

Augmentative and Alternative Communication: Requirements for Inclusive Educational Interventions

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ABSTRACT The objective of the present study was to explore the extent to which the Department of Basic Education catered for learners in need of Augmentative and Alternative Communication systems in an inclusive education context. The group includes learners with little or no functional speech, learners who are blind, learners with low vision, learners who are deaf blind; and (as relates written text) learners who are deaf. The study investigated adaptations to texts prepared for these learners. A qualitative research design was used to investigate ways in which the Department of Basic Education (DBE) provided for the communication needs of the different groups of learners in an effort to satisfy their implementation mandate as key stakeholders within the framework of inclusive education in South Africa. Findings revealed that there is need for comprehensive teacher training and the provision of adequate material resources to provide for the communication needs of different groups of learners.