
































UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomo

please 	thank you 	you're welcome 	sorry 	I don't know 	Let me think 
turn 	wait 	again 	now 	finished 	that 
feel 	get 	here 	away 	more 	all gone 
put 	read 	there 	out 	good 	bad 
come 	take 	up 	in 	cold 	hot 

2020

Annual Report

Centre for Augmentative and Alternative Communication

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

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2020 Students



PhD students



M (ECI) first-year students



M (ECI) second-year students



MA (AAC) first-year students



MA (AAC) second-year students



BA Honours (AAC)

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

2020 STAFF



Left to Right: Mrs Liza Rossetti-Siefe, Prof Kerstin Tönsing, Dr Ensa Johnson, Prof Shakila Dada (Director), Dr Alecia Samuels and Ms Constance Ntuli
Insert: Prof Juan Bornman, (Sabbatical leave), Mrs Enid Moolman, Ms Refilwe Morwane and Mr Terrence Mahlangu

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
AACPM	American Association of Colleges of Podiatric Medicine
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)
DCDA	Developmental Communication Disorders A-paper
DHET	The Department of Higher Education and Training
ECD	Early Childhood Development
HPCSA	Health Professions Council of South Africa
ICT	Information and Communications Technology
ISAAC	International Society for Augmentative and Alternative Communication
ISOPD	International Society of Paediatric Oncology
ISI	International Scientific Indexing
JU	Jönköping University
KCMC	Kilimanjaro Christian Medical Centre
KMP	Human communication module (offered in BA Speech-Language Pathology and BA Audiology degrees)
KU	Kenyatta University
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
NUL	National University of Lesotho
PhD	Doctor of Philosophy
PI	Primary investigator
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
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
UNICEF	United Nations Children's Fund
UP	University of Pretoria

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CAAC AT A GLANCE – 2020

4	UP-funded academic staff members
3	Outside-funded academic staff members
2	UP-funded professional staff
1	Postdoctoral fellows
5	Extraordinary professors
5	Research Associates
82	Postgraduate students
44	Postgraduate graduandi
29	Student bursaries
5	Funded research projects
13	Peer-reviewed, accredited journal publications
9	Early online journal publications
5	Book Chapters
1	Early online chapter in book
1	Text Book
1	International visitor



MESSAGE FROM THE DIRECTOR



The year 2020 marked a series of firsts for the world collectively, as well as for each of us individually. The impact of COVID-19 has been so pervasive that it has altered all aspects of our lives. Even the English language was not spared and an unscheduled update had to be made in its dictionaries to include new terms such as COVID-19, Corona virus, patient zero, community spread, contact tracing, social distancing and self-quarantine, to name a few. It has been a year of change, weathering uncertainty, ambiguity and vagueness. 2020 has been a year of loss, as we collectively grieved the changes in our ways of living and also the loss of lives. The simple acts of meeting family, innocently hugging our elders, having a coffee and chatting with a friend, or consoling loved ones suddenly evoked feelings of fear and uncertainty.

Collectively we scrambled as we got accustomed to new ways of being, working and interacting. Professionally, we searched a plethora of online platforms to schedule online meetings, teaching and research collaborations. We struggled with 'legacy hands' and remembering to 'unmute' as we tried to remain connected and continue with our academic projects.

The CAAC team embraced (with a healthy dose of trepidation and an abundance of enthusiasm) a long list of firsts. The first virtual graduation, the first year that postgraduate courses went from hybrid to fully online, the first fully online training of teachers for non-degree purposes, the first fully online PhD defence, the first offering of webinars to engage youth with disabilities and their families, and the first time a research project was planned, executed and information disseminated fully online.

The CAAC team does not function as a silo and its continued growth can be attributed to a strong cohort of individuals and stakeholders including students, alumni, colleagues (locally and internationally) and community members, who continue to ask critical questions and provide support. These people not only create opportunities to develop, but also model strong, ethical, empathetic and value-based leadership – specifically our Dean, Prof Vasu Reddy, the Deputy Deans, Prof Innocent Pikirayi and Prof Sandy Africa, as well as other members of UP's executive and our advisory board.

The resilience, creativity and innovation of the CAAC team and its supporters are clearly evident from this annual report. Collectively we have been able to do the following:

Ensure a smooth transition to fully online learning and teaching that is transformative

Our 82 postgraduate students showed true problem-solving skills and great courage as we transitioned to fully online teaching. They navigated many changes and challenges during their studies, and 29 of them were able to secure bursaries through various organisations.

A total of 44 of our postgraduate students completed their studies and graduated in 2020. During the course of their studies they imbibed the qualities and skills of critical and creative thinking, specialised current knowledge and expertise in the transdisciplinary fields of AAC or ECI. Furthermore, they developed skills of teamwork and communication, social and ethical competency, as well as digital capabilities and competences that will enhance their ability to make a positive impact in the communities where they work.

Produce a steady stream of publications and engage in transdisciplinary research projects

Collectively, the team published 22 peer-reviewed accredited journal publications including nine early online publications and a total of six book chapters.

The CAAC team members were involved in a total of four research projects with international collaborators. These collaborations are varied in their focus and cut across the area of pain management in children with cancer, multilingual speech development, food and nutrition, as well as the inclusion of children with disabilities. The projects are innovative and aligned with principles of transdisciplinary research.

Foster new research affiliations and connections

The year 2020 saw the appointment of four new research affiliates and three new extraordinary professors, as well as the re-appointment of one extraordinary professor. These local and international appointments bring a wealth of expertise, which inform the research and community activities of the CAAC.

Make a difference in the lives of persons with disabilities and their families

One national project funded by UNICEF, Future Africa and UP focused on the co-design of health education materials for and with youth with disabilities. The project was planned, executed and its information dissemination was completed using virtual platforms. This project responded to the needs of families and youth with severe communication disabilities in terms of the pandemic and their health information.

As the year 2020 continued and the weeks of remote working turned into months, I started reflecting on some of the wonders and hurdles of technology. On the one hand, I realised how privileged I was to continue to work from home in a safe and connected way, with Internet access and electricity supply mostly uninterrupted (except during load shedding). However, I also realised that technology – as valuable and useful as it proved to be – cannot be a substitute for face-to-face communication exchange.

Both these realisations link intrinsically to the work done at the CAAC. Firstly, we need to continue our attempts to even out the glaring inequalities in society. The impact of COVID-19 has perpetuated these imbalances, as unequal access to technology, data and connectivity has further entrenched the divide between the haves and the have-nots. This impact has been particularly relevant for persons with disabilities in terms of accessing education and health care, for example. Secondly, we should not lose sight of the fact that, although AAC devices and technologies are important to facilitate communication, communication is really about people. It is about social and emotional connection, listening, empathy and all those attributes that are the essence of our humanity.

I would therefore like to invite you to sit back and enjoy reading this annual report about a year of great change, but also a year of many firsts, new possibilities, and important achievements. I encourage you to get to know the CAAC team through their reflections and accomplishments. This small group of immensely dedicated people continue to amaze me with their tenacity and I am grateful to work with them.



Prof Shakila Dada
DIRECTOR

December 2020

Reflections from CAAC Team



Prof Juan Bornman

Lockdown-Sabbatical! This oxymoron captures the essence of 2020 for me. While the year restricted the international invited visits to the National University of Lesotho (NUL), Drexel University and Georgia State University in the US, and Oldenburg University in Germany (all of which were subsequently postponed), the planned visits to Jönköping University in Sweden materialised and I could participate virtually in academic programmes at Penn State University, University of Virginia and Drexel University. This restriction allowed me the opportunity to complete the third edition of the book “Believe that all can achieve”, 12 manuscripts (published, in press or accepted), as well as five book chapters. I am also excited about my term as President of the International Society for AAC (ISAAC) that commenced on 1 October 2020 and look forward to serving this worldwide community. For me, 2020 is best captured in the words of John Mark Green: *“You are not the darkness you endured. You are the light that refused to surrender.”*



**Associate Professor
Kerstin Tönsing**

2020 - a year to be remembered! Despite the many challenges experienced this year, there is much to be grateful for too. The Centre’s longstanding expertise in hybrid teaching made the change to a fully online model a little easier, and features like narrated PowerPoints may become permanent additions to our learning tool repertoire. Students rose to the occasion, taking on changes in research projects as well as the tech challenges of fully online courses. The pandemic raised pertinent and important questions about AAC service delivery models, as intervention had to move from clinic and school settings into the home context – a context that should not be ignored, even in non-pandemic times. Doubtless this is an incentive for positive change in practice and fruitful ground for practice-relevant research.



Dr Alecia Samuels

“Locked down and load shedded...” What a time for this gun to go off. Like many, I found the time spent with family (and pets) to be valuable for my mental health. It is after all quite stressful living through a historical event like a global pandemic! So, I packed my car and made the journey down to Cape Town to care for my mom and learned to balance work and homelife responsibilities. Through various levels of lockdown and the occasional ESKOM power meltdown, I even managed to improve my cooking skills 🍳. Ultimately, an event like this helps one to appreciate the important things in life and to look back and evaluate whether you have become (in the words of Austin Channing Brown) “a better human to other humans”. The verdict? Still a lot of work to be done, Alecia. From the perspective of my teaching and research field, Early Childhood Intervention, the lockdown brought into stark focus the increased vulnerability of children and families in our unequal society. If one ever felt like packing it all in, the haunting images of hungry children and their caregivers queueing for a basic human necessity like food, most certainly made one realise again the importance of doing academic work that should make a difference. Make no mistake, 2020 was mentally, cognitively and emotionally exhausting. But in between all the “Can you hear me?” and “Your mic is muted”, I believe that 2021 will offer new opportunities and responsibilities for being a force for change. Count me in.

**Dr Ensa Johnson**

I will always look back to 2020 as the year of unforeseen challenges and unexpected blessings. We were compelled to work from home and had to juggle “work time” and “family time”. I tried to only work office hours to spend time with my family in the evenings, as my elderly dad as well as my sister and brother-in-law (who were not able to return to Dubai) were also staying with us. So, lockdown was actually a very precious time for us as a family! As academics we had to adapt to teaching on a fully online basis, learn more about online assessments and also be creative by doing online data collection. Fortunately, our students are used to the hybrid model of teaching, and they managed very well despite difficult circumstances. Despite planned overseas research trips being cancelled, we could continue to work collaboratively with our overseas colleagues and to participate in virtual workshops and conferences. Despite the unexpected curveballs that were thrown to us in 2020, I can truly say that the year was good to me – not only on a personal level, but also as an academic.

**Ms Refilwe Morwane**

Wow, 2020, what a year! The year was a blessing in disguise. It provided humanity with an opportunity to slow down, stop and enjoy little moments of success. We have been accustomed to being on the go, and not taking time to reflect and enjoy accomplishment and life in its simplest form. For me this year was rewarding as I had the opportunity to complete my studies. I did not ask for much more from the universe but that this year would be one for growth and transformation within myself. The year 2020 furthermore validated my contribution to the team and the fact that, while having to juggle many things at once, I coped (not sure how I managed the training, projects, teaching, consultations, committees, conferences, etc.). Most notably, 2020 really communicated to us the importance of research that is well aligned with the needs of the community and of accessible services for persons with severe communication disabilities, the population that we serve. I am genuinely grateful for the CAAC team who worked together well amidst the crisis we had to deal with, and to the head of department for ensuring we stayed on track.

**Ms Enid Moolman**

I think everybody will agree that 2020 hasn't really panned out the way we thought it would. Our lives have been affected in many ways by the Coronavirus pandemic, but for me one of the biggest challenges was to come to grips with the latest technology – whether it was meetings via Zoom or Google Meet, lecturing students on Blackboard, developing creative online assessments, or making narrated PowerPoints and videos! If COVID-19 has taught me anything, it is that access to technology and a baseline of digital skills are absolute necessities for both lecturers and students. On a positive note, COVID-19 has forced us to slow down for a while and to focus on and appreciate the most important things in life – spending quality time with family and friends, enjoying nature and the outdoors, reaching out to others in need and strengthening our relationship with our almighty God. 2020 will surely be a year that all of us will remember and that we will tell our grandchildren about one day. Due to a number of reasons, I have decided to resign as a part-time lecturer at the CAAC, but I look forward to my continued collaboration with the CAAC on an ad hoc basis in the future.



Mrs Liza Rossetti-Siefe

2020 was the start of a new decade and what a start! COVID-19 suddenly catapulted all of us into a “new normal”. From my side as office administrator, I really appreciated the preventive measures implemented by the University to ensure that we would not be excessively vulnerable to the virus. It was good to know that we have an employer who cares about us as employees, and this helped me to stay positive and grateful, to always be part of the solution, to be active and to take this time to level up on self-care. What this collective work-from-home technology experiment has taught us, is that it’s likely that most meetings can actually be emails. The technology available made videoconferencing much easier and the world has become a smaller place. During this difficult time, it was indeed a privilege and a blessing to be able to work with the CAAC team from the safety of my home.



Ms Constance Ntuli

What a year 2020 was... I wish to end no other year like I ended 2020. In the beginning of the year I had many plans for how much I was going to improve my skills in this field. Yet the whole country went into lockdown. This made 2020 a rollercoaster of emotions, stress, hope, and so many other things which had us living in fear and being anxious about the pandemic. Fortunately, the year ended without any of us getting COVID-19. However, it was an eye opener for many of us who were used to a daily working routine. I got to learn and grow in new technology work skills from home, though it was difficult being a mom working from home and trying to get the kids to understand when I had to work. I now love and appreciate many things that I previously thought didn't matter, and lockdown showed us that some things in life – no matter how small they may seem to others – are actually big. 2020 was definitely a year to remember.



Mr Terrence Mahlangu

2020 - a year to remember! Despite the many challenges experienced this year, I would definitely say 2020 taught us many things – such as working completely independently; not relying on anyone for assistance; finding our own solutions for all problems. I realised the importance of teamwork, as we had to communicate regularly to get work done. Having to work from home was a challenge at first, as the environments are not the same. It was really challenging, but with the technology we have made it a whole lot easier to remain in touch. I am really grateful to my colleagues at the Centre who worked together well during this difficult time.

Teacher training before and during lockdown



THE YEAR IN REVIEW: 2020 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 four medico-legal consultations To secure two training tenders for government 	<ul style="list-style-type: none"> Three medico-legal consultations were managed prior to the lockdown. Caregiver training was presented for the Mpumalanga Department of Education and Educator training for the ETDP SETA.



Training caregivers in Mpumalanga

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 environment free from prejudice in which everyone feels welcome and equally valued To eliminate intergroup disparities in enrolment, retention and graduation rate To ensure that all curricula and ClickUP modules are accessible and to foster a learning environment free from prejudice in which all students feel welcome and equally valued To host an online course on accessibility of online modules 	<ul style="list-style-type: none"> 50% of the academic staff (both on outside funding and UP-funded) are black academics, as is the case with the UP-funded professional staff. A disability advocate, Ms Ntuli, is also appointed on outside funding. In total, the Centre has 53% black postgraduate students, spread across our four programmes: 74% in the BA HONS (AAC); 47% in the M(AAC); 38% in the M(ECI), and 57% in the PhD (AAC) programmes. Curricula and ClickUP modules are continuously being made accessible across our academic programmes. Dr Samuels was responsible for a Professional Online Development (POD) for students on Designing Accessible Digital Materials.

1.3 UP Strategic Goal – To strengthen research and international profile

Objectives	Outcomes
<ul style="list-style-type: none"> To participate in two large-scale international research projects 	<ul style="list-style-type: none"> CAAC staff members were involved in five international projects funded by the i) NRF/STINT; ii) SASUF; iii) PAGEL; iv) UNICEF and v) EU.
<ul style="list-style-type: none"> To publish ten manuscripts in high-indexed journals (ISI, Scopus or DHET) 	<ul style="list-style-type: none"> A total of 13 papers were published in accredited journals. A further nine papers are published as early online papers in accredited journals. A total of six book chapters and one book were also published.
<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 four international visitors 	<ul style="list-style-type: none"> Prior to the international travel restrictions due to the COVID-19, one visitor from Sweden was hosted.

1.4 UP Strategic Goal – To enhance access and student success

Objectives	Outcomes
<ul style="list-style-type: none"> To graduate two PhD students and enrol two new PhD candidates 	<ul style="list-style-type: none"> Four students graduated – two in April and two in September – and two new PhD candidates enrolled.
<ul style="list-style-type: none"> To graduate nine M (AAC) students and enrol eight new ones 	<ul style="list-style-type: none"> Nine students graduated (one from the research programme and eight from the coursework programme). Eight new students enrolled, of whom one deregistered due to personal reasons.
<ul style="list-style-type: none"> To graduate 18 M (ECI) and enrol 17 new students 	<ul style="list-style-type: none"> Eighteen new students enrolled in the first year of the programme and 16 have progressed to the second year in 2021. Nineteen second-year students successfully completed the programme in 2020 and will graduate during the Autumn Graduation ceremony in 2021.
<ul style="list-style-type: none"> To graduate 14 BA Honours (AAC) and enrol 20 new students 	<ul style="list-style-type: none"> Fourteen BA Honours (AAC) students graduated in May 2020 and 20 new students enrolled in 2020 (of whom two deregistered during the year). A total of 17 students will graduate at the Autumn Graduation ceremony in 2021.

- To ensure funding for students by securing at least ten postgraduate bursaries
- MA (AAC): A total of eight bursaries were secured: four UP postgraduate bursaries; two DoE bursaries; one employer-supported bursary; one supervisor-supported bursary.
- M (ECI): Four first-year students and one second-year student received UP bursaries.
- PhD (AAC): Six students received UP bursaries or NIHSS/SAHUDA funding.

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

Objectives	Outcomes
<ul style="list-style-type: none"> • To conduct five AAC awareness-raising events • To conduct five CPD activities, accredited by the HPCSA and/or SACE 	<ul style="list-style-type: none"> • A talk was given at Parents of Children with Special Educational Needs (PACSEN) • The following CPD-related activities were undertaken: <ul style="list-style-type: none"> a. Co-designing accessible health education materials webinar and MCQ b. Co-designing accessible health education materials for COVID-19: an asynchronous online professional discussion group c. Basic AAC training d. Introduction to AAC for Caregivers e. Strategies to include persons with communication disabilities: international perspectives f. Introduction to AAC for Educators
<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.



Training Gauteng Educators Basic AAC

1. TEACHING AND LEARNING

1.1 Academic programmes

Summary of academic programmes and student profile

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS	OUTCOMES
PhD	Graduates: 4 4 th year: 5 3 rd year: 3 2 nd year: 1 1 st year: 2	Two students graduated in May 2020 and two graduated in September. Two students enrolled one took a leave of absence.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 9 2 nd year: 9 1 st year: 7	Eight students from the coursework programme and one student from the research programme graduated in May 2020. Three of these students graduated cum laude. Four students completed their studies, while another four are expected to complete their studies by March 2021. Eight new students registered and one deregistered due to personal reasons. The other seven successfully completed their first year of studies.
Master's in Early Childhood Intervention M (ECI)	Graduates: 17 2 nd year: 19 1 st year: 18	Seventeen students graduated at the Autumn Graduation ceremony, with one student graduating cum laude. All second-year students successfully completed all four modules. Of the 18 students who enrolled for the first year, 16 will progress to the second year in 2021.
Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates: 14 2 nd year: 1 1 st year: 18	Fourteen students graduated in May 2020.

1.2 CAAC involvement in other academic programmes of the University of Pretoria

As part of KMP 482, Dr Alecia Samuels presented a lecture on “Participation and Goal setting: its relevance to Speech Language Pathologists and Audiologists” to the fourth-year Communication Pathology students.

1.3 CAAC involvement in academic programmes of other universities

1.3.1 Jönköping University (JU), Sweden

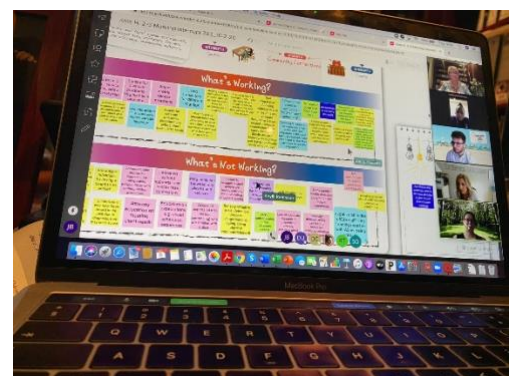
Prof Juan Bornman visited the *Jönköping University (JU)* in Sweden from 17 February to 20 March 2020. During this time she was involved in the Master’s in Childhood Interventions programme at CHILD as a visiting professor and she presented the following lectures:

- *Research ethics and children: Rights, reasons and responsibilities.* Lecture presented to second-year Master’s students in Childhood Interventions at CHILD. 20 February 2020
- *Children’s Rights: Why do children’s own voices matter?* Lecture presented to second-year Master’s students in Childhood Interventions at CHILD. 20 February 2020
- Three lectures were recorded on 11 March 2020 for use with Master’s students in the CHILD group and for the Master’s students who attended the summer school at the School of Health, namely:
 - *Why do children’s own voices matter in research?*
 - *Using mobile health technology to optimise communication outcomes for South African children with developmental disorders “Nna’Le wena”*
 - *Rights of children in research: How should the ethical researcher behave?*

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 LIIR25_H20_L0153 course in the Interventions in Childhood Master’s programme,. 27 August 2020

1.3.2 University of Virginia (USA)

Creating change in the AAC landscape in South Africa: Online lecture presented to PhD students in the School of Education and Human development at the University of Virginia (US). 7 October 2020 (Prof Juan Bornman)



1.3.3 Penn State University (USA)

AAC services for children in South Africa: Implications of a human rights approach: Online Doctoral Seminar: Penn State University (USA). 16 September 2020 (Prof Juan Bornman)

2. RESEARCH

2.1 Publications

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

Arvidsson, P., **Dada, S.**, Granlund, M., Imms, C., **Bornman J.**, Elliott C., & Huus K. (2020). Content validity and usefulness of Picture my Participation for measuring participation in children with and without intellectual disability in South Africa and Sweden. *Scandinavian Journal of Occupational Therapy*, 27(5), 336-348. <https://doi.org/10.1080/11038128.2019.1645878>

Bornman, J., **Romski, M.**, King, M., **Madima, V.**, & Sevcik, R. A. (2020). Supporting early communication skills of children with developmental disorders in South Africa: Caregiver and clinician perspectives about mobile health applications. *Infants and Young Children*, 33(4), 313-331. <https://doi.org/10.1097/YYC.0000000000000177>

Dada, S., Andersson, A. K., **May, A.**, Andersson, E. E., Granlund, M., & Huus, K. (2020). Agreement between participation ratings of children with intellectual disabilities and their primary caregivers. *Research in Developmental Disabilities*, 104, 103715. <https://doi.org/10.1016/j.ridd.2020.103715>

Dada, S., **Bastable, K.**, & Halder, S. (2020). The role of social support in participation perspectives of caregivers of children with intellectual disabilities in India and South Africa. *International Journal of Environmental Research and Public Health*, 17, 6644. <https://doi.org/10.3390/ijerph17186644>

Dada, S., **Bastable, K.**, **Schlebusch, L.**, & Halder, S. (2020). The participation of children with intellectual disabilities: Including the voices of children and their caregivers in India and South Africa. *International Journal of Environmental Research and Public Health*, 17(18), 6706. <https://doi.org/10.3390/ijerph17186706>

De Clercq, H., **Naude, A. M.** & **Bornman, J.** (2020). The perspectives of healthcare practitioners on fall risk factors in older adults. *Health SA Gesondheid*, 25, 1495-1503. <https://doi.org/10.4102/hsag.v25i0.1495>

Hattingh, D., & **Tönsing, K. M.** (2020). The core vocabulary of South African Afrikaans-speaking Grade R learners without disabilities. *South African Journal of Communication Disorders*, 67(1), a701. <https://doi.org/10.4102/sajcd.v67i1.701>

Lundqvist, L. O., Matérne, M., Granberg, A., Frank, A., **Arvidsson, P.**, & Duberg, A. (2020). Structured Water Dance Intervention (SWAN) for adults with profound intellectual and multiple disabilities: study protocol. *Heliyon*, 6(7), e04242. <https://doi.org/10.1016/j.heliyon.2020.e04242>

Millar, A., Joubert, K., & **Naude, A.** (2020). Prevalence of hearing loss and tinnitus in a group of adults with Human Immunodeficiency Virus. *SA Journal of Communication Disorders*, 67(1), a631. <https://doi.org/10.4102/sajcd.v67i1.631>

Samuels, A., **Dada, S.**, **Van Niekerk, K.**, Arvidsson, P., & Huus, K. (2020). Children in South Africa with and without intellectual disabilities' rating of their frequency of participation in everyday activities. *International Journal of Environmental Research and Public Health*, 17(18), 6702. <https://doi.org/10.3390/ijerph17186702>

- Schlebusch, L., Huus, K., Samuels, A. E., Granlund, M., & Dada, S.** (2020). Participation of children and youth with disabilities and/or long-term health conditions living in low- and middle-income countries: A scoping review. *Developmental Medicine & Child Neurology*, 62, 1259-1265. <https://doi.org/10.1111/dmcn.14609>
- Tönsing, K. M., & Soto, G.** (2020). Multilingualism and augmentative and alternative communication: Examining language ideology and resulting practices. *Augmentative and Alternative Communication*, 36(3), 190-201. <https://doi.org/10.1080/07434618.2020.1811761>
- White, R., Bornman, J., Johnson, E., Tewson, K., & van Niekerk, J.** (2020). Transformative equality: Court accommodations for South African citizens with severe communication disabilities. *African Journal of Disability*, 9(0), a651. <https://doi.org/10.4102/ajod.v9i0.651>

2.1.2 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. Early Online*. <https://doi.org/10.1080/11038128.2020.1856922>
- Bornman, J. & Louw, B.** (2020). 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. Early Online*. <https://doi.org/10.1080/17549507.2020.1831065>
- Dada, S., Flores, C., Bastable, K., & Schlosser, R. W.** (2020). 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. Early Online*. <https://doi.org/10.1080/17549507.2020.1797165>
- 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. Early online*. <https://doi.org/10.1080/1034912X.2020.1746246>
- Davis-Strauss, S. L., Johnson, E., & Lubbe, W.** (2020). Information and support needs of parents with premature infants: An integrative review. *Journal of Early Intervention. Early Online*. <https://doi.org/10.1177/1053815120957734>
- De Clercq, H., Naude, A. M., & Bornman, J.** (2020). Factors included in adult fall risk assessment tools (FRATs): A systematic review. *Ageing and Society. Early online*. <https://doi.org/10.1017/S0144686X2000046X>
- Kuyler, A., & Johnson, E.** (2020). Patient and nurse content preferences for a communication board to facilitate dialogue in the critical care unit. *Intensive & Critical Care Nursing. Early Online*. <https://doi.org/10.1016/j.iccn.2020.103005>
- 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. Early Online*. <https://doi.org/10.1080/1034912X.2020.1840530>
- White, R., Bornman, J., Johnson, E., & Msipah, D.** (2020). Court accommodations for persons with severe communication disabilities: A legal scoping review. *Psychology, Public Policy and Law. Early Online*. <https://doi.org/10.1037/law0000289>

2.1.3 Chapters in books

- Bastable, K., & Dada, S.** (2020). Communication vulnerability in South African health care: The role of augmentative and alternative communication. In H. Kathard, A. Padarath, R. Galvaan, & T. Lorenzo (Eds.), *South African Health Review 2020* (pp. 107-118). Durban Health Systems Trust. <https://www.hst.org.za/publications/Pages/SAHR2020>
- Bornman, J.** (2020). Evidence-based practices for working with learners with speech and language disabilities. In U. Sharma & S. Salend (Eds.), *Oxford Research Encyclopedia of Education* (pp. 1-19). Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1009>
- Bornman, J.** (2020). Human rights and visual impairment. In R. Ferreira & M. Sefotho (Eds.), *Opening Eyes: Understanding Education for the Visually Impaired*, Vol 1 (pp. 47-77). AOSIS. <https://doi.org/10.4102/aosis.2020.BK179>
- Greyvenstein, I.** (2020). Higher-order emotion identification by children with visual impairment: Developing emotional competence. In R. Ferreira & M. Sefotho (Eds.), *Opening Eyes: Understanding Education for the Visually Impaired*, Vol 1 (pp. 227-255). AOSIS. <https://doi.org/10.4102/aosis.2020.BK179>
- Samuels, A., Stemela, U., & Booij, M.** (2020). The intersection between health and education: Meeting the intervention needs of children and youth with disabilities. In H. Kathard, A. Padarath, R. Galvaan, & T. Lorenzo (Eds.), *South African Health Review 2020* (pp. 171-181). Durban Health Systems Trust. <https://www.hst.org.za/publications/Pages/SAHR2020>

2.1.4 Books

- Bornman, J.** (2020). *Believe That All Can Achieve: Increasing Classroom Participation of Learners in Need of Special Support* (3rd ed.). Van Schaik. (ISBN 978-0-627-03433-6)

2.1.5 Early online chapter in book

- Johnson, E.** (2020). *Supporting communication vulnerable children to communicate their pain*. In V. Y. Waisundara (Ed.), *Pain Management* (pp. 1-18). IntechOpen, early online. <https://doi.org/10.5772/intechopen.93588>

2.1.6 In the media

- Prof Juan Bornman – Radio interview on *women with disability testifying in court*. RSG Monitor with Anita Visser, 26 August 2020.
- Prof Juan Bornman – *Women with disabilities are being “given a voice”*. Cape Argus. 26 August 2020. Newspaper opinion piece on women with disability testifying in court.
- Prof Juan Bornman – Radio interview on *women with disability testifying in court*. Metro FM with Ronald Phiri and DJ Spectacular, 26 August 2020.
- Prof Juan Bornman – *The voice that helps the silent: Aid for women with disabilities*. Pretoria News, 26 August 2020, p. 16. Newspaper opinion piece on women with disability testifying in court.
- Prof Juan Bornman – *Women with disabilities suffer more abuse if voices are unheard*. Sowetan, 27 August 2020, p. 13. Newspaper opinion piece on women with disability testifying in court.

- f. Prof Juan Bornman – Radio interview on *women with disability testifying in court*. SAfm with Bongile Gwala, 27 August 2020.
- g. Prof Juan Bornman – Radio interview: University of Pretoria’s *communication device helps rape victim break her silence*. iNo.fm: 27 August 2020.
- h. Prof Juan Bornman – *Giving women a fair chance*. Pretoria News Weekend, 29 August 2020. Newspaper opinion piece on women with disability testifying in court
- i. Prof Juan Bornman – Radio interview on *women with disability testifying in court*. eNCA with Rose Rogers. 30 August 2020.
- j. Prof Juan Bornman – *Seksuele en fisieke mishandeling: Gestremde vroue uiters kwesbaar*. Maroela Media. 30 August 2020. Newspaper opinion piece on women with disability testifying in court
- k. Prof Shakila Dada – Interview raising awareness about dementia. Newzroom Afrika. 20 September 2020. “Let’s talk about it.”
- l. Prof Shakila Dada and Ms Adele May (PhD candidate) – *Aid for dementia sufferers*. The Citizen. 21 September 2020. Newspaper opinion piece to create awareness of dementia.
- m. Prof Shakila Dada and Ms Adele May (PhD candidate) – *Dementia can spark fear when you can’t even remember loved ones you live with*. The Sowetan. 21 September 2020. A newspaper opinion piece to create awareness of dementia.
- n. Prof Shakila Dada and Ms Adele May (PhD candidate) – *Dealing with current stigmas of dementia*. The Cape Argus. 22 September 2020. Newspaper opinion piece to create awareness of dementia.

2.1.7 Publications to raise public awareness

- a. Prof Shakila Dada – *People with disabilities are ‘most vulnerable’*. Pretoria News. 3 April 2020.
- b. Prof Shakila Dada – *COVID-19: ‘Patients who can’t communicate suffer even higher medical risks’ – UP expert offers advice*. Interview with SASHLA. 6 May 2020.
- c. Prof Kerstin Tönsing – *International Day of Families: COVID-19 is profoundly affecting families in diverse ways*. University of Pretoria News, https://www.up.ac.za/news/post_2896874-international-day-of-families-covid-19-is-profoundly-affecting-families-in-diverse-ways-
- d. Prof Shakila Dada – *AAC Awareness: A UP project focuses on development of health education materials for persons with severe communication disabilities during Augmentative and Alternative Communication Awareness Month*
- e. Prof Juan Bornman and Prof Kerstin Tönsing – *UP’s Centre for Augmentative and Alternative Communication assists speech-impaired teen to testify*. Faculty of Humanities News, https://www.up.ac.za/faculty-of-humanities/news/post_2918142-ups-centre-for-augmentative-and-alternative-communication-assists-speech-impaired-teen-to-testify
- f. Prof Kerstin Tönsing – *Non-English alternative communication methods used in South African courts*. Research Review 2019.

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; (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).

The main aim of the project is to enable all children with cancer and/or children with communicative disabilities to communicate their symptoms, to fulfil person-centred care using a child perspective, to promote the coping, health and well-being of children with cancer. To achieve this aim, a mHealth tool (PicPecc) was developed and implemented with the input from various stakeholders.

Achievements in 2020

The PicPecc application was developed based on the input from children, their parents and healthcare professionals. The application was tested in November 2020 and finalised in December 2020. Implementation of the PicPecc will take place in 2021.

One book chapter was published (Johnson, 2020). To date, three manuscripts have been submitted and are currently under second review, with one further manuscript submitted and under review. Another two manuscripts will be submitted early in 2021. Two Masters' students (Gomolemo Mahakwe and Christi Bothma) conducted reviews on available validated nausea and anxiety tools. A poster presentation was conducted on the PicPecc tool (SIOP Virtual Conference) and the year was ended with a workshop attended by a number of the Swedish and South African researchers at the SASUF Goes Online 2020 Conference in November.

2.2.2 SASUF project

Inclusion of children with severe disabilities in education

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

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 their students in the participating countries. The researchers are currently involved in research related to inclusion and participation of children with disabilities and this project aims to extend such research in a collaborative way to determine the inclusion of children with severe disabilities. As face-to-face visits were not possible, an online discussion group was organised among doctoral students. Furthermore, a webinar entitled "Strategies to include persons with communication disabilities: International perspectives" was hosted by the Centre for AAC at the University of Pretoria, as well as the University of Stockholm and University of KwaZulu-Natal as part of this grant.

THE DEVELOPMENT OF A PERSON-CENTRED COMMUNICATIVE SUPPORT TOOL FOR SYMPTOM RELIEF IN CHILDREN WITH CANCER

A. Wilder¹, J. Chappell², W. Joubert³, S. Johnson⁴, K. Karlsen⁵, T. Lindqvist⁶, A. Schwan⁷, M. Sennarath⁸, G. Thunberg⁹, J. J. Olin¹⁰, S. Nilsson¹¹

1. Background and Aims

Healthcare professionals are obliged to support children to express their own needs to facilitate decision-making during treatment, despite children often feeling not involved in their own care. This study aimed to develop a digital tool for communicative support in children with cancer when dealing with multiple symptoms and conditions.

2. Methods

The study follows the Medical Research Council's key principles for the development of an intervention – in this case an app. The app's context and ideas were generated during the first round of interviews (7 children, 6 parents, 16 healthcare professionals). These ideas were followed up with inputs from experts (7 researchers, 3 app developers). Thereafter a prototype of the app was created where participants could give input on a non-interactive app. In the second round of interviews (7 children, 7 parents, 13 healthcare professionals) the prototype app was evaluated.

4. Conclusion

Participatory design was implemented to develop an app to facilitate children's communication of symptoms. Study results are promising. A feasibility test will be included in the next step to finalize the app for use in clinical practice.

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The research was supported by the Swedish Foundation for International Cooperation in Research and Higher Education (STINT), the National Research Foundation (NRF) and the South African Swedish University Forum (SASUF).

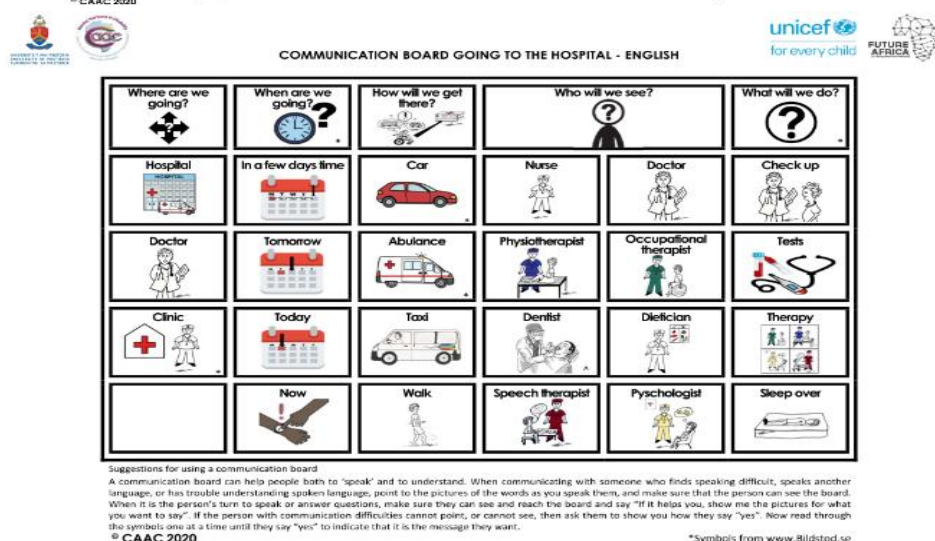
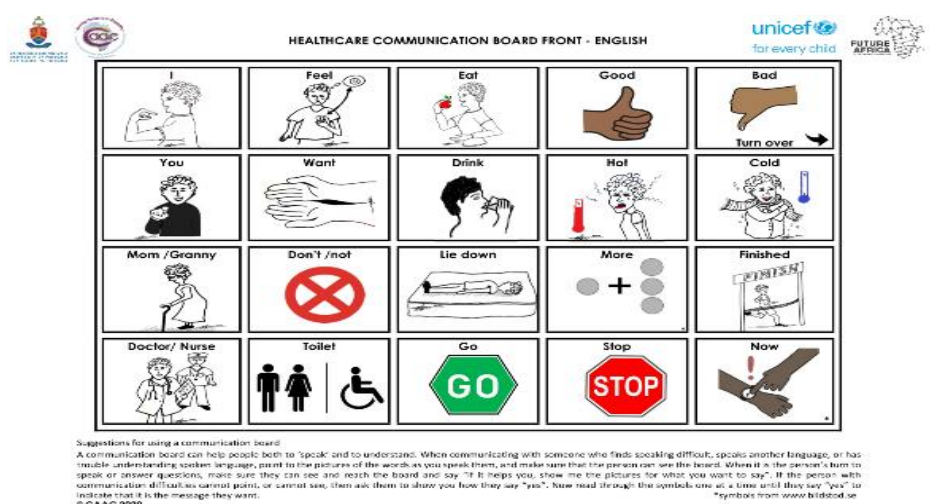
Correspondence: Jenny Wilder, jenny.wilder@ki.se



2.2.3 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 Ms Adele May)

The Centre for AAC, Future Africa and UNICEF jointly embarked on a project focused on co-designing health education materials. The health education materials were co-developed through extensive consultations and collaborations with various stakeholders, including youth with disabilities, caregivers of children and youth with communication disabilities, and professionals who work in the health and education sector. A variety of resources in various South African languages are available on the CAAC website. These include 18 communication boards relating to communication at the hospital, describing pain and going to the hospital; 20 visual schedules relating to how to use a communication board, washing hands, how to talk about pain, and going to the doctor; and 72 social story videos giving information about the following: how to communicate with healthcare professionals; how to use a communication board; how to talk about pain; what is the coronavirus; keeping your mental health up during lockdown; going to the hospital during COVID-19; how to tell if information is real or fake news; how to make your own hand sanitiser; how to wash hands; what is cerebral palsy; having a medical procedure; keeping myself healthy; having my blood drawn; healthy eating; and having an X ray.



2.2.4 PAGEL project

SpeechBase – Speech, Language and Hearing Resources for Sub-Saharan Africa; 2020-2024.
(International PI: Prof Ulrike Lüdtke Leibniz Universität Hannover; South African PI: Prof Juan Bornman)

The PAGEL project is a four-year project between the University of Pretoria (UP), Kenyatta University (KU), Kilimanjaro Christian Medical Centre (KCMC), the Muhimbili University of Health and Allied Sciences (MUHAS) in Dar es Salaam, Tanzania, 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 Communication Pathology), Ms Petria Liebenberg (Media Manager: Dept Communication Pathology), Ms Bathobile Ngcobo (Honours student: CAAC) and one more student to be named.

This grant, which is aimed at increasing collaboration and mobility, focuses on digitisation and aims to apply digital methods and project activities to implement e-learning approaches. The ultimate aim is the development of a digital teaching and learning platform (SpeechBase) for information, awareness raising and training of different target groups (especially speech-language therapists, teachers and families of persons with communication disabilities). The University of Pretoria will be responsible for the AAC topic area. A two-day virtual kick-off meeting was held in September in lieu of the planned face-to-face meeting that would have been hosted on the Future Africa campus at UP. Monthly virtual meetings have created good momentum for this project that has already started collecting relevant information.



The UP team consists of Prof Juan Bornman (CAAC), Prof Jeannie van der Linde (Dept Communication Pathology), Ms Petria Liebenberg (Media Manager: Dept Communication Pathology), Ms Bathobile Ngcobo (Honours student: CAAC)



2.2.5 Innofood Africa



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

The University of Pretoria (UP) is representing South Africa in a multinational, cross-continental project that ultimately aims to enhance food and nutrition security in Africa, and open the door to export markets. InnoFood Africa is a three-year project focused on South Africa, Ethiopia, Kenya and Uganda, but it has been extended to form a multidisciplinary consortium of 20 partners – 15 in Africa and five in Europe. The project is being funded by the European Union's Horizon 2020 programme. Although the University of Pretoria's Faculty of Natural and Agricultural Sciences is the hub of the project, the project has also been extended to the CAAC. The Centre is involved in applying AAC strategies such as graphic symbol supports to ensure the inclusion of stakeholders in the research process. This provides a more inclusive, equitable research agenda and ensures that participants who may otherwise have been marginalised due to low literacy are now included in the research.

3. INTERNATIONALISATION

3.1 Visits by staff to international institutions: Research and/or Training

STAFF MEMBER	INSTITUTION	DATE
Prof J Bornman	Jönköping University	17 February – 20 March

3.2 Visitors to the Centre for Augmentative and Alternative Communication

DATE	NAME & UNIVERSITY	PURPOSE OF VISIT	OUTCOMES
2 – 9 February	Dr P Arvidsson, Uppsala University, Sweden	To present lecture to M (ECI) students	Dr Arvidsson presented his lectures on data analysis and the development of a participation measure.

4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

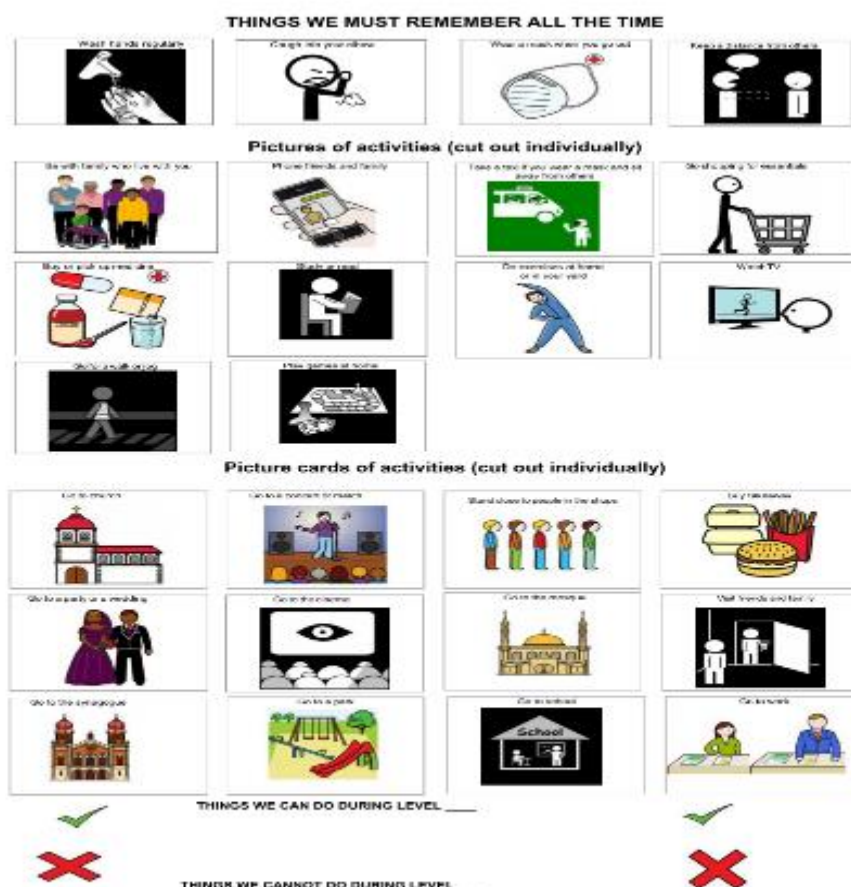
4.1 Community engagement projects

4.1.1 Presentation at the Annual General Meeting of the Parents of Children with Special Educational Needs

Prof Kerstin Tönsing and Ms Constance Ntuli made their presentation on *Enabling children with communication disabilities* at the Annual General Meeting of the Association for Parents of Children with Special Educational Needs on 28 February 2020. The meeting was well-attended and parents showed interest in the information shared.

4.1.2 Communication boards to use during lockdown (Prof Kerstin Tönsing)

In order to assist persons with communication difficulties to understand the restrictions associated with different levels of lockdown in South Africa, picture resources were made and uploaded to the website of the Centre for AAC. Pictures showing the different activities could be moved between the spaces indicating 'allowed' and 'not allowed' to visualise changes as lockdown levels changed. The boards are available in all 11 official South African languages at <https://www.up.ac.za/centre-for-augmentative-alternative-communication/article/25811/downloads>



4.2 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.

4.2.1 Caregiver training – Mpumalanga Department of Education

The Mpumalanga Department of Education requested training for 30 caregivers working at centres for learners with severe and profound intellectual disabilities. A five-day AAC skills training session that was conducted from 20 to 24 January focused on hands-on skills, including the use of schedules, aided language stimulation, use of key word signs, giving choices, and using single-message speech-generating devices.

The training was presented by Prof Kerstin Tönsing and Ms Maureen Casey. Caregivers greatly valued the practical nature of the training.



Training caregivers in Mpumalanga

4.2.2 Educators' training – Gauteng Department of Education (Part 1)

Ms Maureen Casey and Mrs Enid Moolman presented training to 100 educators from the Gauteng Department of Education from 16 to 20 March.



4.2.3 Educators' training – Gauteng Department of Education (Part 2)

A second training session involving 100 educators of the Gauteng Department of Education was presented by Ms Maureen Casey and Prof Shakila Dada. This session was held virtually from 21 to 24 October.



4.3 Consultations

Due to COVID-19, no consultations could be conducted for the year.

Three medico-legal consultations with regard to quantum trials were held prior to office closure as a result of COVID-19.

5. PRESENTATIONS AT CONFERENCES, SEMINARS AND WEBINARS

Presentations by CAAC staff members

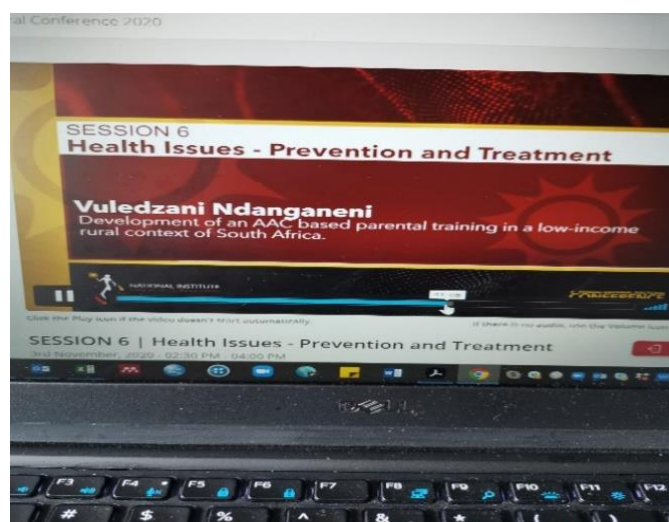
DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE / WEBINAR AND PLACE
14 October	Ms A Wiljén Dr J Chaplin Dr W Jobe Dr E Johnson Dr K Karlsson Dr T Lindroth Dr A Schwarz Dr M Stenmarker Prof. G Thunberg Prof. J Öhlén Prof. S Nilsson	<i>The development of a person-centred communicative support tool for symptom relief in children with cancer.</i> Poster presentation at the 52nd Congress of the International Society of Paediatric Oncology (virtual).
27 October	Prof S. Dada Prof K Tönsing Dr A Samuels Dr K Bastable Ms M Casey Ms A May	<i>Co-designing accessible health education materials</i> (virtual webinar).
6 November	Ms N van Dalen Prof K Tönsing	<i>Parents' perceptions of multilingualism regarding their children who use AAC.</i> Presented at the ASHA and SASLHA Collaborative Conference (virtual).
7 November	Prof K Tönsing Prof J Bornman Ms C Kriel	<i>Using AAC to testify in court: A case report.</i> Presented at the ASHA and SASLHA Collaborative Conference (virtual).
7 November	Prof S Dada Dr S Wallace Prof R Koul	<i>The effect of frequency of augmented input on the auditory comprehension of narratives for persons with Wernicke's aphasia.</i> Presented at the ASHA and SASLHA Collaborative Conference (virtual).
17 – 18 November	Dr K Masuku Dr E Johnson Prof J Bornman	<i>Convergence of experiences of persons with disabilities and caregivers; perceptions of policy makers and the provisions of the national disability policy: Implications for access to healthcare for persons with disabilities in Eswatini.</i> 8th Annual Disability Rights Conference (virtual), presented by the Centre for Human Rights, University of Pretoria.

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE / WEBINAR AND PLACE
25 November	Dr E Johnson	<i>Assessment tools for self-report: Systematic reviews of assessment tools for anxiety and nausea.</i> SASUF Goes Digital Conference: 2020 Edition.
2 December	Prof S Dada Dr A Samuels	<i>Transdisciplinary in ECI: Case Study.</i> Future Africa - 1HOPE Webinar Series Part 2.

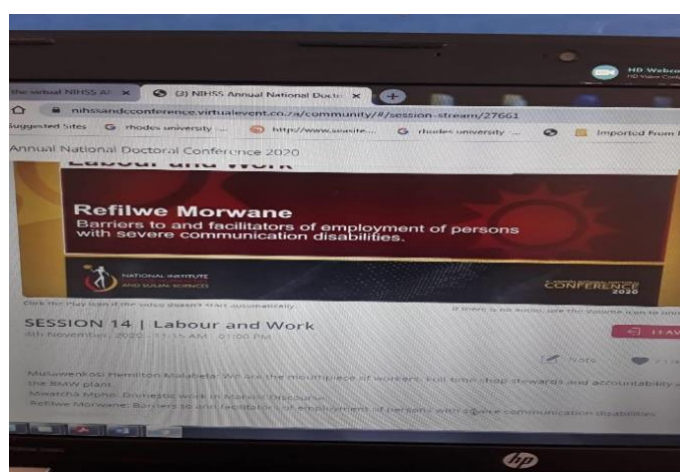
Presentations by students

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE / WEBINAR AND PLACE
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4 November Ms V Madima *Development of an AAC-based parental training in a low-income rural context in South Africa.* NIHSS/SAHUDA Virtual Doctoral Conference on Health Issues: Prevention and Treatment.



4 November Ms R Morwane *The process of developing an AAC intervention for persons with dementia* NIHSS/SAHUDA Virtual Doctoral Conference



6 November Ms A May *The process of developing an AAC intervention for persons with dementia* NIHSS/SAHUDA Virtual Doctoral Conference

25 November	Ms C Bothma Ms G Mahakwe	<i>Assessment tools for self-report: Systematic reviews of assessment tools for anxiety and nausea.</i> SASUF Goes Digital Conference: 2020 Edition
30 November	Ms A May Ms R Morwane Ms Z Laher	<i>Strategies to include persons with communication disabilities: International perspectives.</i> Webinar hosted by the Centre for AAC, University of Pretoria, University of Stockholm and University of KwaZulu-Natal as part of SASUF.

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

Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
23 January	Senate Conference: <i>Future Worlds: New Frontiers of Transdisciplinarity</i> . Future Africa Campus Auditorium. Attended by: Prof S Dada
5 February	<i>South African BRICS Research Cluster II Meeting</i> . Hosted by the National Institute of Humanities and Social Sciences (NIHSS), NIHSS offices, Johannesburg Attended by: Prof K Tönsing
19 March	<i>Curriculum transformation matters</i> . University of Pretoria Attended by: Dr A Samuels
25 May	<i>Objective assessment workshop</i> . University of Pretoria Attended by: Dr E Johnson, Mrs E Moolman
4 June	<i>Needs of people with physical and intellectual disabilities: Palliative care for people affected by COVID-19 in highly vulnerable groups – in humanitarian crises and with disabilities</i> . Global Palliative Care Series Webinar: WHPCA, ICPCN, IAHPC and PALCHASE Attended by: Dr E Johnson
25 June	<i>Work-life balance workshop</i> . University of Pretoria Attended by: Dr E Johnson
4 August	<i>Flexible futures conference</i> . University of Pretoria Attended by: Prof S Dada, Dr A Samuels
19 August	<i>Women in science symposium</i> . Webinar hosted by University of Pretoria Attended by: Prof S Dada, Prof J Bornman
17 August – 6 September	<i>Cirrus training</i> . Hosted by University of Pretoria as part of pilot study to implement Cirrus software Attended by: Dr E Johnson
27 August	<i>NRF rating workshop</i> . Presented by Joyce Olivier, Director of Reviews and Evaluations, NRF, and hosted by the Faculty of Humanities, University of Pretoria. Attended by: Prof K Tönsing

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
2, 3, 9, 10, 16, 17 September	<i>Qualitative Data Analysis using ATLAS ti</i> . The Department of Research and Innovation, University of Pretoria Attended by: Prof K Tönsing
18 September	<i>Humanities information session: Student feedback on online assessment</i> . Faculty of Humanities, University of Pretoria Attended by: Dr E Johnson
2 October	<i>Impactful Interactions: Autism Spectrum Disorder and the American Legal System</i> . Drexel University Attended by: Prof J Bornman, Dr E Johnson
6 October	<i>Humanities T&L Information Session: National Framework for Enhancing Academics as University Teachers (CHE)</i> . Faculty of Humanities, University of Pretoria Attended by: Prof S Dada & Dr E Johnson
6 October	<i>Academy of Science of South Africa (ASSAF) Annual Humanities Lecture: Angela Saini on Race Science</i> . Presented by ASSAF. Attended by: Prof K Tönsing
14 - 17 October	<i>52nd Congress of the International Society of Paediatric Oncology (SIOP 2020)</i> . Virtual congress Attended by: Dr E Johnson
7 November	<i>Together towards tomorrow</i> . ASHA and SASLHA Collaborative Conference (virtual conference) Attended by: Prof K Tönsing
17 - 18 November	<i>8th Annual Disability Rights Conference</i> . Virtual conference presented by the Centre for Human Rights, University of Pretoria Attended by: Prof J Bornman, Dr E Johnson and Ms C Ntuli
27 November	<i>Migration and disability in South Africa: The impact of COVID-19 on migrants with disabilities</i> . Presentation by the International Organisation for Migration and the African Centre for Migration, University of the Witwatersrand. Attended by: Prof K Tönsing
30 November	<i>Strategies to include persons with communication disabilities: International perspectives</i> . Webinar hosted by the Centre for AAC, University of Pretoria, University of Stockholm and University of KwaZulu-Natal as part of SASUF. Attended by: Prof K Tönsing, Ms R Morwane

7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

7.1 Staff achievements and awards

- Prof Shakila Dada: elected as a member of the Academy of Science of South Africa (ASSAF)
- Prof Shakila Dada: awarded C2 NRF Rating
- Prof Juan Bornman: elected as President of International Society for Augmentative and Alternative Communication (ISAAC) (1 October 2020 – 30 September 2022)
- Dr Alecia Samuels: appointed as a panel member on the Professional Board for Speech, Language and Hearing Professions of the Health Professions Council of South Africa (HPCSA)

7.2 Student achievements and awards

- The *Inclusive Solutions Award* – for the Best BA Honours in AAC Student was awarded to Ms Zelia Grobler.
- *Edit Microsystems Award* – for the Most Improved BA Honours in AAC Student was awarded to Ms Hellen Molekwa.
- The following PhD students were awarded NIHSS bursaries: Ms Hendrika de Clercq, Ms Refilwe Morwane, Ms Vuledzani Madima, Ms Njabulo Mbanda, Ms Adele May and Ms Robyn White.
- An NRF sabbatical grant for black academics was awarded to Ms Refilwe Morwane.
- The following PhD students were awarded UP postgraduate bursaries: Ms Hendrika de Clercq, Ms Portia Mavhandu, Ms Katherine Smith, Ms Robyn White and Ms Robyn Moore.
- The following MA (AAC) students were awarded UP postgraduate bursaries: Ms Gonda Olivier, Ms Renera van Wyk, Ms Gomolemo Mahakwe and Ms Charene Hyman.
- The following MA (AAC) students were awarded bursaries by the Department of Education: Ms Aimee de Jager and Ms Malikah Parker.
- The following MA (AAC) students were awarded bursaries from supervisors: Ms Hlumela Silimela.
- Ms Lizé Rooi, an MA (AAC) student, received financial assistance from her employer as part of a reimbursement programme.
- The following M (ECI) students were awarded UP postgraduate bursaries: Ms Altea van der Merwe, Ms Lindelwa Vilikazi, Ms Esneri Venter, Ms Octavia Tembe and Ms Caleyjade Mpangase.
- The following BA (Honours in AAC) students received bursaries from the Gauteng Department of Education: Ms Mamolepa Lephoto, Ms Mirriam Makheta, Ms Makomane Ramalatsoa and Ms Batseba Sibisi.

8. PROFESSIONAL ACADEMIC ACTIVITIES

8.1 Involvement with other universities as external examiners

Prof S Dada	National University of Singapore, Singapore: External examiner of two student research projects (SLP 5116) for the Master of Science (Speech and Language Pathology) programme
Prof J Bornman	University of Dundee, Scotland: PhD thesis Master's Dissertation: University of Cape Town University of the Witwatersrand: 3 rd -year SLP students: Course Code: SPPA3006
Dr K Tönsing	University of Witwatersrand: 4 th -year SLP students: Course code: SPPA 4007 Tshwane University of Technology: PhD thesis
Dr A Samuels	University of KwaZulu-Natal: DCDA 4 th -year Oral Examinations
Dr E Johnson	University of South Africa: PhD thesis x 2 University of South Africa: Master's dissertation

8.2 Referee duties

Prof S Dada	Associate Editor, Augmentative and Alternative Communication Frontiers in Education - Review Editor for Special Educational Needs Journal of Environmental and Public Health Scandinavian Journal of Disability Research Transactions on Accessible Computing South African Health Review Book chapter review - Preventative Audiology: An African Perspective Reviewer on the NRF reviewer panel: SARChI chair Reviewer of ISAAC Conference 2020 abstracts
Prof J Bornman	Augmentative and Alternative Communication Journal of Applied Research in Intellectual Disabilities Frontiers in Education Disability and Rehabilitation International Journal of Disability, Development and Education African Disability Rights Yearbook ATKV-SA Academy prize
Prof K Tönsing	Augmentative and Alternative Communication Topics in Language Disorders Reviewer of ISAAC 2020 abstracts Reviewer of ISAAC 2020 emerging researcher travel award Reviewer for the Research Foundation of Cerebral Palsy Alliance Grants Program Serving on the editorial board of Topics in Language Disorders

Dr A Samuels	Health Policy and Planning Scandinavian Journal of Occupational Therapy Book Chapter reviewer: Disability and media in low- and middle-income countries
Dr E Johnson	Augmentative and Alternative Communication African Journal of Disabilities Zambia Interdisciplinary Journal of Education (ZIJE) Journal for Specialists in Paediatric Nursing The Open Nursing Journal Reviewer of ISAAC 2020 abstracts Reviewer of ISAAC 2020 Build travel award
Ms R Morwane	Book Chapter reviewer: Disability and media in low- and middle-income countries (reviewed two chapters in Book)

8.3 Other duties

Staff members serve on a variety of different committees.

Prof S Dada	Heads of Departments Committee, Faculty of Humanities Research Committee: Faculty of Humanities Chair of Departmental Research Committee The Education, Training and Registration Committee of the Professional Board for Speech, Language and Hearing, Health Professions Council (HPCSA) Honorary Professor at Speech and Hearing Department – University of KwaZulu-Natal (2017 – 2020) Member of the AAC Committee of the International Association of Logopedics and Phoniatrics (IALP) Member of the International Association for Augmentative and Alternative Communication (ISAAC)
Prof J Bornman	Advisory Committee: Advanced Diploma in Visual Impairment Studies Advisory Committee: Centre for the Study of Resilience President of the International Association for Augmentative and Alternative Communication (ISAAC) Executive Board Appointed member of the NRF Specialist Committee for Rating Panel (2020 – 2022)
Dr K Tönsing	Research Committee of the International Association for AAC (ISAAC) Postgraduate Committee, Faculty of Humanities (while Prof Bornman was on sabbatical leave) Working Group: Affordable and Accessible ICT for persons with disabilities, Subcommittee: Education
Dr A Samuels	Transformation Committee, Faculty of Humanities Member of the ECI Work Group of the Gauteng Department of Health HELTASA: Teaching at Universities (TAU) Fellow
Dr E Johnson	Research Ethics Committee, Faculty of Humanities Member of 2020 International Scientific Advisory Board of AACPM Member of the BUILD Committee of the International Association for Augmentative and Alternative Communication (ISAAC)

Ms R Morwane	Teaching and Learning Committee, Faculty of Humanities
Mr T Mahlangu	Web and Marketing Committee, Faculty of Humanities Health and Safety Committee, Faculty of Humanities

9. STAFF

9.1 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)
Departmental Administrator A	Mrs EJC Rossetti-Siefe (40 hours per week)
Clerical Administrative Assistant	Mr T Mahlangu (40 hours per week)

9.2 CAAC staff funded from outside funds

Senior Lecturer	Dr E Johnson (40 hours per week)
Lecturer	Ms R Morwane (40 hours per week)
Lecturer	Mrs E Moolman (15 hours per week, 1 January until 30 June)
Administrative Assistant	Ms C Ntuli (15 hours per week)

9.3 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.

(2018 – 2020)

**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)

9.4 Research Affiliates



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 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 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 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.



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)

9.5 Postdoctoral fellow



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 have specific interest in the use of augmentative and alternative communication to enhance participation for individuals with complex communication needs.

9.6 External examiners

PhD

Prof R McConkey	University of Ireland, UK	Dissertation and Defence
Prof G Thunberg	University of Gothenburg, Sweden	(AAK 990 & 900)
Prof K Huus	Jönköping University, Sweden	Dissertation and Defence
Dr M Mophosho	University of the Witwatersrand	(AAK 990 & 900)

M (AAC)

a) External examiners

Prof J Chipps	University of the Western Cape	Mini-dissertation (AAK 895)
Prof J Murray	Manchester Metropolitan University, UK	Mini-dissertation (AAK 895)
Prof K Huus	Jönköping University, Sweden	Mini-dissertation (AAK 895)
Prof M Pascoe	University of Cape Town	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)

Prof R Koul	University of Austin, Texas, USA
Prof R Schlosser	Boston University, USA
Prof P Raghavendra	Flinders University, Australia
Prof A Waller	University of Dundee, Scotland
Ms A Kuyler	University of Pretoria
Mr M Lesoetsa	University of South Africa
Prof M King	Utah State University

M (ECI)

Ms R Hartley	Private practice	ECI 801
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BA Honours (AAC)

Ms I Oosthuizen	University of Stellenbosch	AAK 718; 703
Dr K Masuku	University of the Witwatersrand	AAK 715; 702
Dr M Clasquin-Johnson	University of South Africa	AAK 717

10. OBJECTIVES FOR 2021**1.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability****Objectives**

- To conduct two medico-legal consultations
- To conduct two training workshops

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, retention and graduation rates
- To ensure that ClickUP modules in two postgraduate programmes are designed to be accessible

1.3 UP Strategic Goal – Access and student success**Objectives**

- To graduate four PhD students and enrol six new PhD candidates
- To graduate eight M (AAC) students and enrol eight new students
- To graduate 18 M (ECI) students and enrol 12 new students
- To graduate 14 BA Honours (AAC) students and enrol 12 new students
- To ensure funding for students by securing at least 15 postgraduate bursaries

1.4 UP Strategic Goal – To strengthen research and international profile**Objectives**

- To participate in four large-scale international research projects
- To publish eleven manuscripts in accredited journals (ISI, Scopus or DHET)
- To enrol three international postgraduate students
- To host at least one webinar 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 offer three CPD activities accredited by the HPCSA and/or SACE via Enterprises
- To expand the Centre's social media footprint and increase the number of visits to the Centre's website

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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)

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Edit Microsystems
Inclusive Solutions

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National University of Lesotho
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University of Gothenburg, Sweden
University of KwaZulu-Natal, SA
University of Singapore, Singapore
University of Stellenbosch, SA
University of the Witwatersrand, SA
University of Virginia, USA
University of Western Cape, SA
Uppsala University, Sweden

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 special word of gratitude to the:

Department of Education, Mpumalanga
Department of Education, Gauteng

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.

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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
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 warm 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. You are the heart and soul of what we do as we aim to turn mirrors into windows.

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THANK YOU



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