (University of Pretoria) for the first advisory meeting to find that there was no adequate parking for people with disabilities – neither was there a lift in the building where the meeting was held. In his amiable, yet confident way he ensured us that he will assist us in facilitating these changes to provide better access to people with disabilities to the

Centre. True to fame, it wasn't long after that, that parking lots on campus for people with disabilities became more prevalent and a lift in our building was installed! Even the Senate Hall in the Administration building gained a wheelchair-friendly cloakroom!

Cohen obtained a BSc in electrical engineering from the University of the Witwatersrand in 1955, and obtained other professional qualifications in industrial engineering, property administration and materials handling. He received three professional awards from the South African Bureau of Standards for a hand control conversion kit for drivers with disabilities and the "Lite Ride" wheelchair.

He designed and manufactured numerous assistive devices for people with disabilities. His company, Chairman Industries, contributes to the economy by exporting assistive devices by the container load to the United Kingdom and it employs people with disabilities. He also published articles and lectured extensively on rehabilitation and access for disabled persons, with topics including architectural barriers, transport, mobility, wheelchair design and selection, sport, and travel. His work included consulting with developers, architects, town planners and the public sector on mobility and access for people with disabilities. He co-ordinated an action group to improve air travel facilities for disabled passengers.

In the 16 years of the existence of the CAAC he supported, encouraged and in many ways inspired the staff of the CAAC – to be bold and to do what needs to be done.....to work towards

access and communication for all in our country.

Through his bequest to the CAAC we will be able to support young adults with disabilities in becoming great role models and leaders in our country. The CAAC will also launch a memorial lecture series in honour of Neville Cohen.

Erna Alant

User Forum

Wheeling Towards The Prize

After many years of sustained effort Pat Frow's Autobiography "Wheeling Towards the Prize" is now available.



Pat has a severe disability as a result of cerebral palsy. Her story makes quick and interesting reading, and carries a strong and encouraging message-by-example – for both able-bodied and disabled people alike – about what can be done through courage, perseverance and faith.

It is a salute to all who have ever been part of Pat's community... for it is also through the love of generously giving people that she has been able to develop her gifts and find fulfilment, in a life packed with variety and achievement.

Direct sale: R100
 If posted: R120 in SA;
 Pay by cash, cheque or bank deposit
 Standard Bank, a/c 071 446 400; branch code: 25 009

Pat Frow
patricia.frow@imagnet.co.za
 Tel: 031 – 701 1974
 3 Domeca Village, 148 Old Main Road, Pinetown 3610

For your diary

CAAC – AAC Workshop
 Basic: 18 - 22 June 2007
 Advanced: 2 - 6 July 2007
 Tel: (012) 420 2001
 E-mail: liza.human@up.ac.za

CAAC Presents:
 Susan Bashinski –
 "Introduction to the Etiologies and Characteristics Associated with Learners who have Deaf-Blindness"
When: 14 - 15 June 2007

Rajinder Koul – "Role of technology in advancing clinical and educational practices in AAC."
When: 1 - 2 August 2007

Where: CAAC lecture hall (room 2-44), Communication Pathology Building, Lynnwood Road, Main Campus of the University of Pretoria.

Cost: R 220,00 per person per day
 R 400.00 per person if you register for both workshops for all the days. Registered students pay R100.00 per day.
 Prices include tea, but exclude lunches. Lunch facilities are available on the University Campus.

PLEASE NOTE:
 Limited space available, **no person will be allowed entrance without a prior booking and payment.**

Please contact: Liza Rossetti-Siefe at fax: (012) – 420 4389 or tel: (012) 420 – 2001 or e-mail: liza@up.ac.za to make a booking.
 Fax the registration form (Available at: www.caac.up.ac.za) with your proof of payment to confirm your booking for the workshops **no later than 8 June 2007 and 27 July 2007** respectively.

New CAAC Website

Last November, after months of hard work, development and testing, the new Centre for AAC's website was released. A significant amount of work went into improving the information architecture thereby making it easier to find the information on the site. Particular care was also taken to improve the accessibility of the site.

I've used XHTML and made extensive use of cascading style sheets (CSS) thereby reducing the file size and thus reducing the time it takes for the pages to load.

Like with any website, it remains a work in progress and our latest significant update is the translation of the entire site in to Afrikaans. For those of you who haven't visited our website in awhile I recommend you check it out: www.caac.up.ac.za I'd love to get some feedback, positive or negative

*Martin Pistorius,
CAAC Webmaster
martin.pistorius@up.ac.za*

ISAAC Information Exchange

ISAAC recently launched its Information Exchange, it replaces the ISAAC Bulletin (you can still see past copies on the site) that ISAAC members received. The Information Exchange is a new way to provide members and non ISAAC members with education and information about AAC. What is great about it is you can contribute to it! Thus the richness of information depends ultimately on you, your colleagues and friends posting information onto the site.

You can visit the information exchange by going to the ISAAC website:

<http://www.isaac-online.org/en/home.shtml> and clicking on the "**click here for the Information Exchange**" above the picture of the children on the Home page.

ISAAC Secretariat

An Afrikaans voice

A new Afrikaans text to speech engine is now available. It was developed as part of the eSpeak project. It is a compact open source software speech synthesizer for English and other languages. One of the languages developed primarily by Willem van der Walt at the Meraka Institute (CSIR) and other South Africans such as Christo de Klerk who on a completely voluntary basis has improved the accuracy of the Afrikaans pronunciation. The Afrikaans voice is continually being worked on by various members of the Open Source community.

The voice quality isn't as good as other commercially available voices but offers an Afrikaans voice to those individuals who need one. Its available free of charge and can be downloaded from the eSpeak website: <http://espeak.sourceforge.net/>

It may require some work to get it working - I can say that I have managed to get it working with The Grid and other Sensory Software programs.

Martin Pistorius

The Grid 2

Recently Sensory Software International released The Grid 2, a significant upgrade on The Grid 1. The Grid 2 features a whole new interface for editing and creating grids which is a vast improvement on The Grid 1 and has features such as the ability to drag-and-drop cells and resize

cells and to set individual cells not to be scanned.

It also comes with a new Grid Explorer and a feature to easily backup grids to CD.

Apart from the improved look and feel of The Grid 2, it has significantly more features and functionality. It has its own Web browser, Calculator, clock, Media Player to play music files, an e-mail program and its own basic Word Processor. It even has the built in ability to send and receive SMS messages from within The Grid.

There are also more comprehensive grids that come with the program, catering for the most basic, to the most advanced user's needs – a big improvement from The Grid 1.

In February this year, The Grid Mobile was released. It replaces Pocket Grid which was essentially The Grid 1 for mobile devices (e.g. PDA). As with The Grid 2, The Grid Mobile adds many new features, including switch access, word prediction and SMS text messaging.

To coincide with the release of these new programs Sensory Software has also created an online Grid Exchange where you can download grids that other people have made and share your grids.

For more information visit: www.sensorysoftware.com

Martin Pistorius

CAAC Open Days and consultations

Do you want to find out more about AAC? About devices? About resources for the classroom or for home? Why not come round to an open day at the Centre for Augmentative and Alternative Communication (CAAC), at the University of Pretoria (Lynnwood Road entrance).

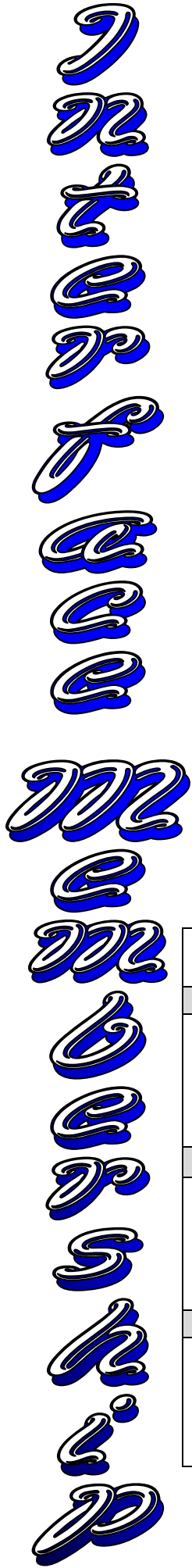
Parents, AAC users, educators or therapists can attend a free presentation by the CAAC on services, resources and activities. A demonstration can be given on high and low tech communication aids. Programs are tailored to your special area of interest. Open days take place on a monthly basis, usually on the last Friday of the month, from 9h00 -11h00. If you would like to attend, please confirm with Liza (012 420 2001) in order for us to individualise your program.

Apart from open days to give a basic overview of AAC and the Centre's services, the CAAC also offers consultations to persons with complex communication needs.

In order to schedule a consultation, please contact Kerstin Tönsing (012 420 4729) or Liza (012 420 2001), Consultations cost R500.00 to be paid on the day of the consultation. We operate on an in-contracted fee, so claims can be made from the medical aid.

A most grateful Thank You!
To our generous sponsors

- May and Stanley Smith Foundation
- First Rand Foundation
- SANPAD



Yes, I would like to join Interface for the year 2007

Annual membership:
R 65.00 per person or family
R 100.00 per school or centre

Hereby I include my INTERFACE membership fee or proof of deposit of _____ (please indicate amount) for the year 2007

I would like to be placed on the AACSA list serve.

NAME (of individual or organisation): _____

AFFILIATION (e.g. parent, therapist): _____

POSTAL ADDRESS: _____

E-MAIL: _____

TEL home: _____

Work: _____

Cell: _____

Cheques and postal orders to be made out to:
INTERFACE

PAYMENT DETAILS:

Direct deposits:	Cheques/deposit slips can be sent, together with this form, to:
<i>Interface South Africa/ Gauteng</i>	
Account name: Interface Bank: Standard Bank Branch: Hatfield Branch Code: 011545 Account no.:011 966 408	INTERFACE: c/o Centre for AAC University of Pretoria Pretoria 0002
<i>KwaZulu-Natal</i>	
Account Name: Interface Kwazulu-Natal Bank: First National Bank; Branch: Westville Branch Branch Code: 223526. Account Number: 62082948723	Interface KwaZulu-Natal P.O. Box 1995 Westville 3630
<i>Interface Western Cape</i>	
Account Name: Interface Total Communication Bank: Standard Bank, Rondebosch Branch Code: 02-05-09 Account No: 071439269	Private Bag X18/ #39 Rondebosch 7701 Or fax deposit slip to: 086-654 2807

Your contribution will assist Interface and the CAAC in helping parents, children and other AAC users to face the great many challenges encountered on a daily basis

Let's work together to make a difference.

YES! Count me in as a supporter of Interface / CAAC in 2007. I would specifically like to support:

Interface (Awareness raising and AAC devices)

Centre for AAC (Training in AAC)

For the following amount:

Sponsor – a gift of R100

Benefactor – a gift of R300

Patron – a gift of R500

NAME

POSTAL ADDRESS:

E-MAIL:

TEL home:

Work:

Cell:

Cheques and Postal Orders can be made out to:

University of Pretoria: Interface

Cheques can be sent, together with this form to:

Interface: C/o Centre for AAC
University of Pretoria
Pretoria
0002

REMEMBER

Your gift is tax deductible
in terms of section 18A of
the Income Tax Act of
1962