

Reimagining an Augmentative Communication: An Inclusive Curriculum Angle

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ABSTRACT This study draws examples from practices implemented in the South African National Department of Basic Education in providing for the needs of all learners. This is in line with the requirements for inclusive educational intervention underpinned by Education White Paper Number 6 of 2001, which explores inclusive education. The paper reminds the teacher, the curriculum developer and the examination authority, to consider making adaptations, which are necessary for the learner to derive optimum benefit from learning tasks and assessment procedures. Using the information from the qualitative research conducted, this paper explores Augmentative and Alternative Communication practices in the curriculum for disabled learners. The paper describes adaptations done to texts meant for use by learners in these groups. Findings indicate the need for comprehensive teacher training, teacher empowerment, and adequate production of appropriate means of communication for a diverse spectrum of learners.