



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomo



CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

2021

Annual Report

The CAAC'S Values

**Innovation, Excellence, Respect,
Diversity, Teamwork, Integrity**

Mission Statement

To make a sustainable impact on the lives of individuals and families through multi-professional hybrid postgraduate teaching and learning, socially responsible research, and customised non-degree training in the fields of

AAC and severe disabilities; early childhood intervention; technologies for AAC; and policy implementation.

Acknowledgements

The Director and staff compiled the Annual Report contributions.

Photos were taken by Eyescape Photographers and staff members of the CAAC.

Language editor: Ms Isabel Claassen

© 2021 CAAC

Contact details

Centre for Augmentative and Alternative Communication

Communication Pathology Building

University of Pretoria, Lynnwood Road

Pretoria, South Africa, 0002

Tel: + 27 12 420 2001

Fax: +27 086 510 0841

E-mail: saak@up.ac.za

Web: www.caac.up.ac.za

Facebook: [@centreforaac](https://www.facebook.com/centreforaac)

Twitter: [@CentreforAAC](https://twitter.com/CentreforAAC)

Postal address

Centre for Augmentative and Alternative Communication

University of Pretoria, Private Bag X20, Hatfield, 0028



University of Pretoria

2021 Students

PhD students



M (AAC) first-year students



M (AAC) second-year students



M (ECI) first-year students



M (ECI) second-year students



BA Honours AAC



Centre for Augmentative and Alternative Communication

Staff members



Mr Terrence Mahlangu, Ms Constance Ntuli, Prof Juan Bornman, Prof Shakila Dada, Mrs Liza Rossetti-Siefe, Ms Refilwe Morwane and Dr Ensa Johnson
Insert: *Prof Kerstin Tönsing and Dr Alecia Samuels*

Members of the Advisory Board

Prof S Dada	(Director: CAAC)
Prof V Reddy	(Dean: Faculty of Humanities)
Prof K Tönsing	(CAAC Staff Representative: AAC)
Dr A Samuels	(CAAC Staff Representative: ECI)
Ms C Ntuli	(Person who uses AAC)
Prof A Skelton	(UP Centre for Child Law)
Ms K Chikane	(Nomalanga Energy (Pty) Ltd)
Mr M Tshivhase	(Deputy Director: Disabilities, National Department of Health)
Ms S Matsebula	(Executive Director: Motswako Office Solutions)
Ms L Pretorius	(Disability empowerment consultant and life coach)

Acronyms

AAC	Augmentative and Alternative Communication
AAIDD	American Association on Intellectual and Developmental Disabilities
ASSAF	Academy of Science of South Africa
ASHA	American Speech-Language and Hearing Association
BA (Hons) AAC	Bachelor's Honours degree with specialisation in Augmentative and Alternative Communication
BUILD	BUILD is a committee of the International Society for AAC (ISAAC) that focuses on supporting the work of the AAC Emerging Countries
CPD	Continuing Professional Development
DAAD	<i>Deutscher Akademischer Austauschdienst</i> (The German Academic Exchange Service)
DHET	The Department of Higher Education and Training
HPCSA	Health Professions Council of South Africa
ICT	Information and Communications Technology
ISAAC	International Society for Augmentative and Alternative Communication
ISI	International Scientific Indexing
JU	Jönköping University
KU	Kenyatta University
KCMC	Kilimanjaro Christian Medical Centre
LSPID	Learners with Severe Profound Intellectual Disabilities
LUH	Leibniz University Hannover
MA (AAC)	Master's degree with specialisation in Augmentative and Alternative Communication
M (ECI)	Master's degree with specialisation in Early Childhood Intervention
MUHAS	Muhimbili University of Health and Allied Sciences
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
PAGEL	The Partnerships for the Health Sector in Developing Countries
PhD	Doctor of Philosophy
PI	Primary investigator
SADiLAR	The South African Centre for Digital Language Resources
SASHLA	South African Speech-Hearing-Language Association
SASUF	South Africa – Sweden University Forum
SARChI	South African Research Chairs Initiative
SACE	South African Council for Educators
SoTL	Scholarship of Teaching and Learning
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
UNICEF	United Nations Children's Fund
UP	University of Pretoria

Contents	Page
MESSAGE FROM THE DIRECTOR	1
STAFF REFLECTIONS	2
THE YEAR IN REVIEW: 2021 IN A NUTSHELL	5
1.1 UP Strategic Goal - To optimise resources and enhance institutional sustainability	5
1.2 UP Strategic Goal - To drive transformation	5
1.3 UP Strategic Goal - To enhance access and student success	6
1.4 UP Strategic Goal - To strengthen research and international profile	6
1.5 UP Strategic Goal - To strengthen social responsiveness and impact in society	7
1. TEACHING AND LEARNING	8
1.1 Academic programmes	8
1.2 CAAC involvement in other academic programmes of the University of Pretoria	9
1.3 CAAC involvement in academic programmes of other universities	9
1.3.1 <i>Sefako Makgatho University</i>	<i>9</i>
1.3.2 <i>Jönköping University (JU)</i>	<i>10</i>
2. RESEARCH	10
2.1 Publications	10
2.1.1 <i>Journal articles in peer-reviewed, accredited journals – publications with volume number ..</i>	<i>10</i>
2.1.2 <i>Journal articles in peer-reviewed journals (not accredited)</i>	<i>13</i>
2.1.3 <i>Journal articles in peer-reviewed, accredited journals</i>	<i>13</i>
2.1.4 <i>Books</i>	<i>15</i>
2.1.5 <i>Chapter in books</i>	<i>15</i>
2.1.6 <i>In the media</i>	<i>16</i>
2.2 Research projects	16
2.2.1 <i>NRF/STINT/SASUF Shared decision making in a multicultural society: Supporting children with cancer with system management (PI: Dr Ensa Johnson, International PI: Prof S Nilsson, Sweden) (2019-2021)</i>	<i>16</i>
2.2.2 <i>SASUF project. Inclusion of children with severe disabilities in education (International PI: Prof Jenny Wilder, Stockholm University; and Co PI: Prof Shakila Dada)</i>	<i>17</i>
2.2.3 <i>UNICEF Future Africa Project. Co-designing health communication and education materials (Project Team: Prof Shakila Dada, Prof Vasu Reddy, Prof Kerstin Tönsing, Dr Alecia Samuels, Dr Kirsty Bastable, Ms Maureen Casey, Ms Constance Ntuli, Ms Marguerite Steppe and Dr Adele May)</i>	<i>18</i>
2.2.4 <i>PAGEL project. SpeechBase – Speech, Language and Hearing Resources for Sub-Saharan Africa; 2020-2024. (International PI: Prof Ulrike Lüdtkke, Leibniz Universität Hannover; South African PI: Prof Juan Bornman)</i>	<i>19</i>
2.2.5 <i>South African Centre for Digital Language Resources (SADiLAR) Project</i>	<i>20</i>
2.2.6 <i>Suid-Afrikaanse Akademie vir Wetenskap en Kuns (South African Academy for Science and Arts)</i>	<i>21</i>
2.2.7 <i>SoTL – Establishing a joint online international peer group discussion forum with a custom-designed POD for students in professional degrees: Implications for practice (2021)</i>	<i>21</i>
2.2.8 <i>Carnegie African Diaspora Fellowship Grant – Empowering Speech-Language Therapists in Africa: Leadership for Advocacy. (South African Fellow: Prof Juan Bornman; US fellow Brenda Louw, Department Audiology and Speech-Language Pathology at East Tennessee State University (ETSU) in the US) (2021 – 2022)</i>	<i>22</i>
2.2.9 <i>Special Olympics International (SOI) Research Grant (2021 – 2024)</i>	<i>22</i>
2.2.10 <i>Innofood Africa – CAAC (Prof Shakila Dada, as part of the UP Consortium) (2021 – 2022)</i>	<i>23</i>
2.2.11 <i>The Youth Accountability and Deaf Inclusion in South Africa (YADIS) project (2021 – 2022) ..</i>	<i>23</i>
2.2.12 <i>Optimising collaborations and reducing inequalities of Early Childhood Intervention in post-Covid-19 South Africa. (PI: Prof Shakila Dada) (2021 – 2022)</i>	<i>23</i>
2.2.13 <i>SADiLaR project: Pictorial language representation for Sepedi: Language access for persons with severe communication disabilities (PI: Prof Kerstin Tönsing, 2021 – 2022)</i>	<i>24</i>

Contents

Page

3.	IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT	25
3.1	Community engagement projects.....	25
3.1.1	<i>Nova School</i>	25
3.1.2	<i>Selwyn Segal Home</i>	24
3.2	Dissemination of information	25
3.2.1	<i>Sefako Makgatho University</i>	25
3.2.2	<i>AAC Awareness</i>	26
4.	PRESENTATIONS AT CONFERENCES, SEMINARS AND WEBINARS	27
5.	CONFERENCES, WEBINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED .	33
6.	ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT	36
6.1	Staff achievements and awards.....	36
6.2	Student achievements and awards.....	37
7.	PROFESSIONAL ACADEMIC ACTIVITIES.....	37
7.1	Digital Accessibility: Self-paced online course and webinars for online instructors at UP...	37
7.2	Involvement with other universities as external examiners.....	38
7.3	Referee duties	39
7.4	Other duties	40
8.	STAFF.....	40
8.1	CAAC staff funded by the University of Pretoria.....	41
8.2	CAAC staff funded from outside funds	41
8.3	Extraordinary professors.....	41
8.4	Research affiliates	42
8.5	Postdoctoral fellows.....	44
8.6	External examiners.....	44
9.	OBJECTIVES FOR 2022	46
	ACKNOWLEDGEMENTS	46

CAAC AT A GLANCE

4	UP-funded academic staff members
3	Outside-funded academic staff members
2	UP-funded professional staff
2	Postdoctoral fellows
5	Extraordinary professors
5	Research affiliates
91	Postgraduate students
44	Postgraduate graduandi
28	Student bursaries
13	Funded research projects
31	Peer-reviewed, accredited journal publications
18	Early online journal publications
3	Book chapters
1	Book

MESSAGE FROM THE DIRECTOR



The year 2021 was a significant year as it marked the 30th anniversary of the CAAC. The roles played by the co-founder and previous Director, Professor Erna Alant, followed by Professor Juan Bornman, as well as the various committed team members over the years have jointly contributed to the positive trajectory of the CAAC. The CAAC continues to grow in terms of its post graduate student cohort, research outputs, funded research as well as community-based activities, as outlined in this Annual Report.

Another equally important component of 2021 was the CAAC team's resilience and tenacity as we collectively navigated the second year of the Covid-19 pandemic. The team jointly found innovative ways to lead in their respective fields of Augmentative

and Alternative Communication and Early Childhood Intervention and continue to support our students and each other during a very uncertain year. Reflection, mindfulness in our daily actions and interactions, rest, and kindness to ourselves and others, were important factors to navigating 2021.

According to researcher and podcaster, Brené Brown, "a leader is anyone who takes the responsibility of finding the potential in people and processes, and who has the courage to develop that potential." The CAAC team clearly has many leaders who constantly inspire and test the limits of their earlier achievements. Various members of the team have embraced new and innovative ideas and explored an inclusive participatory research agenda and human-centered interactions - in our research, teaching, learning, as well as community engagements. Having reflected collectively on the meaning of our work, we remain committed to impacting the lives of individuals and their families through multi-professional hybrid postgraduate teaching and learning, socially responsive research and customized non-degree training.

I invite you to read about the worthy achievements of a small though dynamic team of people committed to making a meaningful difference in the lives not only of the people they teach and work with, but also the broader community. The achievements of the CAAC team would not be possible without the support structures within the University of Pretoria, the CAAC advisory board, extraordinary professors, research affiliates and collaborators both nationally and internationally, and the dedication of our students, post-doctoral fellows, various friends of the CAAC and, most importantly, persons who use AAC and their families. We are deeply grateful to all of you.

A handwritten signature in black ink that reads "Dada." with a stylized circular flourish to the left.

Prof Shakila Dada
Director

December 2021

Staff Reflections



Prof Juan Bornman

During the past year I was acutely aware of the fact that I had been served a generous measure of mercy. The year 2021 marked my 30th anniversary at the Centre for AAC, founded by Prof Erna Alant in 1991, with me as her research assistant. I can fully agree with the Psalmist that “the lines are fallen unto me in pleasant places” {*die meetsnoere het vir my in lieflike plekke geval*}. In 2021 I was honoured to receive the prestigious Georg Forster Research Award from the Alexander von Humboldt Foundation in

recognition of my past accomplishments in research and teaching, and I look forward to the opportunities afforded to me as a “Humboldtian”. I was also awarded the Stals-prize for multi-and interdisciplinary teamwork by the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns* (South African Academy for Science and Arts). This prize recognises the two main characteristics of my scholarship, namely teamwork and interdisciplinarity. As testimony, five of my PhD students completed their theses this year: I was the main supervisor for three of them (they graduated with ten publications between them) and co-supervisor for two. I furthermore secured four externally funded research grants with global and local colleagues as well as a scholarship for teaching and learning with an international research group. I co-authored 17 peer-reviewed papers in accredited international journals, a book (“*Believe that all can achieve*”) on the inclusion of children with disability, as well as two book chapters. As I reflect back on 2021, I am indeed thankful to my students, colleagues, peers, mentors and advisors for being part of my network. As Helen Keller so aptly expressed: “*Alone we can do so little; together we can do so much.*”



Prof Kerstin Tönsing

By the start of 2021 I think most of us had realised that dealing with Covid-19 was more like dealing with a long winter than a cold front. For me personally, however, it still came as a bit of a shock to find that we were (and are) really dealing with an ice age. I had not expected to work from home for another whole year. While much of 2020 had felt like crisis management, 2021 was a bit more of an endurance test – keep swimming! On the positive side, the online teaching and student engagement became much easier to manage with time and it is in

many ways a practical and cost-effective option. The world became a really small place, as international conferences went virtual and could be attended from the comfort of one’s home. However, I did find myself missing the face-to-face interaction with colleagues and students, and hope that 2022 will bring us more opportunities to take that up again. I was grateful to be able to embark on a funded research project on the design of a Sepedi AAC system together with students and colleagues, as the provision of linguistically and culturally appropriate and equitable services is an aim I remain passionate about. The Master’s in AAC programme had a good student intake in 2021, and I am grateful for a diverse and committed group of first years. Our second-year students made good progress in spite of challenging circumstances and we look forward to the graduation of eight students in the autumn 2022 graduations.

**Dr Alecia Samuels**

I survived 2021! For most people with comorbidities, living through a pandemic that is trying all sorts of variations to remove you from the face of the earth, that would indeed be enough of an achievement. I am therefore grateful for another year of life for myself, my family, friends, colleagues and students, while remembering all those who we lost along the way. In keeping with my 2020 reflections, I tried to do at least one thing to make an actual difference in the lives of people with disabilities this year. Therefore, the achievement of which I am most proud, is developing a Digital Accessibility course for instructors at the

University of Pretoria to make their online digital content more accessible to a wider variety of users.

In anticipation of the launch of Blackboard Ally, a new accessibility checker which will be integrated with all ClickUp modules in 2022, I worked closely with the Department of Education Innovation to market this course through webinars to various members of the University community. I hope our efforts will bear fruit in 2022 to make the University of Pretoria a more accessible teaching and learning environment. I am also extremely proud of all our students who managed to pass their modules and complete their degrees in 2021 despite trying circumstances. It is quite surreal for me to think that I have not met some of them in person yet. I look forward to the day when I can actually see them in 3D rather than 2D. Furthermore, I do miss university life, meeting departmental and faculty colleagues and the buzz of a vibrant student community. I sincerely hope we will soon get to experience that again. With the second wave of the Covid-19 pandemic having started in November 2020 in South Africa, it was clear that 2021 would again be full of uncertainties – should we go back to the office or not? How would the students and us as lecturers cope with the online teaching environment for another year? Despite these uncertainties, the academic year was good, and the majority of students managed to cope. Congratulations to all of the students who were able to successfully complete their degrees. We are so proud of you

**Dr Ensa Johnson**

Despite the Covid-19 restrictions, I was able to continue the NRF/Stint research project with Prof Stefan Nilsson from Sweden. We had numerous publications on the study and also did a feasibility study in South Africa on how our local children perceive the PicPecc app that we developed. Interesting findings were observed, but it was clear that this app may be used in other fields, apart from cancer, such as psychology and disability. I accepted a new position at Unisa and have to bid the Centre for AAC farewell at the end of 2021. Thank you for a wonderful 11 years that I could

have been part of the Centre. Thank you that I was able to learn from the best – each of you had an impact on my career and will always be dear to my heart. May the Centre achieve even greater heights under the competent leadership.

**Ms Refilwe Morwane**

The year 2021 was once again very challenging. Unlike the previous year, however, I was more prepared for it. Teaching only online is getting more and more comfortable. I also managed to complete my PhD studies and was blessed to be awarded the NRF post-doc funding for two years. I look forward to writing more on the findings from my PhD.

**Ms Liza Rossetti-Siefe**

Phew! Another year has come and gone and as usual, one thinks about the coming year. As I have been shown this year, life is short and precious, so why not live it in the most productive and positive way possible? I survived Covid-19 after having contracted the dreaded Delta variant. The changing lifestyle of working from home and not having to travel to office was the ultimate change and I loved every minute of it. As we start to return slowly to “normal”, I cannot help but ponder and think, “what a waste of time” to travel to the office, yet I long to see my colleagues face to face and meet the new students! One of my favourite times for reflection (other than at the end of the day or while driving) is during my cycling training on weekends. I like to take that time to think about my life, and my work. I welcome 2022 as a time of renewed purpose, hope, and transition.

**Mr Terrence Mahlangu**

Wow – what a year 2021 turned out to be. It started feeling like we were getting on top of Covid and living a more normal life again when the long lockdown was lifted towards the end of 2020. Of course, things never stay the same and viruses do not care how I feel. Personally, I have learned to adapt to situations and also new methods or systems to get my job done. Although it was challenging, I managed to pull through.

**Ms Constance Ntuli**

Hmmm well, I really don’t know where to start about 2021... I really had hoped that it was going to be a year of change. But instead, it was more like 2020. I thought it was going to be my year of change, to recover and regain all that had been lost in 2020. However, the year taught me to look at life with different eyes, become wiser and to always be prepared for anything. I furthermore learned to explore opportunities in a positive manner and to grow with the challenges. It also pushed me into a direction where I could see myself expand in my learning abilities at work. I am looking forward to 2022 and trust that things will change for the good and that the year will offer more opportunities to grow. Here’s to a great year ahead!

THE YEAR IN REVIEW: 2021 IN A NUTSHELL

1.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives	Outcomes
<ul style="list-style-type: none"> To conduct three medico-legal consultations 	<ul style="list-style-type: none"> Due to COVID measurements no medico-legal consultations were completed.
<ul style="list-style-type: none"> To conduct two training workshops 	<ul style="list-style-type: none"> Due to COVID-19 measurements no in person workshops were presented.

1.2 UP Strategic Goal – To drive transformation

Objectives	Outcomes
<ul style="list-style-type: none"> To enhance the staff diversity profile and foster an inclusive and transformed environment 	<ul style="list-style-type: none"> 50% of the academic staff as well as of the professional staff are black academics. A disability advocate is also appointed at the CAAC on outside funding.
<ul style="list-style-type: none"> To eliminate intergroup disparities in enrolment, retention and graduation rate 	<ul style="list-style-type: none"> In total, the CAAC has an average of 45% black postgraduate students in our four programmes: 41% in Honours AAC, 43% in M AAC, 63% in MECI, and 55% in PhD (AAC).
<ul style="list-style-type: none"> To develop an online self-study course on Digital Accessibility for staff and students at UP in preparation for the launch of BlackBoard ALLY (LMS accessibility checker) 	<ul style="list-style-type: none"> Dr Samuels was responsible for developing this unique course. It was launched in September 2021 and she subsequently presented two webinars to the UP community explaining the course.
<ul style="list-style-type: none"> To ensure that ClickUP modules are designed to be accessible 	<ul style="list-style-type: none"> Curricula and ClickUP modules are continuously made accessible across our academic programmes. MECI and MAAC ClickUP courses were part of a cutting-edge pilot project of the Blackboard ALLY LMS Accessibility checker.

1.3

UP Strategic Goal – To strengthen research and international profile

Objectives	Outcomes
<ul style="list-style-type: none"> To participate in four large-scale international research projects 	<ul style="list-style-type: none"> The CAAC staff team participated in a total of 13 funded research projects.
<ul style="list-style-type: none"> To publish twelve manuscripts in accredited journals (ISI, Scopus or DHET) 	<ul style="list-style-type: none"> 31 manuscripts were published in accredited journals.
<ul style="list-style-type: none"> To enrol three international postgraduate students 	<ul style="list-style-type: none"> A total of five students were enrolled across the programmes.
<ul style="list-style-type: none"> To host at least one webinar with an international researcher 	<ul style="list-style-type: none"> One webinar with international researchers was hosted.

1.4

UP Strategic Goal – To enhance access and student success

Objectives	Outcomes
<ul style="list-style-type: none"> To graduate three PhD students and enrol six new PhD candidates 	<ul style="list-style-type: none"> A total of three students graduated, one in April and two in September 2021. Six new PhD candidates enrolled in 2021.
<ul style="list-style-type: none"> To graduate nine M (AAC) students and enrol eight new students 	<ul style="list-style-type: none"> Four students graduated, while five were delayed due to pandemic-related factors. Ten new students were enrolled.
<ul style="list-style-type: none"> To graduate 16 M (ECI) and enrol 20 new students 	<ul style="list-style-type: none"> A total of 19 students graduated in the Autumn graduation session. Thirteen students enrolled for the first year of the programme and successfully progressed to the 2nd year in 2022.
<ul style="list-style-type: none"> To graduate 14 BA Honours (AAC) and enrol 20 new students 	<ul style="list-style-type: none"> Seventeen students graduated in April 2021 and 11 new students enrolled.



*Dr Adele May at the
Autumn graduation ceremony*

- To ensure funding for students by securing at least 15 postgraduate bursaries
- PhD (AAC): A total of eight bursaries/ financial support opportunities were secured – five UP postgraduate bursaries, six NIHSS bursary and financial support from UNICEF/Future Africa for six students. In addition, one student received funding from the Solstickan Foundation and the Helge Ax:son Johnson's Foundation.
- MA (AAC): A total of 18 bursaries/financial support opportunities were secured. These included eight UP postgraduate bursaries, two DoE bursaries, financial support from UNICEF/Future Africa for five students, financial support from SADIaR for two students, and financial support from the PAGEL project for one student.
- MECI: A total of five UP bursaries were renewed, but no new UP bursaries were awarded. Four students received funding from Future Africa/ UNICEF.
- BA(AAC): No bursaries were awarded, apart from a small contribution for one student from her school.

1.5 UP Strategic Goal – To strengthen social responsiveness and impact in society

Objectives	Outcomes
<ul style="list-style-type: none"> • To conduct one AAC awareness event 	<ul style="list-style-type: none"> • A talk was given to parents from NOVA school, a private school for children with severe disabilities. • A workshop on the use of AAC for adults with intellectual disabilities was presented as part of the CPD programme of Selwyn Segal Homes.
<ul style="list-style-type: none"> • To offer three CPD activities, accredited by the HPCSA and/or SACE via Enterprises 	<ul style="list-style-type: none"> • These activities were not offered via Enterprises as alternative virtual formats had to be developed for CPD activities to be launched in 2022.
<ul style="list-style-type: none"> • To expand the Centre's social media footprint and increase the number of downloads of academic resources from the Centre's website 	<ul style="list-style-type: none"> • The Centre's Facebook and Twitter accounts were regularly updated with the latest staff and student accomplishments, including publications in academic journals and popular media engagements.

1. TEACHING AND LEARNING

1.1 Summary of academic programmes and student profile

Academic programmes

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS		OUTCOMES
PhD	Graduates:	3	Ms Adele May graduated at the Autumn graduation ceremony and Ms Susan Davis-Strauss and Maria Ramaahlo at the Spring graduation ceremony.
	5 th year:	5	
	4 th year:	1	
	3 rd year:	1	
	2 nd year:	1	
	1 st year:	6	
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates:	4	Four students graduated in April 2022. Of the five students who were delayed, only three re-registered to complete their studies. Six students commenced with their second year of studies, and five of these completed while one was delayed. Ten students registered for the first year of study.
	3 rd year:	3	
	2 nd year:	6	
	1 st year:	10	
Master's in Early Childhood Intervention M (ECI)	Graduates:	19	Nineteen students graduated at the Autumn Graduation ceremony. All 16 second-year students successfully completed their four modules. Four students completed with distinction. All 13 students who enrolled for the first year, will progress to the second year in 2022.
	2 nd year:	16	
	1 st year:	13	
BA Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates:	17	Of the eleven students who enrolled for the honours programme, eight successfully completed it and one will complete in 2022. Two did not meet the passing requirements. Four students completed with distinction.
	2 nd year:	1	
	1 st year:	11	

1.2

CAAC involvement in other academic programmes of the University of Pretoria

On 11 March 2021, Prof Juan Bornman presented a lecture at the Human Rights Department entitled *Disability Rights in an African Context: Introduction to Augmentative and Alternative Communication (AAC)*. Advanced Human Rights Course (AHRC).

1.3

CAAC involvement in academic programmes of other universities

1.3.1 Sefako Makgatho University

This year, the Centre for AAC once again had the privilege of presenting a workshop on AAC technology to the final-year Speech-Language Therapy and Audiology students of Sefako Makgatho University (SMU). Only this year, the workshop was a virtual one! Ms Rahab Mothapo, the SMU lecturer for the AAC module, facilitated a Blackboard collaborate session on 2 May 2022. After a brief introduction to AAC technology by Prof Kerstin Tönsing, two persons using AAC briefly shared what it means to be an AAC user. Ms Zainab Omar, a 16-year-old girl, shared how AAC has made it possible for her to attend school and build relationships. Ms Constance Ntuli, a staff member at the Centre for AAC, also shared how AAC has enabled her to get employment, be involved in her community, and raise her two daughters.

A technology exposure session followed – not quite hands-on for the students, but nevertheless, a worthwhile activity, judging by the positive student feedback. The session was facilitated through the competent help of Mr Terrence Mahlangu, the technical assistant at the Centre for AAC. Overall, students commented positively on the training, indicating that it had made AAC ‘come alive’ for them.

It was a really interesting and educational workshop. It's one thing to research the theory; seeing it in action and putting it into effect is a whole different story. It taught me a new perspective on AAC. I liked how the presenters were self-assured and eager to respond to our questions.

It taught me a lot about how different communication devices function and how to use them in daily life. Thank you. (SMU student)

A missing puzzle that I never thought would create a bridge between the gap of the theoretical content I learned in class and knowing how impactful AAC is... A big thank you to our lecturer Ms Rahab Mothapo and Prof Tönsing for having created this platform for us; Zainab and Constance for sharing their communication methods with us and allowing us to ask all the questions we had in mind ever since the module started. Through them sharing with us I believe each and everyone one of us thought of new ways one can perhaps improvise on the current (communication) methods that are available. (SMU student)

1.3.2 Jönköping University (JU)

Dr Alecia Samuels presented an online lecture on *Disability, Development, Everyday Functioning and Participation in Early Childhood* to first-year Master's students as part of the LIIR21 - A21 course in the Interventions in Childhood Master's programme at Jönköping University (Sweden) on 1 September 2021.

In preparation for their research modules, Dr Alecia Samuels and Prof Shakila Dada, together with JU's Profs Karina Huus and Maria Björk, also facilitated a joint 3-day online discussion on *Conducting Ethical Research with Children* between UP's first-year Master's students in Early Childhood Intervention and JU's second-year Master's students in Interventions in Childhood. The feedback from this training showed that students from different parts of the world enjoy learning from one another and gaining new perspectives. The four facilitators also undertook to write up the process of presenting joint ethics-related research courses to students from different parts of the world and across varying institutions in 2022.

2. RESEARCH

2.1 Publications

2.1.1 Journal articles in peer-reviewed, accredited journals – published with volume number

Allen, A. A., Shane, H. C., **Schlosser, R. W.**, & Haynes, C. W. (2021). The effect of cue type on directive-following in children with moderate to severe autism spectrum disorder. *Augmentative and Alternative Communication*, 37(3), 168-179.
<https://doi.org/10.1080/07434618.2021.1930154>

Arvidsson, P., **Dada, S.**, Granlund, M., Imms, C., Shi, L. J., Kang, L. J., ... & Huus, K. (2021). Structural validity and internal consistency of Picture My Participation: A measure for children with disability. *African Journal of Disability*, 10, a763.
<https://doi.org/10.4102/ajod.v10i0.763>

Bastable, K., Kloppe, S., Samuels, A., & Dada, S. (2021). How are stakeholders with autism spectrum disorder included in the social validation of augmentative and alternative communication research? A scoping review. *American Journal of Speech-Language Pathology*, 30(2), 817-832.
https://doi.org/10.1044/2020_AJSLP-20-00182

Bornman, J. & Louw, B. (2021). A model for cross-cultural translation and adaptation of speech-language pathology assessment measures: Application to the Focus on the Outcomes of Children Under Six (FOCUS©). *International Journal of Speech-Language Pathology*, 23(4), 382-393.
<https://doi.org/10.1080/17549507.2020.1831065>

Castro-Kemp, S., Gaona, C., Grande, C., & Palikara, O. (2021). Consistency between provision, outcomes and functioning needs in statutory documents for young children with developmental disabilities in England. *Research in Developmental Disabilities*, 108(September 2020), 103815.
<https://doi.org/10.1016/j.ridd.2020.103815>

- Chavers, T. N., Morris, M., **Schlosser, R., & Koul, R.** (2021). Effects of a systematic augmentative and alternative communication intervention using a speech-generating device on multistep requesting generic small talk for children with severe autism spectrum disorder. *American Journal of and Speech-Language Pathology*, 30, 2476-2491. https://doi.org/https://doi.org/10.1044/2021_AJSLP-20-003
- Dada, S., Flores, C., Bastable, K., & Schlosser, R. W.** (2021). The effects of augmentative and alternative communication interventions on the receptive language skills of children with developmental disabilities: A scoping review. *International Journal of Speech-Language Pathology*, 23(3), 247-257. <https://doi.org/10.1080/17549507.2020.1797165>
- Davis-Strauss, S.L., Johnson, E., & Lubbe, W.** (2021). Information and support needs of parents with premature infants: An integrative review. *Journal of Early Intervention*, 43(3), 199-220. <https://doi.org/10.1177/1053815120957734>
- De Clercq, H., Naude, A., & Bornman, J.** (2021). Older adults' perspectives on fall risk: Linking results to the ICF. *Journal of Applied Gerontology*, 40(3), 328-338. <https://doi.org/10.1177/0733464820929863>
- De Clercq, H., Naudé, A., & Bornman, J.** (2021). Factors included in adult fall risk assessment tools (FRATs): A systematic review. *Ageing and Society*, 41(11), 2558-2582. <https://doi.org/doi:10.1017/S0144686X2000046X>
- Donohue, D.K., & **Bornman, J.** Academic well-being in higher education: A cross-country analysis of the relationship between perceptions of instruction and academic well-being. *Frontiers in Psychology* (12). <https://doi.org/10.3389/fpsyg.2021.766307>
- Huus, K., **Morwane, R., Ramaahlo, M., Balton, S.,** Pettersson, E., Gimbler-Berglund, I., & **Dada, S.** (2021). Voices of children with intellectual disabilities on participation in daily activities. *African Journal of Disability*, 10, a792. <https://doi.org/https://doi.org/10.4102/ajod.v10i0.792>
- Huus, K., **Schlebusch, L., Ramaahlo, M., Samuels, A.,** Gimbler Berglund, I., & **Dada, S.** (2021). Barriers and facilitators to participation for children and adolescents with disabilities in low- and middle-income countries – A scoping review. *African Journal of Disability*, 10, a771. <https://ajod.org/index.php/ajod/article/view/771>
- Kanji, A., & **Naude, A.** (2021). The impact of pass/refer criteria in the use of otoacoustic emission technology for newborn hearing screening. *American Journal of Audiology*, 30(2), 416–422. https://doi.org/10.1044/2021_AJA-20-00160
- Karlsson, K., **Johnson E., & Nilsson, S.** (2021). The Children's Action-Reaction Assessment Tool (CARAT) as an observational tool for assessing symptom management: An initial validation study with children aged 3-7 years undergoing needle procedures. *Applied Nursing Research*, 26, e12334. <https://doi.org/10.1111/jspn.12334>

- Kuyler, A. & Johnson, E. (2021).** Patient and nurse content preferences for a communication board to facilitate dialogue in the critical care unit. *Intensive & Critical Care Nursing*, 63. <https://doi.org/10.1016/j.iccn.2020.103005>
- Mahakwe, G., Johnson, E., Karlsson, K., Nilsson, S. (2021).** A systematic review of self-report instruments for the measurement of anxiety in hospitalized children with cancer. *International Journal of Environmental Research and Public Health*, 18, 1911. <https://doi.org/10.3390/ijerph18041911>
- Masuku, K., Bornman, J., & Johnson, E. (2021).** Access to healthcare for persons with disabilities in Eswatini: A triadic exploration of barriers. *African Disability Rights Yearbook*, 9, 138-159. <https://doi.org/10.2903/2413-7138/2021/v9A7>
- Materne, M., Frank, A., & **Arvidsson, P. (2021).** The utility of goal attainment scaling in evaluating a structured water dance intervention for adults with profound intellectual and multiple disabilities. *Heliyon*, 7(9), e07902. <https://doi.org/10.1016/j.heliyon.2021.e07902>
- Mbanda N., Dada, S., Bastable, K., Gimble-Berglund, I., & Schlosser, R. W. (2021).** A scoping review of the use of visual aids in health education materials for persons with low-literacy levels. *Patient Education and Counseling*, 104(5), 998-1017. <https://doi.org/10.1016/j.pec.2020.11.034>
- Millar, A., Joubert, K., & **Naude, A. (2020).** Prevalence of peripheral vestibular impairment in adults with human immunodeficiency virus. *Journal of Audiology and Otology*, 25(1), 36–42. <https://doi.org/10.7874/JAO.2020.00164>
- Moore, R., Dada, S., Emmambux, M. N., & Samuels, A. (2021).** Food and nutrition security in persons with disabilities. A scoping review. *Global Food Security*, 31, 100581. <https://doi.org/10.1016/j.gfs.2021.100581>
- Morwane, R., Dada, S., & Bornman, J. (2021).** Barriers to and facilitators of employment of persons with disabilities in low- and middle-income countries: A scoping review. *African Journal of Disability*, 10, a833. <https://doi.org/10.4102/ajod.v10i0.833>
- Mothapo, N.R.B., Tönsing, K., & Morwane, R. (2021).** Determining the core vocabulary used by Sepedi-speaking preschool children during regular preschool-based activities. *International Journal of Speech-Language Pathology*, 23(3), 295-304. <https://doi.org/10.1080/17549507.2020.1821774>
- Nilsson, S., Wiljén, A., Bergquist, J., Chaplin, J., Höök, A., **Johnson, E.**, Karlsson, K., Lindroth, T., Schwarz, A., Stenmarker, M., Thunberg, G., Fridh, E., Wille, J., Esplana, L., Haglind, M., & Öhlén, J. (2021). Evaluating pictorial support in person-centred for children (PicPecc) – A protocol for a crossover design study. *BMJ Open*, 11, e042726. <https://doi.org/10.1136/bmjopen-2020-042726>
- O'Brien, A. M., **Schlosser, R. W.**, Yu, C., Allen, A. A., & Shane, H. C. (2021). Repurposing a smartwatch to support individuals with autism spectrum disorder: Sensory and operational considerations. *Journal of Special Education Technology*, 36(4), 215–226. <https://doi.org/10.1177/0162643420904001>

Smith, K. A., & Samuels, A. E. (2021). A scoping review of parental roles in rehabilitation interventions for children with developmental delay, disability, or long-term health condition. *Research in Developmental Disabilities, 111*, 103887. <https://doi.org/10.1016/j.ridd.2021.103887>

Viljoen, E., Bornman, J., & Tönsing, K. M. (2021). Interacting with persons with disabilities: South African police officers' knowledge, experience and perceived competence. *Policing: A Journal of Policy and Practice, 15*(2), 965-979. <https://doi.org/10.1093/police/paaa084>

Wepener, C., Johnson, E. & Bornman, J. (2021). Text messaging “helps me to chat”: Exploring the interactional aspects of text messaging using mobile phones for youth with complex communication needs. *Augmentative and Alternative Communication, 37*(2), 75-86. <https://doi.org/10.1080/07434618.2021.1928284>

White, R., Johnson, E. & Bornman, J. (2021). Investigating court accommodations for persons with severe communication disabilities: perspectives of international legal experts. *Scandinavian Journal of Disability Research, 23*(1), 224-235. <https://doi.org/10.16993/sjdr.779>

White, R., Bornman, J., Johnson, E., & Msipa, D. (2021). Court accommodations for persons with severe communication disabilities: A legal scoping review. *Psychology, Public Policy, and Law, 27*(3), 399-420. <https://doi.org/10.1037/law0000289>

2.1.2 Journal articles in peer-reviewed journals (not accredited)

Naudé, A., & Bornman, J. (2021). Using nominal group technique to identify key ethical concerns regarding hearing aids with machine learning. *Perspectives, SIG 17 Global issues in communication sciences and related disorders, 6*(6), 1800-1808. https://doi.org/10.1044/2021_PERSP-21-00126

Nyberg, A., Ferm, A. & Bornman, J. (2021). School-based abuse prevention programs for children with disabilities: A qualitative study of components and methods. *Australasian Journal of Special and Inclusive Education, 45*(2), 252-267. <https://doi.org/10.1017/jsi.2021.18>

2.1.3 Journal articles in peer-reviewed, accredited journals – early online

Balton, S., Arvidsson, P., Granlund, M, Huus. K & Dada S. (2020). Test-retest reliability of Picture My Participation in children with intellectual disability in South Africa. *Scandinavian Journal of Occupational Therapy.* <https://doi.org/10.1080/11038128.2020.1856922>

Castro-Kemp, S., & Samuels, A. (2022). Working together: A review of cross-sector collaborative practices in provision for children with special educational needs and disabilities. *Research in Developmental Disabilities.* <https://doi.org/10.1016/j.ridd.2021.104127>

Choe, N., Shane, H., Schlosser, R. W., Haynes, C. W., & Allen, A. (2020). Directive-following based on graphic symbol sentences involving an animated verb symbol: An exploratory study. *Communication Disorders Quarterly.* <https://doi.org/10.1177/1525740120976332>

- Dada, S., Tönsing, K., & Goldbart, J. (2020).** Friendship experiences of young adults who use augmentative and alternative communication. *International Journal of Disability, Development and Education*.
<https://doi.org/10.1080/1034912X.2020.1746246>
- Dada, S., Van der Walt, C. ., May, A. A., & Murray, J. (2021).** Intelligent assistive technology devices for persons with dementia: A scoping review. *Assistive Technology*. <https://doi.org/10.1080/10400435.2021.1992540>
- Davis-Strauss, S.L., Johnson, E., Lubbe, W. (2022).** Determining post-discharge needs of South African parents with premature infants. *Infants and Young Children*.
<https://doi.org/10.1097/IYC.0000000000000209>
- De Clercq, H., Naude, A.M, & Bornman J. (2020)** Factors included in adult fall risk assessment tools (FRATs): A systematic review. *Ageing and Society*.
<https://doi.org/10.1017/S0144686X2000046X>
- Johnson, E., Heyns, T., & Nilsson, S. (2021).** Nurses' perspectives on alternative communication strategies used in South African critical care units. *Nursing in Critical Care*. <https://doi.org/10.1111/nicc.12612>
- McMahon-Panther, G. & Bornman, J. (2021).**The perceptions of persons with disabilities, primary caregivers and church leaders regarding barriers and facilitators to participation in a Methodist congregation. *Journal of Disability & Religion*. <https://doi.org/10.1080/23312521.2020.1859040>
- Moore, R., Dada, S., Emmambux, M. N., & Samuels, A. (2021).** Food and nutrition security in persons with disabilities. A scoping review. *Global Food Security*, 31, 100581. <https://doi.org/10.1016/j.gfs.2021.100581>
- Naudé, A. & Bornman, J. (2021).** Using nominal group technique to identify key ethical concerns regarding hearing aids with machine learning. *Perspectives of the ASHA Special Interest Groups, SIG 17: Global Issues in Communication Sciences and Related Disorders*. https://doi.org/10.1044/2021_PERSP-21-00126
- Naude, T., Dada, S., Bornman, J. (2020).** The effect of an augmented input intervention on subtraction word-problem solving for children with intellectual disabilities: A preliminary study. *The International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912X.2020.1840530>
- Nyberg, A., Ferm, U., & Bornman, J. (2021).** School-based abuse prevention programs for children: A scoping review. *International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912X.2020.1865522>
- Nyberg, A., Ferm, U., & Bornman, J. (2021).** Signs of abuse in children with disabilities: A rapid review with expert panel social validation. *Journal of Intellectual & Developmental Disability*.
<https://doi.org/10.3109/13668250.2021.1984083>
- Shin, H., Shivabasappa, P., & Koul, R. (2021).** Effect of clear speech intervention program on speech intelligibility in persons with idiopathic Parkinson's disease: A pilot study. *International Journal of Speech-Language Pathology*.
<https://doi.org/10.1080/17549507.2021.1943522>

Thunberg, G. **Johnson, E., Bornman, J., Öhlén, J., & Nilsson, S.** (2021). Being heard – moving from professional-centred to person-centred paediatric care using augmentative and alternative communication as universal design: A position paper. *Nursing Inquiry*. <https://doi.org/10.1111/nin.12426>

Van Niekerk, K., Dada, S., & Tönsing, K.M. (2021). Perspectives of rehabilitation professionals on assistive technology provision to young children in South Africa: a national survey. *Disability and Rehabilitation: Assistive Technology*. <https://doi.org/10.1080/17483107.2021.1892842>

White, R., Johnson, E. & Bornman, J. (2021). Giving voice to the voices of legal practitioners with disabilities. *Disability and Society*. <https://doi.org/10.1080/09687599.2021.1997719>

2.1.4 Books

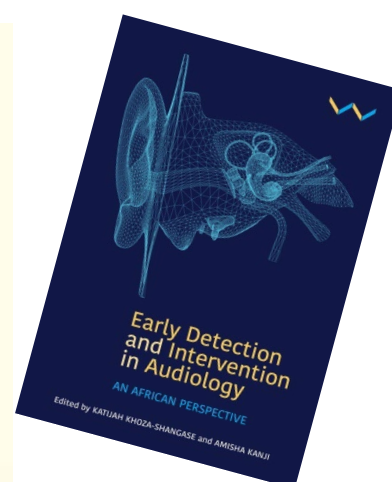
Bornman, J. (2021). *Believe that all can achieve: Increasing classroom participation of learners in need of special support*. Third Edition. Pretoria: Van Schaik.

2.1.5 Chapters in books

Bastable K., Dada S., Morwane R.E., & Raghavendra P. (2021). Availability of training programmes on sexuality for adolescents with severe disabilities: A review. In: Rugoho T., Maphosa F. (Eds.) *Sexual and Reproductive Health of Adolescents with Disabilities*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-7914-1_2

Johnson, E. (2021). Supporting communication-vulnerable children to communicate their pain. In V. Y. Waisundara (Ed), *Pain Management*. IntechOpen. <https://doi.org/10.978-1-83880-897-6>

Naude, A. M. & Bornman, J. (2021). Ethical considerations and tele-audiology in early hearing detection and audiology. In A. Kanji & K. Khoza-Shangase (Eds.), *Early detection and intervention for hearing loss: An African perspective*. (Chapter 13, pp. 243-263). Johannesburg: Wits University Press. <http://dx.doi.org.10.18772/22021026567>



2.1.6 In the media

- a) Prof Shakila Dada, Prof Kerstin Tönsing and Ms Constance Ntuli featured on the SABC 2 Disability Actuality series on 11 May.
- b) Prof Juan Bornman - Radio interview on communication as a Human Right: SAFM: The View Point with Songezo Mabece, 25 March.
- c) Prof Juan Bornman - Radio interview on Good Hope FM - Disability 360 Women's Month interview (30 August 2021 at 10:40) as part of Women's Month on ensuring access to social justice for women with complex communication needs.
- d) Prof Juan Bornman - [*Speaking without a voice: communication is a basic human right*](#). News 24. 20 March. Newspaper opinion piece about communication as a human right for everyone – including persons with complex communication needs.
- e) Dr Kirsty Bastable was featured in [*Tukkievaria*](#) and on the *UP Website* to talk about how the Centre is helping people with intellectual disabilities.
- f) Dr Susan Davis-Strauss and Dr Ensa Johnson (Centre for Augmentative and Alternative Communication) wrote an opinion piece that was published on the *Faculty website* on [*Making Connections with the Parents of Premature Babies*](#), 26 June.
- g) Dr Sadna Balton (Centre for Augmentative and Alternative Communication) wrote an article entitled [*Working with Families in a Pandemic Requires more Empathy from Professionals*](#) posted on the Faculty's website, 26 June.
- h) Dr Alecia Samuels contributed to the article, posted on the UP website on 30 August, about the University of Pretoria being the [*first in Africa to adopt Blackboard Ally to support inclusive learning*](#).
- i) Dr Alecia Samuels was featured in the September edition of the *Tukkievaria* on [*Digital accessibility in the university space*](#), 3 September
- j) Dr Anushka Mantri: [*Oped*](#) on International Day of older persons on 3 September
- k) Prof Juan Bornman: *What does Gadget free day mean?* UP staff video on 14 September
- l) Dr Adele May: [*Dementia and AAC*](#). Featured on the UP Webpage on 26 October.
- m) Dr Robyn White: [*Participation in court*](#): How persons with severe communication disabilities can be accommodated, featured on the UP Webpage on 26 October.
- n) Ms Refilwe Morwane: [*Employment of persons with severe communication disabilities*](#), featured on the UP Webpage on 31 October.
- o) Ms Rahab Mothapo: [*Communication for all*](#): Designing augmentative and alternative communication AAC systems for persons from minority language backgrounds, featured on the UP Webpage on 31 October.

2.2 Research projects

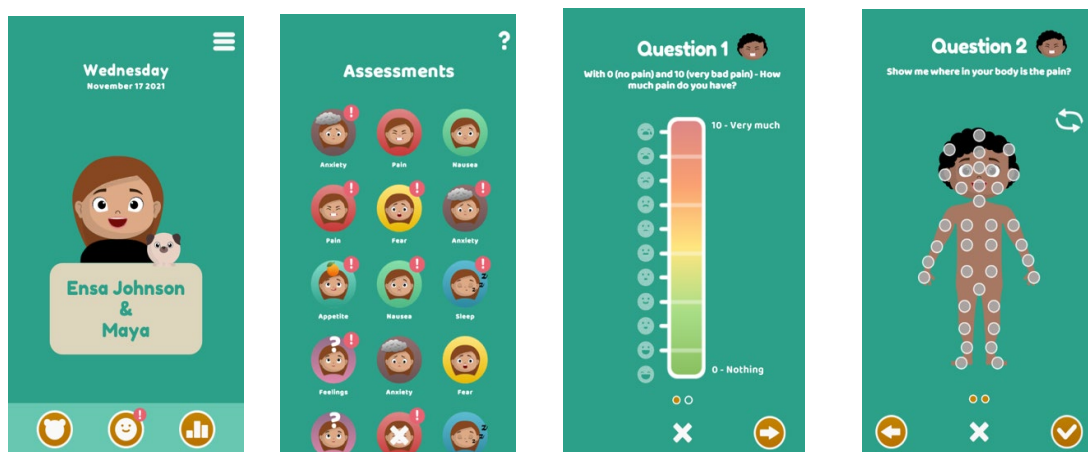
2.2.1 NRF/STINT/SASUF project

Shared Decision Making in a Multicultural Society: Supporting Children with Cancer with Symptom Management

(PI: Dr E Johnson; International PI: Prof S Nilsson, Sweden) (2019-2021)

A project funded by the National Research Foundation (NRF), Swedish Foundation for International Cooperation in Research and Higher Education (STINT), as well as the South African Swedish University Forum (SASUF).

This project is an international collaborative between researchers and students from South Africa and Sweden. The aim of this project was to develop a person-centred communication support mHealth tool (i.e. Pictorial support in person-centred care for children: PicPecc), based on universal design principles for children with long-term illness to communicate their symptoms. The PicPecc tool is used on a phone or a tablet computer; delivered via an iOS or Android platform. Symptoms that can be communicated via this app include feelings, anxiety, fear, pain, nausea, sleep, appetite. All sections of the PicPecc tool contain pictures, text and sound. The PicPecc tool includes an assessment scale, which is designed as a thermometer. The thermometer is graded from 0 (green) to 10 (red). Each level of the scale is also symbolised with a face that shows the intensity of the symptom and/or emotion. The development of the app has been completed and a feasibility study is on the way in South Africa and Sweden to determine what children with or without any illness think about the features of the app, and if the app can be used (for example) to express their feelings. Further application of the app in other illnesses and disabilities is being planned.



Illustrations of some features of the app.

2.2.2 SASUF project

Inclusion of children with severe disabilities in education

(International PI: Jenny Wilder, Stockholm University; and PI: Prof Shakila Dada)

A project funded by the South African Swedish University Forum (SASUF).

The main focus of the project is the inclusion of children with severe disabilities in the educational context. The specific aim of this collaborative project is to enable cooperation between the researchers and the students in the participating countries. The researchers are currently involved in conducting a review of the level of inclusion and participation of children with severe disabilities. As face-to-face visits were not possible, online meetings were organised for doctoral students to meet and discuss their projects.

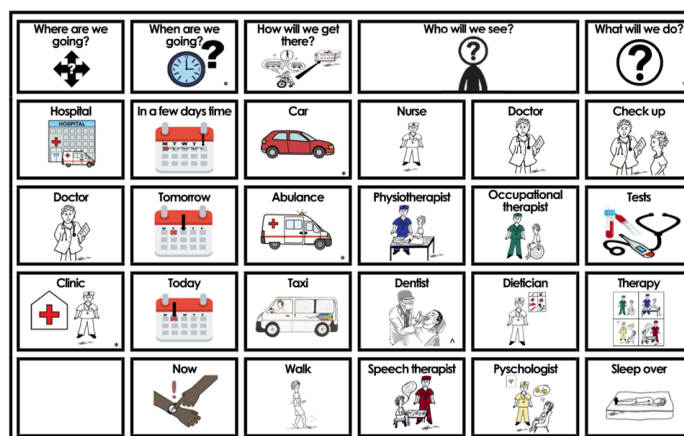
2.2.3 UNICEF / Future Africa project

Phase 1: Co-designing health communication and education materials for youth with complex communication needs

Project Team: Prof Shakila Dada, Prof Vasu Reddy, Prof Kerstin Tönsing, Dr Alecia Samuels, Dr Kirsty Bastable, Ms Maureen Casey, Ms Constance Ntuli, and Dr Adele May, 2020 - 2021



This was a yearlong project (June 2020 – June 2021) that focused on understanding the serious impact that COVID-19 has had on young people in terms of reduced opportunities for employment, exposure to health, and social consequences that cannot be addressed without harnessing the diversity and energy from the youth. The CAAC partnered with Future Africa, the University of Pretoria and the United Nations Children’s Fund (UNICEF), to scale up various youth-focused skills building and capacities to respond to the pandemic. The partnership, hosted by Future Africa, is known as “YEaH” (Youth Empowerment and Health/Economic Responses to COVID-19) and includes UNICEF’s youth-focused projects. Young people, including those who use AAC, were involved in the project that focused on the co-creation of its agenda as well as its ongoing governance. In addition, the youth who use AAC played an integral part in the codesigning of communication and health education materials in various South African languages that can be viewed on the CAAC webpage <https://www.up.ac.za/centre-for-augmentative-alternative-communication/article/2938080/co-designing-health-education-materials>. In addition, invited presentations about the project were to the Emirates Medical Association and Emirates Speech-Language-Pathology Association as well as to the African Health Institute.



Phase 2: A transdisciplinary approach to an intelligent tutoring system (ITS) for augmentative and alternative communication (AAC) module: Feasibility for implementation. (PI: Prof Shakila Dada)

This one-year transdisciplinary project (August 2021 to June 2022) aims to trial the use of the Intelligent Tutoring System (ITS) in the field of AAC with students from South Africa as well as other African countries in order to determine the feasibility of the ITS system as a mechanism for teaching AAC. This project is funded by UNICEF/ Future Africa and aims at working with women in science and historically disadvantaged universities. The project team comprises the University of Pretoria and as Project PI, Prof Shakila Dada (Centre for Augmentative and Alternative Communication). Co-researchers are Prof Nelishia Pillay, from the Department of Computer Science, Dr Alecia Samuels and Prof Kerstin Tönsing, Ms Maureen Casey, Ms Cathy Flores, and postdoctoral fellows, Dr Kirsty Bastable and Dr Adele May. Postgraduate students at the CAAC included in the project are Katherine Smith, Refilwe Morwane, Zakiyya Laher, Robyn Moore, Nothando Tshabalala, Mavis Mohuba and Rahab Mothapo.

The team members from South African universities in the project include the Department of Speech-Language Pathology and Audiology at Sefako Makgatho Health Sciences University, in collaboration with Ms Mavis Mohuba and Ms Rahab Mothapo (both PhD students at the CAAC); Fort Hare University, in collaboration with Dr Unati Stemela-Zali; and at the University of KwaZulu-Natal, in collaboration with Dr Legini Moodley and Ms Saira Banu Karim. Team members from African universities include the Department of Audiology, Speech and Language Therapy of the University of Ghana in collaboration with Ms Josephine Bampoe, the Early Childhood and Special Needs Education Department at Kenyatta University, Kenya, in collaboration with Dr Isanda Onchari, and the Faculty of Education at the University of Botswana in collaboration with Prof. Sourave Makhopadhyay.

The first few months of the project entailed i) Developing four accessible AAC modules, and ii) Developing and applying the ITS system to the AAC modules in collaboration with the Department of Computer Science, UP. This was done virtually through bi-monthly workshops and meetings with the project team. The project will be tested for feasibility in 2022 with students from all the universities that are collaborating on the project.

2.2.4 PAGEL project

SpeechBase – Speech, Language and Hearing Resources for Sub-Saharan Africa.

International PI: Prof Ulrike Lüdtke (Leibniz Universität Hannover (LUH) ; South African PI: Prof Juan Bornman, 2020-2024

This four-year project funded by the German Academic Exchange Services (DAAD) is aimed at increasing collaboration and mobility between the partner universities, namely the University of Pretoria (UP), Kenyatta University (KU), Kilimanjaro Christian Medical Centre (KCMC), Muhimbili University of Health and Allied Sciences (MUHAS) and Leibniz Universität Hannover (LUH). Each team has five members, and the UP team consists of Prof Juan Bornman (CAAC), Prof Jeannie van der Linde (Dept Speech-Language Pathology), Ms Petria Liebenberg (Media Manager: Dept. Speech-Language Pathology) and two students, namely Ms Bathobile Ngcobo (Master's student: Centre for AAC) and Ms Lesego Dikobe (PhD student: Dept. Speech-Language Pathology).

This project has four main aims, namely research, curriculum development, information technology and training, with the ultimate aim of developing a digital teaching and learning platform (SpeechBase) for information, awareness raising and training of different target

groups (targeting speech-language therapists, teachers and families of persons with communication disabilities). The University of Pretoria is responsible for the AAC topic area. Monthly virtual meetings created good momentum for this project. In July 2021, the MUHAS team hosted the first training event of the year, which focused on curriculum development around the Hear Africa initiative. From 16-17 November, the UP team hosted an online conference with a focus on *Contextually relevant speech-language therapy services for young children in the African context: Rethinking early detection, language sample analysis and augmentative and alternative*. This conference was well attended, with 319 registered participants representing 11 countries: SA, Tanzania, Kenya, Germany, Uganda, Namibia, Rwanda, Ghana, Thailand, the UK and the US.

2.2.5 South African Centre for Digital Language Resources (SADiLaR) Project

Compiling a child speech database for the South African context: Speech samples of typically developing Afrikaans and Sesotho sa Leboa-speaking children

PI – Prof Juan Bornman (2021-2023)

The long-term objective of the project conducted by Profs Juan Bornman and Jeannie van der Linde (Department of Communication Pathology, UP) and Dr Febe de Wet (Department of Electronic Engineering, North-West University) is to develop technical solutions that will enable the recording and automated transcription and linguistic analysis of child speech samples. The project therefore aims to build a research database of child speech samples for the South African context, starting with Afrikaans and Sesotho sa Leboa-speaking children. A minimum of 700 minutes of speech data was collected in each language – either in the home or clinic context – in interaction with a trained speech-language therapist who used standardised material (toys and books) adapted to the specific age group. The project also aims to strengthen the ongoing research collaboration between Prof Bornman, Prof Van der Linde and Prof Ulrike Lüdtké at LUH. This followed the signing of an institutional MOU between the University of Pretoria (UP) and Leibniz University Hannover (LUH) in Germany in 2019, and renewed in 2021. In 2021 our research group completed an extensive systematic literature review on language sampling analysis (currently under review at an international journal), a conceptual paper (also under review), as well as a book chapter (accepted for publication). Six presentations related to this project were made at the virtual conference on *Contextually relevant speech-language therapy services for young children in the African context* on 16 November 2021. A Master's student, Ms Petria Liebenberg, completed and submitted her dissertation titled, *Describing the spoken language skills of typically developing Afrikaans-speaking children using discourse analysis – a pilot study*, as a result of the project.

2.2.6 Suid-Afrikaanse Akademie vir Wetenskap en Kuns (South African Academy for Science and Arts)

“Afrikaanse kindertaal en -spraak: Hoe praat tipies ontwikkelende kinders?” (Afrikaans child speech and language: How do typically developing children speak?)

PIs: Prof Juan Bornman; Prof Jeannie van der Linde; Dr Febe de Wet (2021-2022)

Language sample analysis (i.e. analysis of language samples) is widely considered to be the most reliable and accurate measure of children's language ability, especially in multilingual contexts. However, the process of collecting, transcribing and analysis of these speech samples (mostly by hand) is extremely time consuming. As a result, the current knowledge of monolingual and multilingual speech and language development in natural environments and its validity remains limited. The main aim of this project is to describe the language structures and milestones in early childhood language development of Afrikaans-speaking children. Sound recordings were made of 30 typically developing Afrikaans-speaking children between the ages of 3.6 and 9.1 (year; month). These children were stratified with equal numbers of boys and girls, namely three each, per age category (3-year-olds, 4-year-olds, 5-year-olds, 6-year-olds and 7+ year-olds). All samples have been orthographically transcribed, and in 2022 phonetic transcriptions will follow. A paper on code switching in this sample is currently being prepared.

2.2.7 Scholarship of Teaching and Learning (SoTL)

Establishing a joint online international peer group discussion forum with a custom-designed POD for students in professional degrees: Implications for practice

South African PI: Prof Juan Bornman.

International Collaborators: Dr Dana Gaigulo (Ludwigs Maximilian University (LMU) in München, Germany) and Dr Marika King (Utah State University, Logan, Utah, USA (2021))

This project aims to create a joint digital learning environment accessible to international graduate students in professional degrees by establishing a peer-group discussion forum with a custom-designed POD (Professional Online Development), focused on Augmentative and Alternative Communication. A scoping review was conducted in order to provide an overview of studies published since 2010 that integrate the learners' perception on e-Learning courses in healthcare. The review also aimed to identify and describe characteristics and key factors of e-Learning courses for adult learners with regard to the course topic, the course organisation and content delivery, as well as teaching and assessment methods. This helped to inform the POD factors that influenced learners' e-Learning experiences and that should be considered when designing e-Learning courses in healthcare professions. (This manuscript is currently under review.) In addition, students from the three participating universities contributed to the development of five POD courses by contributing to the development of material in the forms of videos, quizzes, MCQs, reading material, etc. The findings were also presented at the Flexible Futures Conference hosted by the University of Pretoria.

2.2.8 Carnegie African Diaspora Fellowship Grant

Empowering Speech-Language Therapists in Africa: Leadership for Advocacy

South African Fellow: Prof Juan Bornman; US fellow: Prof Brenda Louw (Department Audiology and Speech-Language Pathology at East Tennessee State University (ETSU) in the US (2021-2022))

Profs Louw and Bornman became part of a small group of Carnegie African Diaspora Alumni who were awarded this fellowship for a third time. Since 2013, this global initiative aimed to pair African Diaspora scholars at higher education institutions in the US to work with peers in Africa. Speech-language therapists are uniquely positioned to advocate for communication skills as a basic human right at both a policy and practice level: to promote the self-advocacy of the clients with disabilities with whom they work; and to advocate for the agency and rights of the disability community with whom therapists ,partner. In 2021 Prof Louw and Bornman commenced with a rapid review on the extant literature leadership in health care professions to provide an evidence-based theoretical underpinning for the development of leadership programme content for SLPs in LMICs. The outcomes from this literature review will be used to develop the online learning modules in 2022. The modules will be posted on an online platform to be accessible to different countries across the African continent, thereby expanding the project's potential reach much wider than in an on-site workshop.

2.2.9 Special Olympics International (SOI) Research Grant

CHIME Project: Evaluation of Special Olympics Maternal and Child Health Intervention Programme

PI: Prof Juan Bornman, 2021-2022

Special Olympics International (SOI) has a Maternal and Child Health Intervention Programme that is aimed at improving the overall health and well-being of family units that include children with intellectual and developmental disabilities. This is achieved by

- a) empowering parents/ caregivers of children with intellectual and developmental disabilities to improve their physical, emotional and social wellbeing through preventative health knowledge and positive, healthy behaviour changes; and
- b) improving health and development outcomes for these children by increasing access to physical activity, primary care, hygiene, and vaccines.

The aim of this project is to evaluate the outcomes of the Maternal and Child Health Intervention Programme as conducted by Prof Bornman and her team (with Dr Clara Wepener as the coordinator), in close consultation with SOI and the local evaluation partners from Alexandria University (Egypt), Amity University (India), Aga Khan University (Pakistan), and Mohammed bin Rashid Center for Special Education (UAE). In 2021 the evaluation plan was developed, and the data will be collected in 2022.

2.2.10 Innofood Africa

CAAC (PI: Prof Shakila Dada, as part of the UP Consortium, 2021-2022)

InnoFoodAfrica, a three-year project focused on South Africa, Ethiopia, Kenya and Uganda, has been extended to form a multidisciplinary consortium of 20 partners – 15 in Africa and five in Europe. InnoFoodAfrica involves a multidisciplinary range of specialists at UP, from food scientists to sensory scientists, nutritionists, agronomists, and agricultural economists. It also includes postgraduate students, as well as postdoctoral fellows. The project has been extended to the Faculty of Humanities, specifically the Centre for Augmentative and Alternative Communication, to apply its strategies – such as graphic symbol supports – to ensure nobody is excluded from the research because of low levels of literacy, or because they do not speak the language of the researchers. The CAAC's role in this project is to ensure that all materials, instructions, surveys and communication about the project are accessible (i.e. easy to read) and understood. This guarantees a more inclusive, equitable research agenda, and ensures that participants who may otherwise be marginalised, are now included in the research process. *For more information on the project, see <https://innofoodafrica.eu>*

2.2.11 The Youth Accountability and Deaf Inclusion in South Africa (YADIS) project

International PI: Paul Cooke, CO PI: Prof Shakila Dada, 2021 – 2022

In the Youth Accountability and Deaf Inclusion in South Africa (YADIS) project we are collaborating with Prof Paul Cooke from the Faculty of Arts, Humanities and Cultures in the School of Languages, Cultures and Societies at Leeds University, as well as with Hope and Homes for Children (One Child, One Family in South Africa), Deaf Kidz International and Thrive, a non-governmental organisation. The project is funded by the Global Challenges Research Fund (GCRF) and aims to produce a model for a youth development programme that includes and integrates both deaf and hearing youth. The aim of the programme is to develop the skills of the youth to enable them to participate in decisions that affect their lives, and to hold concerned adults and institutions accountable for meeting their needs. The project makes use of an afterschool programme during which the youth are taught critical thinking and evaluation by means of a process of film production. Dr Kirsty Bastable is funded to work on the project as a post-doctoral fellow. Our involvement in the project began in 2020 with the preparation of a scoping review of youth development programmes available for vulnerable youth. This was completed with the assistance of Jodi Zimmerman (MAAC student) and submitted for publication. Following the scoping review, a report on the needs of vulnerable youth in relation to empowerment was written. The report is currently being finalised and includes the adaptation of an empowerment model to highlight the role of the environment in empowerment and participation. During 2022 the youth development programme will be implemented, and our primary task will be to evaluate the programme.

2.2.12 Optimising collaborations and reducing inequalities of Early Childhood Intervention in post-Covid-19 South Africa

PI: Dr Susana Castro-Kemp, CO PI: Prof Shakila Dada, Dr Alecia Samuels and Dr Fatima Cassim 2021 – 2022

The main aim of this project is to generate a set of evidence-based strategies for multi-agency work in early childhood intervention in South Africa, post-Covid-19. The project is a two-year collaboration between the University of Roehampton and the University of Pretoria (UP). It is funded by the British Academy: Tackling Global Challenges 2020 scheme. The project team consists of Dr Susana Castro-Kemp as principal investigator

(School of Education, University of Roehampton); Prof Shakila Dada, Dr Alecia Samuels and Dr Adele May (Centre for Augmentative and Alternative Communication, UP); and Dr Fatima Cassim (School of the Arts: Information Design, UP).

The goal of this project is to produce a variety of multimedia resources for collaborative practice, using digital animation as a channel for dissemination. Ultimately, the project will contribute towards optimising effectiveness of collaboration between professionals working with young children (0-6 years) in South Africa, by considering specific challenges brought about by the Covid-19 pandemic.



Dr Susana Castro-Kemp
Principal Investigator



Dr Adele May
Post-Doctoral Fellow



Dr Fatima Cassim
Co-Investigator

2.2.13 SADiLaR project

Pictorial language representation for Sepedi: Language access for persons with severe communication disabilities

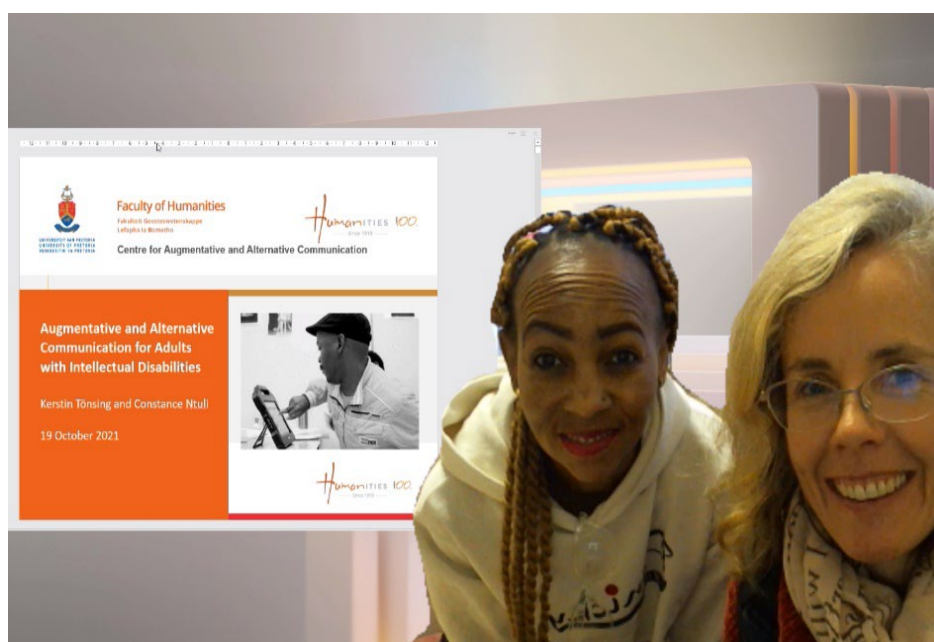
PI: Prof Kerstin Tönsing, 2021 - 2022

The aim of this project is to develop a research-informed picture-based vocabulary package for Sepedi /Sesotho sa Leboa. The vocabulary package will be designed for incorporation into an electronic as well as a paper-based AAC system that allows for a measure of novel utterance generation. Social validation of a speech sample-based Sepedi core vocabulary list was undertaken, as was a scoping review (in a Master's mini-dissertation) of graphic symbol-based AAC system design studies. Manuscripts to publish both studies are in preparation. A PhD student is finalising her proposal for ethics, while a Master's student has received provisional clearance to conduct a core vocabulary study in Setswana, as a comparative language also belonging to the Sesotho group.

3. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

3.1 Community engagement projects

- 3.1.1 Nova School** – Prof Kerstin Tönsing presented the *Introduction of AAC* at the Open day of Nova School on 22 May.
- 3.1.2 Selwyn Segal Home** – An online workshop entitled “Augmentative and Alternative Communication for Adults with Intellectual Disabilities” was presented by Prof Kerstin Tönsing and Ms Constance Ntuli on 19 October as a continuing professional development activity organised by Selwyn Segal Home. A total of 30 persons attended. Feedback was very positive. Training was found to be helpful and practically applicable to the attendees’ work context.



Prof Kerstin Tönsing and Ms Constance Ntuli presenting virtually as part of the Selwyn Segal Home CPD programme

3.2 Dissemination of information

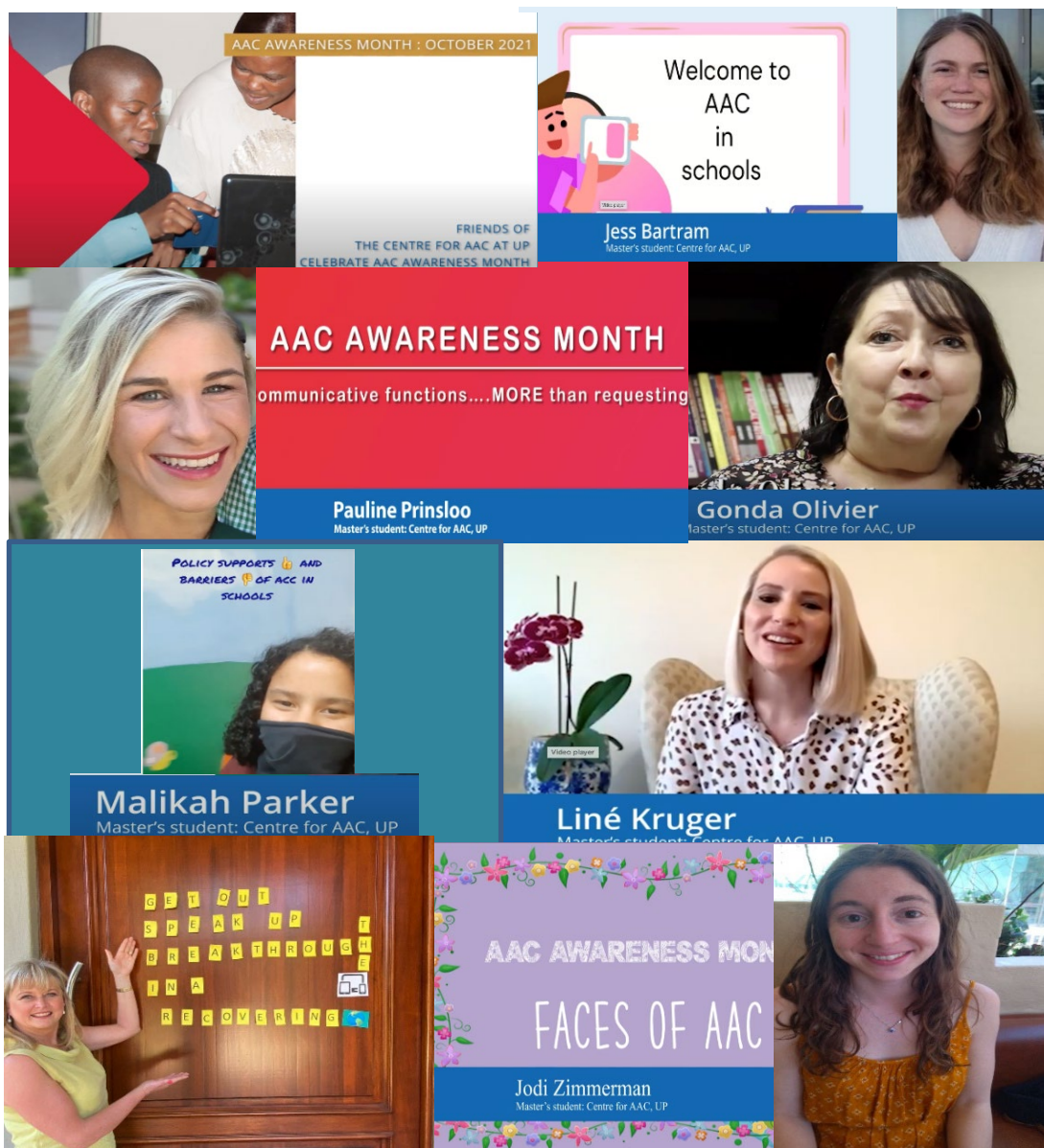
Dissemination of information occurred by way of seminars, webinars, workshops, training, and lectures that were presented on request or by invitation from schools, institutions and universities.

3.2.1 Sefako Makgatho University

On 4 May, Prof Kerstin Tönsing presented AAC Technology to the 4th year students of the Sefako Makgatho University students.

3.2.2 AAC Awareness

The AAC Awareness Campaign with its 31 one-minute videos concluded on a high note when Edit Micro volunteered to sponsor the six final-year Master's students in AAC who initiated the campaign with ISAAC membership for a year!! Thank you, Edit Microsystems, for being a part of this success story and for supporting the students' individual careers as they continue to practise in the field of AAC. We salute you for giving back so generously!



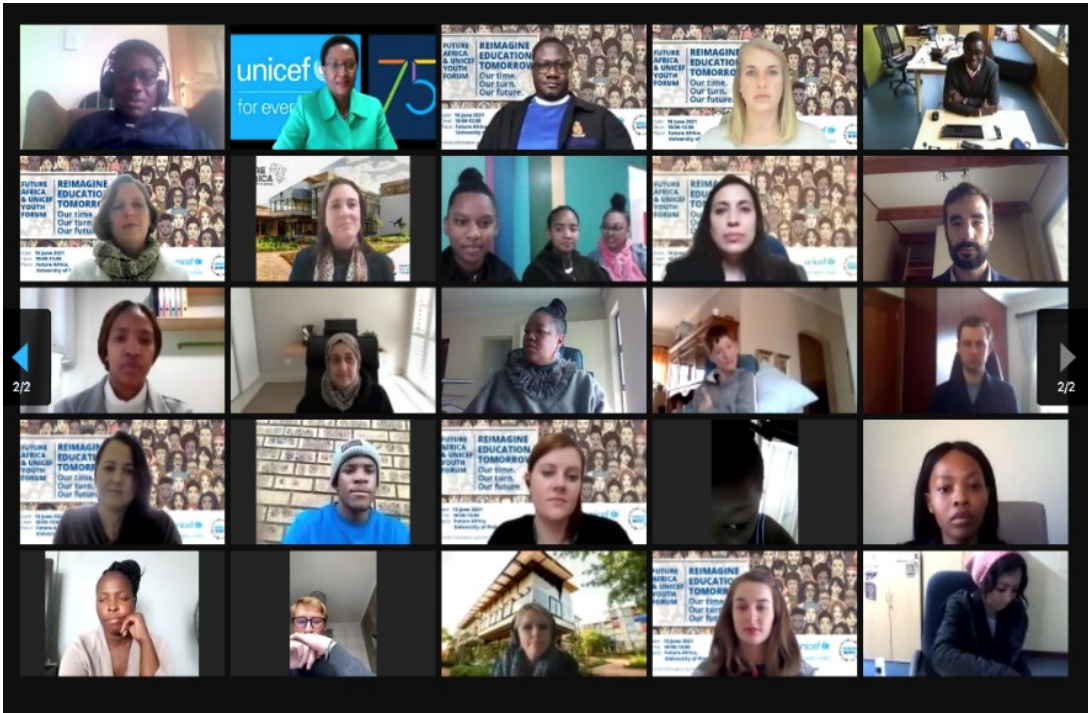
4. PRESENTATIONS AT CONFERENCES, SEMINARS AND WEBINARS

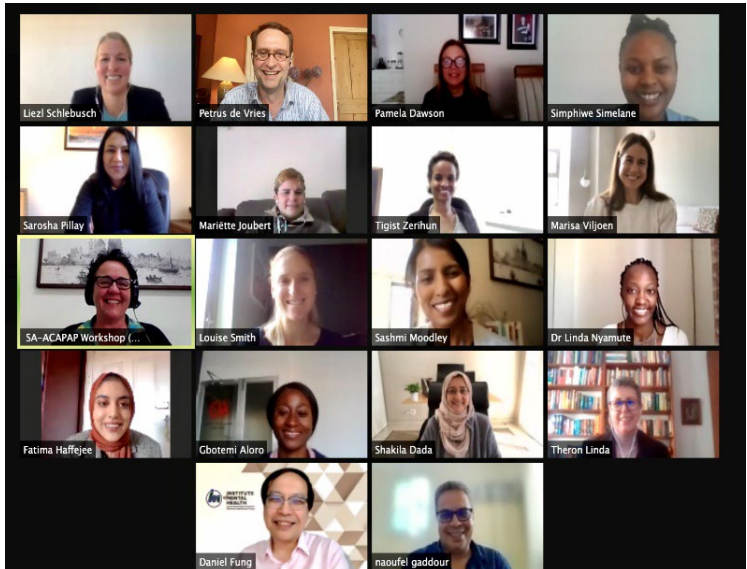
Presentations by CAAC staff members

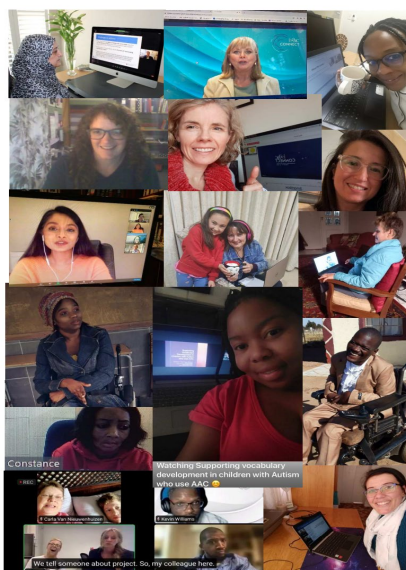
DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
9 March	Dr E Johnson	<i>Red Cross Children's Hospital Paediatric Pain Symposium 2021</i> Pain communication in children with Cerebral Palsy – Webinar
10 March	Dr A Samuels	<i>Communicating Scientific Research: Panel Discussion.</i> UNICEF YEaH programme SCIENCE COMMUNICATION online workshop. University of Pretoria
24 May	Prof S Dada	<i>Participation of persons with complex communication needs in health care settings. "Tamkeen",</i> Empowering SLP through learning and thinking. Emirates Speech Language Pathology Society. Invited Online Seminar




2 June	Dr A Samuels	Online lunch hour session - <i>First steps in creating accessible digital content in ClickUP and an introduction to Blackboard Ally.</i> Department of Education Innovation. University of Pretoria
10 June	Ms C Ntuli Ms S Mkunquana Ms C van Nieuwenhuizen Dr K Bastable Prof S Dada Dr A Samuels Dr A May Prof K Tönsing	<i>AAC in a health crisis.</i> Future Africa UNICEF Youth Forum, University of Pretoria (online).

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
10 June	Prof S Dada Dr K Bastable Ms C Ntuli Dr A Samuels Dr A May Prof K Tönsing	<i>Co-designing health education materials with youth with CCN.</i> Future Africa UNICEF Youth Forum, University of Pretoria (online).
		
17 June	Prof J Bornman	<i>Communication is a basic human need, a basic human right and a basic human power.</i> Invited opening address presented at the 5 th International Scientific and Practical Conference on Alternative and Augmentative Communication. Saint Petersburg, Russia (online).
25 June	Dr A Samuels	<i>Digital accessibility in marketing and communications: First steps in creating accessible digital content and Social Media.</i> UP Monthly Communicators' and Marketers' Forum Meeting
30 June	Prof S Dada Prof K Tönsing Dr A Samuels Dr A May Dr K Bastable	<i>AAC as a tool to facilitate participation in health care settings.</i> AHRI Guest Speaker Seminar Series, Pretoria
1 July	Prof S Dada Dr A Samuels Dr A May Prof S Castro	<i>Optimising collaborations and reducing inequalities of Early Childhood Intervention in post-Covid-19 South Africa.</i> Seminar Series: Roehampton University
1 July	Prof J Bornman	<i>Die rol van spraaktegnologie in taal-steekproefanalises. Outomatiese Spraakherkenning in Afrikaans.</i> Symposium hosted jointly by VIVA, the University of Stellenbosch and Saigen

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
27 July	Prof S Dada	<i>2021 SA-ACAPAP: Emerging Researchers Workshop.</i> University of Cape Town. Invited as a mentor
		
9 August	Prof J Bornman	<i>Finding new ways to connect and stay connected amidst the global COVID-19 pandemic.</i> Presidential opening address at the International Society for Augmentative and Alternative Communication (ISAAC) Connect Inaugural Virtual Event
11 August	Prof S Dada Prof K Tönsing Dr A Samuels Dr K Bastable Dr A May	<i>Co-design of health information materials for and with persons with complex communication needs and stakeholders.</i> ePoster presented at the ISAAC Connect Virtual Event.
11 August	Ms A Kuyler Dr E Johnson Prof J Bornman	<i>Unaided communication behaviours displayed by adults with acquired neurological conditions as reported by familiar caregivers.</i> ePoster presented at the ISAAC Connect Virtual Event.

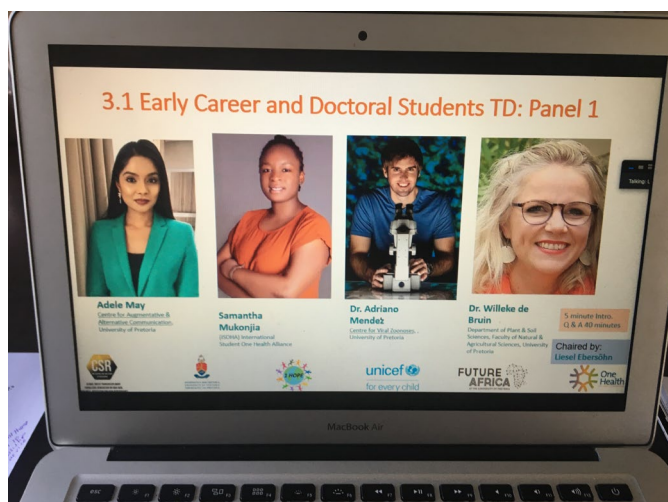


DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
13 August	Dr A Samuels	<i>Curriculum Transformation in the Faculty of Humanities Through the Lens of the Transformation Committee.</i> UP Curriculum Transformation Lecture Series: Relaunching Curriculum Transformation. University of Pretoria, Virtual Event.
26 August	Prof J Bornman	<i>Flexible Futures. Establishing a custom-designed OD for international students in professional degrees: Implications for practice.</i> University of Pretoria, Virtual.
27 August	Dr A Samuels Prof K Tönsing	<i>Students' perceptions on improving digital accessibility of the learning management system using Blackboard Ally.</i> Paper presented at the 7 th Flexible Futures Conference, University of Pretoria, Virtual.
31 August	Dr A Samuels	<i>2nd Online lunch hour session - First steps in creating accessible digital content in ClickUP and an introduction to Blackboard Ally.</i> Department of Education Innovation. University of Pretoria, Virtual.
3 September	Prof S Dada Dr K Bastable Ms S Klopper Dr A Samuels	<i>How are stakeholders involved in AAC research?</i> Autism SA Conference
		
9 September	Prof S Dada Authors: Prof K Huus, Ms R Morwane Dr M Ramaahlo Dr S Balton Dr E Pettersson Dr I Gimbler-Berglund	<i>Children with intellectual disabilities participation in daily activities: Children's perspective.</i> Gauteng ECI Workgroup. 4 th Early Childhood Intervention Conference
10 September	Dr A Samuels Dr S Balton	<i>Parent Voices: A conversation with parents on their ECI journey.</i> Gauteng ECI Workgroup. 4 th Early Childhood Intervention Conference

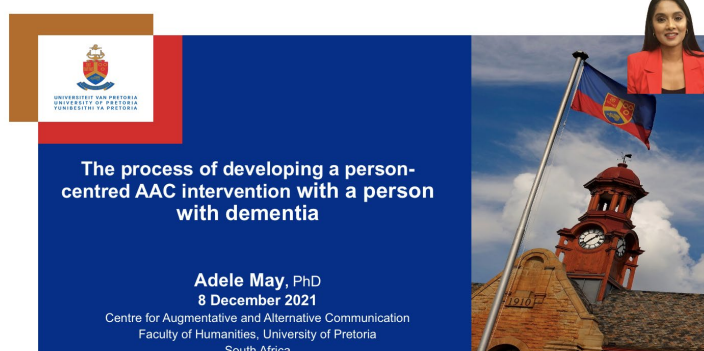
DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
5 October	Dr E Johnson	<i>How children with cerebral palsy communicate their pain.</i> National Association for persons with cerebral palsy. Virtual conference
19 October	Prof K Tönsing Ms C Ntuli	<i>AAC for adults with ID.</i> Online workshop presented under the CPD programme of Selwyn Segal Home, Johannesburg
26 October	Dr A Samuels	<i>Ensuring Digital Accessibility for Students with Disabilities in Higher Education through Digital Accessibility Online Tools and Digital Accessibility Training.</i> Tech4Rights Expo, Centre for Human Rights, University of Pretoria, Virtual
9 November	Dr A Samuels	<i>Digital Accessibility lunch hour session: Blackboard Ally pilot feedback and implementation in 2022.</i> Department of Education Innovation, University of Pretoria
12 November	Prof J Bornman	<i>Unpacking the value of communication.</i> Invited opening address presented at the 13 th Eastern and Central European Regional (EACER) conference, Sofia, Bulgaria
14 November	Prof J Bornman	<i>Using Augmentative and alternative communication (AAC) to testify in court: A South African case example.</i> Invited keynote address at the 13 th Eastern and Central European Regional (EACER) conference, Sofia, Bulgaria
15-22 November	Prof K Tönsing Ms N van Dalen Ms H Silimela	<i>South African parents' perceptions of multilingualism regarding their children who use AAC.</i> Paper presented at the hybrid 2021 ASHA Convention (pre-recorded, online)
16-17 November	Prof J Bornman Ms L Dikobe	<i>Introduction to AAC in low-resourced setting.</i> A two-day virtual conference dedicated to speech-language therapy services for young children in the African context. Rethinking early detection, language sample analysis and augmentative and alternative communication. University of Pretoria in collaboration with the SpeechBase project
24 November	Prof S Dada Prof K Huus Dr S Balton Ms M Ramaahlo Ms R Morwane Ms E Pettersson Dr I Gimbley-Berglund	<i>Participation and Voices in Disability Research.</i> Invited presentation at Cambridge Network for Disability and Education Research Reading Group

Presentations by Students

27 January	Dr A May Ms R Moore	<i>Building transdisciplinary research capacity of early career and doctoral students in Africa through a One Health & Well-Being lens, Part of Future Africa - 1 HOPE (International One Planet for One Health Education initiative) webinar series</i>
------------	------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



10 August	Ms A Kuyler	<i>Unaided communication behaviours displayed by adults with acquired neurological disorders and little to no functional speech: A scoping review. ISAAC biannual conference.</i>
10 September	Ms K Smith Dr A Samuels	<i>The importance of measuring the roles that parents in South Africa assume in their child with disability's intervention. Gauteng ECI Workgroup. 4th Early Childhood Intervention Conference</i>
17 November	Ms B Ncgobo	<i>The effect of AAC training on special schoolteachers' perceptions of learners with complex communication needs. University of Pretoria in collaboration with the SpeechBase project</i>
8 December	Dr A May	<i>The process of developing a person-centred AAC intervention with a person with dementia. Manchester University, UK</i>



5. CONFERENCES, WEBINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED

Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
18 February	Launch of the <i>2020 South African Child Gauge</i> , University of Cape Town (online) Attended by: Dr Alecia Samuels
22, 23 February	<i>Reimagining Higher Education: Frontlines, Intersections and Opportunities</i> , UP Senate Conference, University of Pretoria Attended by: Prof Shakila Dada
24 February	<i>Augmentative and alternative communication and cortical visual impairment</i> , ISAAC Webinar Series hosted by Dr S Blackstone (online) Attended by: Prof Juan Bornman
25 February	<i>Stakeholder consultation workshop on the National Digital and Future Skills Strategy</i> . Department of Communications and Digital Technologies. Attended by: Prof Kerstin Tönsing
10 March	<i>UNICEF YEaH programme / SCIENCE COMMUNICATION online workshop. A panel discussion and Q&A session on how to speak and write about a specific science topic</i> . University of Pretoria Attended by: Prof Shakila Dada and Dr Alecia Samuels
15 March	<i>UNICEF YEaH programme / SCIENCE COMMUNICATION online workshop. Focus on science writing for the public</i> . University of Pretoria Attended by: Prof Shakila Dada and Dr Alecia Samuels
24 March	<i>UNICEF YEaH programme / SCIENCE COMMUNICATION online workshop. Focus on social media messaging and current topics</i> . University of Pretoria Attended by: Prof Shakila Dada and Dr Alecia Samuels
17 March	<i>Grant Management Demonstration Session</i> . Department of Research and Innovation, University of Pretoria. Attended by: Prof Kerstin Tönsing and Prof Juan Bornman
30 March	<i>Data privacy and AAC security</i> ; ISAAC Webinar Series moderated by T Sheppard, with R Cross; M Fried-Oken; D Hershberger; F McIntyre; D Niemeijer and A Zisk as panellists (online) Attended by: Prof Juan Bornman
16 April	Lunchtime talk: <i>Mentally Healthy Workspaces</i> . Department of Social Work and Criminology Attended by: Prof Kerstin Tönsing
20 April	Virtual launch of the <i>UP's Open Access Journal System</i> . University of Pretoria Attended by: Prof Kerstin Tönsing, Dr Ensa Johnson and Ms Refilwe Morwane
23 April	<i>SAPRIN/SADiLaR symposium</i> Attended by: Prof Kerstin Tönsing

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
3 May	<i>POPIA Public Consultation Forum.</i> (Virtual) The Academy of Science of South Africa (ASSAF), Johannesburg Attended by: Dr Ensa Johnson
18 May	<i>The Nobel Prize Dialogue: The Future of Work.</i> University of Pretoria Attended by: Prof Shakila Dada
19 May	<i>Increasing your online teaching efficiency in ClickUP.</i> University of Pretoria Attended by: Dr Ensa Johnson
27 May	<i>Translating Citizen Science Tools: Potential, Challenges and Future Directions.</i> Department of African Languages, University of Pretoria Attended by: Prof Shakila Dada
27 May	<i>The Fabric of Dissent.</i> Virtual book launch. University of Pretoria Attended by: Prof Shakila Dada
2 June	Online lunch hour session - <i>First steps in creating accessible digital content in ClickUP and an introduction to Blackboard Ally.</i> Department of Education Innovation. University of Pretoria Attended by: Prof Shakila Dada, Prof Kerstin Tönsing, Ms Refilwe Morwane, Dr Ensa Johnson, Mr Terrence Mahlangu and Mrs EJC Rossetti-Siefe
8 June	<i>Information Session: Protection of Personal Information Act (POPIA).</i> University of Pretoria Attended by: Dr Ensa Johnson
9 June	<i>Dialogue: Curriculum Transformation and the Humanities: A Conversation with Professor James Ogude.</i> University of Pretoria Attended by: Prof Shakila Dada, Prof Kerstin Tönsing and Dr Alecia Samuels
10 June	<i>Youth Forum: Reimagining Education.</i> UNICEF and Future Africa Attended by: Prof Shakila Dada and Prof Kerstin Tönsing
10 June	<i>Former migrant labour societies and questions of transformation in contemporary Southern Africa.</i> Inaugural lecture by Prof Vusilizwe Thebe, Department of Anthropology and Archaeology, University of Pretoria Attended by: Prof Shakila Dada and Prof Kerstin Tönsing
15 June	<i>Preparation for online examinations.</i> Department of Education Innovation, University of Pretoria Attended by: Dr Ensa Johnson
22 June	<i>The Role of Media and Social Media in Research.</i> Faculty of Health Sciences, University of Pretoria Attended by: Prof Shakila Dada
22 June	<i>POPIA for Researchers. Information Governance and Privacy Protections.</i> University of Pretoria Attended by: Dr Alecia Samuels
24 June	<i>Solving consciousness</i> (presented by Prof Axel Cleeremans) (virtual) as part of the Frontiers Forum Attended by: Prof Juan Bornman

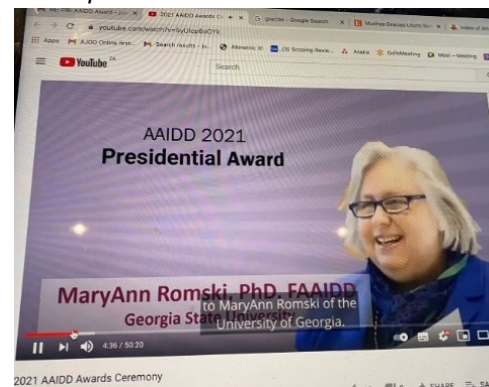
DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
24 June	<i>Language Delays vs Language Disorders. Presented by Duncan Musasizi and Nancy Barber. Hosted by SASHLA (virtual)</i> Attended by: Prof Juan Bornman
29 June	<i>Critical Food Studies Seminar. In search of the perfect curry in two contemporary South African cookbooks. University of Pretoria</i> Attended by: Prof Shakila Dada, Prof Juan Bornman and Dr Alecia Samuels
8 July	<i>How to Improve Research(er) visibility and Impact. Department of Library Services, University of Pretoria</i> Attended by: Dr Ensa Johnson
13 July	<i>Stakeholder engagement workshop: Draft White Paper on Audio and Audiovisual Content Services. Hosted by the National Department of Communication and Digital Technologies</i> Attended by: Prof Kerstin Tönsing
27 July	<i>Good practice to communicate and enhance student engagement in an online teaching environment. Department of Education Innovation, University of Pretoria</i> Attended by: Dr Ensa Johnson
19 August	Inaugural lecture of Prof Tawana Kupe. University of Pretoria Attended by: Prof Shakila Dada, Prof Kerstin Tönsing, Dr Alecia Samuels and Dr Ensa Johnson
17 August	<i>Blackboard Collaborate: Tips and good practice. University of Pretoria</i> Attended by: Dr Ensa Johnson
18 August	<i>Webinar: How to Publish Scholarly Books and Open Access. Presented by Taylor & Francis in collaboration with the University of Pretoria Library</i> Attended by: Prof Kerstin Tönsing
26-27 August	<i>7th Flexible Futures Conference 2021: Reimagining Teaching and Learning in Higher Education</i> Attended by: Prof Kerstin Tönsing and Dr Alecia Samuels
2 September	<i>ASHA Publication Workshop. Webinar presented by SASHLA</i> Attended by: Prof Juan Bornman
7 September	Inaugural lecture of Professor Mohammad Naushad Emmambux: <i>Technological innovation for food and nutrition security, and sustainability: A food biopolymer perspective</i> Attended by: Prof Shakila Dada and Dr Alecia Samuels
9-10 September	<i>4th Early Childhood Intervention Conference of the Gauteng Dept of Health ECI Forum (Virtual)</i> Attended by: Prof Shakila Dada and Dr Alecia Samuels
14 September	<i>Discovery in a time of pestilence - lessons for the future from exploration during the pandemic. Webinar presented by Prof Lee Berger and hosted By Academy of Sciences of South Africa (ASSAF).</i> Attended by: Prof Juan Bornman

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
20 October	<i>NRF Ratings Workshop: Do's and Don'ts</i> . Department of Research and Innovation, University of Pretoria (Virtual) Attended by: Dr Alecia Samuels
4 November	<i>Stakeholder engagement on feedback regarding the Draft White Paper on Audio and Audiovisual Content Services</i> . National Department of Communication and Digital Technologies Attended by: Prof Shakila Dada and Prof Kerstin Tönsing
9 November	<i>Digital Accessibility lunch hour session: Blackboard Ally pilot feedback and implementation in 2022</i> . University of Pretoria Attended by: Dr Ensa Johnson
23 November	<i>Magic happens when you move</i> (Book launch: Marthie du Preez; Prof Juan Bornman wrote the foreword to the book). Pretoria Attended by: Prof Juan Bornman and Dr Alida Naude
30 November	<i>Ending Health Disparities for people with intellectual disabilities</i> . Webinar hosted by Special Olympics International Attended by: Prof Juan Bornman

6. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

6.1 Staff achievements and awards

- Prof Shakila Dada and Dr Alecia Samuels both received their 15-year long service awards.
- Prof Shakila Dada and Prof Kerstin Tönsing gave input on the Draft White Paper on Audio and Audiovisual Content Services as requested by the National Department of Communication and Digital Technologies.
- Prof Juan Bornman was awarded the prestigious Georg Forster Research Award from the Alexander von Humboldt Foundation in recognition of her past accomplishments in research and teaching.
- Prof Juan Bornman was awarded the *Stals Prize vir Multi- en Interdissiplinêre Spanwerk* from the *Suid-Afrikaanse Akademie vir Wetenskap en Kuns*
- Professor Dr MaryAnn Ronski (Georgia State University) received the 2021 Presidential Award from the American Association on Intellectual and Developmental Disabilities (AAIDD) in recognition of her outstanding contributions to the field. This award was presented to Dr Ronski at the 145th annual meeting of AAIDD during an online ceremony on 22 June. Dr Ronski is an Extraordinary Professor at the CAAC.
- Dr Alida Naude won the ASAIPA National Medical Healthcare Leadership Award 2021.



6.2 Student achievements and awards

- The *Tobii Dynavox* award for the Best PhD student was awarded to Ms Robyn White.
- The *Inclusive Solutions Award* for the Best BA Honours in AAC student was awarded to Ms Gail Bohler.
- The *Edit Microsystems Award* for the Best Master's in AAC student was awarded to Ms Pauline Prinsloo.
- The following PhD students were awarded NIHSS bursaries: Ms Hendrika de Clercq, Ms Refilwe Morwane, Ms Vuledzani Madima, Ms Adele May, Ms Robyn White and Ms Zakiyya Laher.
- Ms Katherine Smith (PhD candidate) received funding for a postdoctoral fellowship from the DST-NRF Centre of Excellence in Human Development.
- Five PhD students were awarded UP postgraduate bursaries: Ms Hendrika de Clercq, Ms Robyn White, Ms Arinë Kuyler, Ms Nothando Tshabalala and Ms Rahab Mothapo.
- PhD student Ms A Nyberg received funding from the Solstickan Foundation and the Helge Ax:son Johnson's Foundations.
- Eight MA (AAC) students were awarded UP postgraduate bursaries: Ms Gonda Olivier, Ms Michelle Krüger, Ms Nomaswazi Hlatwayo, Ms Bathobile Ngcobo, Ms Jodi Zimmerman, Ms Goapalelwe Mogatusi, Ms Candice Tu and Ms Pauline Prinsloo.
- Two MA (AAC) students were awarded bursaries by the Department of Education: Ms Malikah Parker and Ms Sephiwe Mthonxa.
- The following M(ECI) students' UP postgraduate bursaries were renewed: Ms Althea Van de Merwe, Ms Lindelwa Vilikazi, Ms Esneri Venter, Ms Octavia Tembe and Ms Alison Smith.
- No BA (Honours in AAC) students received bursaries.

7. PROFESSIONAL ACADEMIC ACTIVITIES

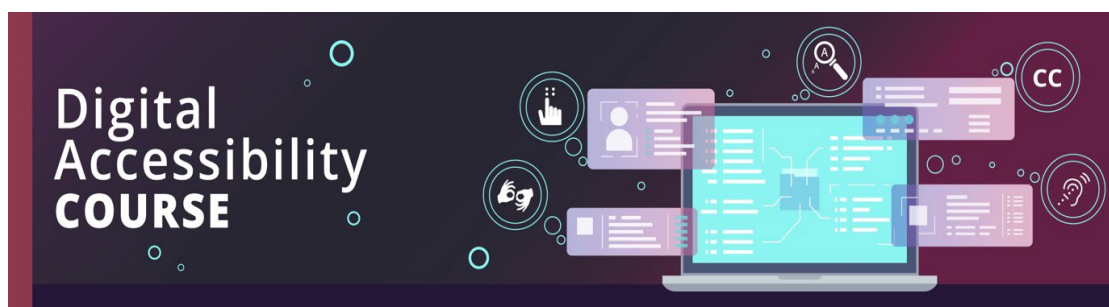
7.1 Digital Accessibility: Self-paced online course and webinars for online instructors at UP

Dr Alecia Samuels was involved in the development of the Digital Accessibility self-paced online course and webinars for online instructors at UP. As teaching and learning moved almost exclusively online during the COVID-19 pandemic, universities were forced to seriously consider the accessibility of their digital content, especially for students with disabilities and second language English students. Digital accessibility refers to the process of making digital products (websites, mobile apps, documents and other digital tools and technologies) accessible to everyone, regardless of barriers they might experience. Digital accessibility is a global problem that predates the pandemic and have had to be faced over a long time by

people with disabilities. For students with disabilities, the digital portion of their studies remains one of the biggest barriers to their education.

In the second semester of 2021, the University of Pretoria launched a pilot project to roll out its new digital accessibility checker, Blackboard Ally, into its ClickUP Learning Management System, [the first university in Africa to do so](#) to support inclusive learning. Dr Alecia Samuels and Prof Kerstin Tönsing were early adopters and signed up to pilot Blackboard Ally in some of their modules in the 2nd year MECI programme. They also [presented feedback](#) on their pilot study at UP's Flexible Futures Conference. This accessibility checker monitors the accessibility of digital materials uploaded by instructors and allows students to download accessible content. In preparation for the anticipated full rollout in 2022, Dr Samuels worked with staff from the Department of Education Innovation, Mr Dolf Jordaan (Deputy Director of E-learning and Media Development) and Ms Estelle Drysdale (Senior Instructional Designer) and developed a self-paced online Digital Accessibility course for lecturers to give guidance on how to make their academic digital content more accessible. The course focused on 7 key digital accessibility skills (Headings, Hyperlinks, Lists, Colour and Contrast, Image alt-text, Video and Virtual Meetings). The course was launched in September 2021 and together with Mr Dolf Jordaan, Dr Samuels presented two webinars to the University community to create awareness of digital accessibility and encourage instructors to sign up for the course in preparation for the rollout of Blackboard Ally. The course has been enthusiastically received with many early adopters also agreeing to pilot BlackBoard ALLY in their ClickUP courses.

The Digital Accessibility course has also been made available to UP's **Ready for Work Programme*** which is targeted at young adults, students and recent graduates entering the workplace, to help them integrate into the world of work more easily.



7.2 Involvement with other universities as external examiners

Prof J Bornman	External Examiner: University of Dundee Scotland: PhD thesis External Examiner for Master's Dissertation: University of Cape Town External Examiner: Oldenburg University (Germany) (Bachelor's thesis) External Examiner: University of the Witwatersrand (3 rd year SLP students: Course Code: SPPA3006)
Dr K Tönsing	Sefako Makgatho University: 4 th year student examinations University of Johannesburg: Master's mini dissertation
Dr A Samuels	External Examiner: University of Johannesburg: Master's dissertation Examiner: Jönköping University: Master's mini dissertation External Examiner: University of KwaZulu-Natal: DCDA 4 th year Oral Examinations
Dr E Johnson	External Examiner: University of South Africa: PhD thesis x 2 External Examiner: University of South Africa: EDS4801 module

7.3 Referee duties

Prof S Dada	Associate Editor, Augmentative and Alternative Communication Reviewer for Frontiers in Education - Review Editor for Special Educational Needs Reviewer for Developmental Neurorehabilitation Reviewer for Disability and Rehabilitation Assistive Technology Reviewer for International Journal of Developmental Disabilities Reviewer for International Journal of Environmental Research and Public Health Reviewer for International Journal of Language and Communication Disorders Reviewer for Journal of Autism and Developmental Disorders Reviewer for Journal of Communication Disorders Reviewer for Logopedics Phoniatrics Vocology Reviewer for Quality of Life Research Reviewer for South African Journal of Education
Prof J Bornman	Specialist Panel member for Health Panel One: NRF Rating applications (2019-2022) ATKV-SA Academy prize selection panel Guest Editor: Paediatric & Neonatal Pain – Special Issue on Participation in Pain Management International Journal of Disability, Development and Education. Reviewer for Augmentative and Alternative Communication Reviewer for Journal of Applied Research in Intellectual Disabilities Reviewer for Frontiers in Education Reviewer for Frontiers in Psychology Reviewer for Disability and Rehabilitation Reviewer for International Journal of Disability, Development and Education Reviewer for African Disability Rights Yearbook Reviewer of ISAAC Connect e-poster abstracts
Prof K Tönsing	Guest associate editor: Augmentative and Alternative Communication Member of editorial board: Topics in Language Disorders Reviewer for Augmentative and Alternative Communication Reviewer for Topics in Language Disorders Reviewer for Journal of Child Language Reviewer for Disability and Rehabilitation: Assistive Technology Reviewer for International Journal of Speech-Language Pathology Reviewer for South African Journal of Communication Disorders Reviewer of ISAAC Connect e-poster abstracts
Dr A Samuels	Reviewer for Logopedics Phoniatrics Vocology Reviewer for South African Health Review 2021
Dr E Johnson	Reviewer for Augmentative and Alternative Communication Reviewer for African Journal of Disabilities Reviewer for BMJ Reviewer for Disability and Rehabilitation Reviewer for Frontiers in Public Health Reviewer for International Journal of Environmental Research and Public Health Reviewer for Journal for Specialists in Paediatric Nursing Reviewer for Paediatric and Neonatal Pain Reviewer for Scandinavian Journal of Caring Sciences

7.4 Other duties

Staff members serve on a variety of different committees.

Prof S Dada	<p>Heads of Departments Committee, Faculty of Humanities</p> <p>Research Committee: Faculty of Humanities</p> <p>Chair of Departmental Research Committee</p> <p>Advisory Committee: Future Africa, University of Pretoria</p> <p>Member of the AAC Committee of the International Association of Logopedics and Phoniatrics (IALP)</p> <p>International Association for Augmentative and Alternative Communication (ISAAC) Council Regional Coordinator</p> <p>Affiliated Researcher: School of Health and Welfare, Jönköping University, Sweden</p> <p>Affiliated Professor: Special Needs Education, Stockholm University</p>
Prof J Bornman	<p>President of the International Association for Augmentative and Alternative Communication (ISAAC) Executive Board (2020-2022)</p> <p>Affiliated professor: CHILD Research Group, School of Education and Communication. Jönköping University, Sweden</p> <p>Academic Representative: Central Skills Development Committee</p> <p>Postgraduate Committee: Faculty of Humanities</p> <p>Advisory Committee: Advanced Diploma in Visual Impairment Studies</p> <p>Appointed member of the NRF Specialist Committee for Rating Panel (2020 – 2022)</p>
Dr K Tönsing	<p>Research Committee of the International Association for AAC (ISAAC)</p> <p>Teaching and Learning Committee, Faculty of Humanities</p> <p>Working Group: Affordable and Accessible ICT for persons with disabilities, Subcommittee: Education</p>
Dr A Samuels	<p>Transformation Committee, Faculty of Humanities</p> <p>Member of the ECI Work Group of the Gauteng Department of Health</p> <p>Research Affiliate: CHILD Research Group, School of Education and Communication. Jönköping University, Sweden</p> <p>HELTASA: Teaching at Universities (TAU) Fellow</p>
Dr E Johnson	<p>Research Ethics Committee, Faculty of Humanities</p> <p>Member of the BUILD Committee of the International Association for Augmentative and Alternative Communication (ISAAC)</p>
Mr T Mahlangu	<p>Web and Marketing Committee, Faculty of Humanities</p> <p>Health and Safety Committee, Faculty of Humanities</p>

8. STAFF

8.1

CAAC staff funded by the University of Pretoria

Professor and Director	Prof S Dada	40 hours per week
Professor	Prof J Bornman	40 hours per week
Associate Professor	Prof K Tönsing	40 hours per week
Senior Lecturer	Dr A Samuels	40 hours per week
Administrator A	Ms EJC Rossetti-Siefe	40 hours per week
Clerical Administrative Assistant	Mr T Mahlangu	40 hours per week

8.2

CAAC staff funded from outside funds

Senior Lecturer	Dr E Johnson	30 hours per week
Lecturer	Ms R Morwane	40 hours per week
Administrative Assistant	Ms C Ntuli	15 hours per week

8.3

Extraordinary professors



Prof Mats Granlund

Mats Granlund, PhD, is a full professor of psychology and disability research and Chair of the interdisciplinary CHILD research environment. His research focus over the last 15 years has been on participation in everyday life for children and youth in need of special support. (2020 – 2023)



Prof Rajinder Koul

Chair of the department and Houston Harte Centennial Professor in the Department of Speech, Language, and Hearing Sciences. He holds a PhD in Speech-Language Pathology with an emphasis on augmentative and alternative communication (AAC) from Purdue University. He served as the Chair, Associate Dean for Research, and Assistant Vice President for Research at Texas Tech University Health Sciences Centre before joining the University of Texas in Austin. Prof Koul's research efforts have primarily focused on understanding the symbol, referent, and instructional variables that influence graphic symbol learning in persons with severe communication impairment as a consequence of developmental or acquired disabilities. Within this broad area, he focuses on synthetic speech perception, the role of synthetic speech output on graphic symbol learning, and the efficacy of AAC intervention in persons with aphasia. (2020 – 2023)

**Prof Janice Murray**

A speech therapist and professor at Manchester Metropolitan University, Prof Janice Murray specialises in Augmentative and Alternative Communication. From 2009 to 2012 Prof Murray was the Chair of the UK charity, Communication Matters.

(2020 – 2023)

**Prof MaryAnn Ronski**

Prof Ronski is a Regents Professor in the Department of Communication (joint appointments in Psychology, Communication Sciences & Disorders) and Director of the Centre for Research on Atypical Development and Learning (CRADL) at the Georgia State University, USA.

(2021 – 2023)

**Prof Ralf W Schlosser**

Professor of Communication Sciences and Disorders at Northeastern University and Director of Clinical Research, OCE, Boston Children's Hospital. His research interests are related to the efficacy of interventions in augmentative and alternative communication (AAC), particularly as they relate to the role of speech output and different graphic symbol sets for individuals with developmental disabilities. (

2020 – 2023)

8.4**Research Affiliates****Dr Patrik Arvidsson**

Dr Patrik Arvidsson, PhD., Clinical Psychologist, is a Researcher and Senior Lecturer and does clinical work at the Habilitation Service Center, Gävle, Region Gävleborg. His research focuses on participation and inclusive processes in people with disability in general and in people with intellectual disability in particular. He is interested in different factors related to participation and inclusive processes, namely individual factors such as cognitive

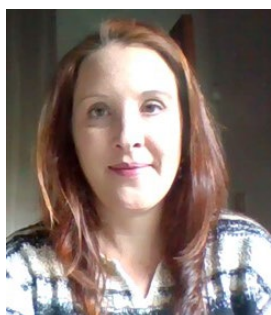
functions and psychological health, as well as contextual factors such as societal support and availability. Dr Arvidsson explores participation and inclusive processes in different socio-economic and cultural contexts. At the Centre for AAC, he is involved in the psychometric validation of Picture My Participation (PmP), a picture-based instrument for assessing participation in children with intellectual disability in low- and middle-income countries. He is also affiliated to the Centre for Research & Development at Region Gävleborg/ Uppsala University, CHILd, the Swedish Institute for Disability Research at Jönköping University, and the Department of Special Education at Mälardalen University. (2020 – 2023).

**Dr Sadna Balton**

Dr Sadna Balton is the Head of Speech Therapy & Audiology at Chris Hani Baragwanath Academic Hospital, Johannesburg. She was previously Chairperson of the Professional Board for Speech-Language Therapy. A founding member of the Gauteng Early Childhood Intervention workgroup, she serves on the Provincial and National Speech Therapy & Audiology Executive Committees. Her research interests are in the area of early childhood intervention, the impact of COVID-19 on healthcare workers, and rehabilitation practice in South Africa. Dr Balton is the recipient of the Integrity Icon Award (2020) and the Premier's Service Excellence Award for Innovation (2020). (2020 – 2023)

**Prof Susana Castro-Kemp**

Prof Susana Castro-Kemp is a Reader (Associate Professor) in Education at Roehampton University in London, UK. Her research interests comprise the inclusion of children with special educational needs and disabilities, education policy and its translation into education practice, early childhood intervention, development and learning, and mental health/wellbeing in childhood and at school. (2020 – 2023)

**Dr Alida Naudé**

Dr Alida Naudé is a diagnostic, research and training audiologist working at Amtronix Diagnostics. Her special areas of expertise and research include ethics and personal development, evoked potentials, vestibular audiology and ototoxicity. She has authored more than 10 articles in accredited journals and has also served as the editor of a special journal edition about ethics, in conjunction with international researchers. She co-authored a research methodology book based on work emanating from her PhD as well as her post-doctoral work.

Most recently, she contributed a chapter on ethics considerations and tele-audiology in early hearing detection and intervention (together with Prof Juan Bornman) in the book *Early Detection and Intervention in Audiology: An African Perspective*, edited by Khoza-Shangase & Kanji. (2021 – 2023)

**Prof Jenny Wilder**

Prof Jenny Wilder is Professor in Special Education and Director of Research Studies in the Department of Special Education, Stockholm University. She is also Guest Professor in Special Education at Högskolan Kristianstad, <https://www.hkr.se/>. Jenny obtained a PhD in Psychology from Stockholm University in 2008, and her research, which focuses primarily on intellectual disability, encompasses areas such as communication and interaction, participation, support provision, collaboration, and educational transitions. (2020 – 2023)

8.5 Postdoctoral fellows



Dr Kirsty Bastable

Dr Kirsty Bastable has a keen interest in the rights of persons with disabilities to participate fully in all aspects of their lives. Her work focuses on the participation of children with intellectual disabilities in low-and middle-income countries and the participation of individuals with disabilities in the research process. She is involved in work on the participation of persons with low literacy in their health decisions and has a specific interest in the use of augmentative and alternative communication to enhance participation for individuals with complex communication needs.



Dr Adele May

A speech-language therapist with a special interest in intervention research that focuses on functional, real-life outcomes for children and adults with disabilities. Currently, she is a post-doctoral fellow working on a project funded by the British Academy: Tackling Global Challenges 2020 scheme. This project focuses on optimising collaborations and reducing inequalities of early childhood intervention in post-Covid-19 South Africa.

8.6 External examiners

PHD

Prof Dr Katja Joronen	University of Tampere, Finland	Dissertation and defence
Prof Dr Carole Ann Kenner	The College of New Jersey, Ewing, NJ	(AAK 990 & 900)
Prof Jaap Swedenborg	University Zurich, Switzerland	Dissertation and defence
Prof Jill S Horacio	Touro College, New York, USA	(AAK 990 & 900)
Prof AMM Lawson	Leeds University, UK	Dissertation and defence
Prof GH Thunberg	University of Gothenburg, Sweden	(AAK 990 & 900)
Prof M Wickenden	Institute of Development Studies, UK	Dissertation and defence
Prof Juana Morcillo Moreno	University of Castilla-La Mancha, Spain	(AAK 990 & 900)
Prof Susan Balandin	School of Health and Social Development, Deakin University,	Dissertation and defence
Prof C Samuelsson	Linköping University, Sweden	(AAK 990 & 900)

M (AAC)**a) External Examiners**

Dr F Lygnegård	Jönköping University, Sweden	Mini dissertation (AAK 895)
Dr EJT Ning Yen	University of Singapore	Mini dissertation (AAK 895)
Prof P Raghavendra	Flinders University, Australia	Mini dissertation (AAK 895)
Dr Dana Marks	Ludwig Maximilian University, Germany	Mini dissertation (AAK 895)
Dr VL Marques Coehlo	University Institute of Maia, Portugal	Mini dissertation (AAK 895)
Dr AK Andersson	Jönköping University, Sweden	Mini dissertation (AAK 895)
Prof K Huus	Jönköping University, Sweden	Mini dissertation (AAK 895)
Prof A Waller	University of Dundee, Scotland	Mini dissertation (AAK 895)
Ms Z Laher	Casa du Sol School for LSEN	AAK 811 Assignment 1
Ms I Oosthuizen	Stellenbosch University	AAK 811 Assignment 2
Ms S Karim	University of KwaZulu-Natal	AAK 812 Assignment 1
Ms C Flores	Mpumalanga Education Department: LSPID team	AAK 812 Assignment 2

b) Critical readers – Mini dissertation (AAK 895)

Dr Munyane Mophosho	University of the Witwatersrand
Dr Legini Moodley	University of KwaZulu-Natal
Prof Stefan Nilsson	University of Gothenburg
Dr Jenny Wilder	Stockholm University
Dr Carmelita Jacobs	Stellenbosch University
Dr Sayaka Aoki	The University of Tokyo

M (ECI)

Ms Marijke Knopjes	Private practice	ECI 801
Ms Sumayya Vayej	Private Practice	ECI 801

BA Honours (AAC)

Ms Rahab Mothapo	Sefako Makgato University	AAK 718; 703
Dr Legini Moodley	University of KwaZulu-Natal	AAK 702
Ms Mavis Mohuba	Sefako Makgato University	AAK715
Dr Suegnét Scholtz	North-West University	AAK 717

9. OBJECTIVES FOR 2022

1.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

Objectives

- To conduct two training workshops
- To offer three CPD activities accredited by the HPCSA and/or SACE via Enterprises

1.2 UP Strategic Goal – Transformation

Objectives

- To enhance the staff diversity profile and foster an inclusive and transformed environment
- To eliminate intergroup disparities in enrolment and graduation rates
- To ensure that ClickUP modules are designed to be accessible

1.3 UP Strategic Goal – Access and student success

Objectives

- To graduate five PhD students and enrol five new PhD candidates
- To graduate six M (AAC) students and enrol ten new students
- To graduate 13 M (ECI) students and enrol 20 new students
- To graduate 14 BA Honours (AAC) students and enrol 12 new students
- To ensure funding for students by securing at least 10 postgraduate bursaries

1.4 UP Strategic Goal – To strengthen research and CAAC's international profile

Objectives

- To participate in four large-scale international research projects
- To publish 17 manuscripts in accredited journals (ISI, Scopus or DHET)
- To enrol 5 international postgraduate students
- To host two webinars/ seminars with an international researcher

1.5 UP Strategic Goal – To strengthen social responsiveness and impact in society

Objectives

- To conduct one AAC awareness event
- To expand the Centre's social media footprint and increase the number of visits to the Centre's website

ACKNOWLEDGEMENTS

The following foundations, universities, departments and companies supported the activities of the CAAC financially during 2021 and are hereby acknowledged. Thank you for inspiring our dedicated team through your contributions:

- DAAD (*Deutscher Akademischer Austauschdienst*) (The German Academic Exchange Service)
- National Institute for the Humanities and Social Sciences, South Africa (NIHSS)
- National Research Foundation (NRF)
- Swedish Foundation for International Cooperation in Research and Higher Education
- South Africa-Sweden University Forum (SASUF)
- Swedish Foundation for International Cooperation in Research and Higher Education (STINT)
- United Nations International Children's Emergency Fund (UNICEF)
- British Academy
- Global Challenges Research Fund
- Special Olympics
- Carnegie Diaspora Fellowship Grant
- PAGEL
- SADIaR
- SoTL (Scholarship of Teaching and Learning)

Appreciation is also expressed towards the following companies for sponsoring awards for deserving students:

Edit Microsystems
Inclusive Solutions
Tobii Dynavox

Support from the following universities and institutions is acknowledged with gratitude.

- College of New Jersey, Ewing, NJ
- Flinders University, Australia
- Georgia State University, USA
- Ghana University, Ghana
- Jönköping University, Sweden
- Kenyatta University, Kenya
- Kilimanjaro Christian Medical Centre
- Leibniz University Hannover, Germany
- Manchester Metropolitan University, UK
- Muhimbili University of Health and Allied Sciences, Tanzania
- Northeastern University, USA
- North-West University, SA
- Oldenburg University, Germany
- Penn State University, USA
- Roehampton University, UK
- Sefako Makgatho University, SA
- Stockholm University, Sweden
- Tshwane University of Technology, SA
- University of Botswana, Botswana
- University of Cape Town, SA
- University of Dundee, Scotland
- University of Fort Hare, SA
- University of Gothenburg, Sweden
- University of KwaZulu-Natal, SA

- University of Singapore, Singapore
- University of Stellenbosch, SA
- University of Texas at Austin, USA
- University of the Witwatersrand, SA
- University of the Western Cape, SA
- Uppsala University, Sweden
- University Institute of Maia, Portugal
- University of Castilia-La Mancha, Spain
- University of London, UK
- University of Texas, USA
- University of Tampere, Thailand

All the schools and hospitals that participated in our activities throughout the year – we greatly appreciate your continued support to our training and research endeavours!

A heartfelt thank-you to all the persons who use AAC and who are always willing to assist us with research projects as well as with giving presentations to our students. Your personal commitment is incredibly valuable.

A word of gratitude to the following departments and individuals at the University of Pretoria for excellent work and support. We are fortunate to call you our colleagues and to benefit from your contributions daily.

- Prof Tawana Kupe (Vice-Chancellor and Principal)
- Prof Vasu Reddy (Dean: Faculty of Humanities)
- Deanery: Faculty of Humanities
- Academic Administration (Humanities and Health Sciences)
- Centre for Child Law
- Centre for Human Rights
- Client Service Centre
- Future Africa
- Department of Child Health
- Department of Community Engagement
- Department of Education Innovation
- Department of Educational Psychology
- Department of Facilities
- Department of Finance
- Department of Human Nutrition
- Department of Library Services
- Department of Nursing Science
- Department of Occupational Therapy
- Department of Physiotherapy
- Department of Research and Innovation Support
- Department of Residence Affairs and Accommodation
- Department of Security Services
- Department of Social Work and Criminology
- Department of Speech-Language Pathology and Audiology
- Department of University Relations Disability Unit
- Facilities Management

A word of appreciation is extended to each student who decided to continue his/her academic life at the Centre. Thank you for trusting us and choosing to be on this exciting educational journey with us.

A heartfelt word of gratitude also goes to the members of our Advisory Committee. Thank you for your guidance and innovative ideas. As always, it is great to know that we can count on you to go the extra mile.

THANK YOU





University of Pretoria