

# Centre for Augmentative and Alternative Communication

**ANNUAL REPORT**  
2022



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

**Faculty of Humanities**

Fakulteit Geesteswetenskappe  
Lefapha la Bomotheo

Make today matter

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## 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.

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University of Pretoria

# 2022 Students

## PhD students



## BA Honours students





### MA (AAC) first-year students

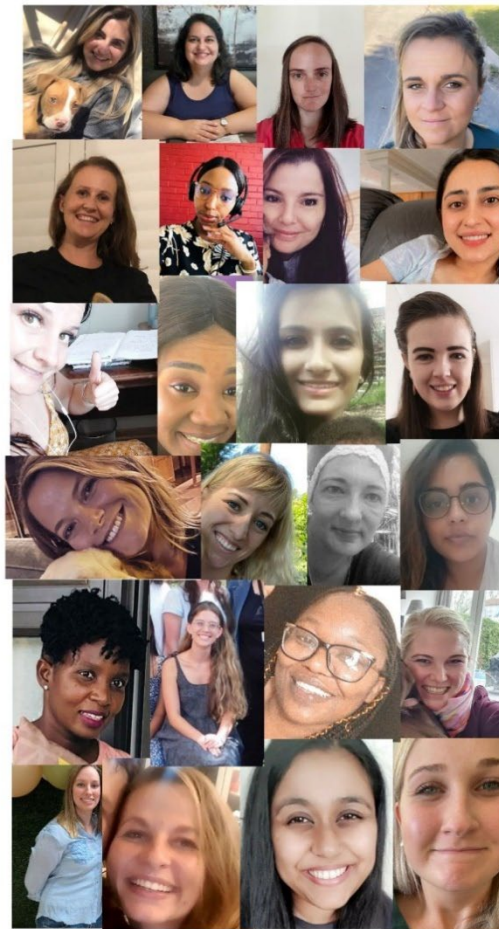


### MA (AAC) second-year students



## M (ECI) first-year students

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## M (ECI) second-year students

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# Centre for Augmentative and Alternative Communication

## Staff members



From left to right: Mrs Liza Rossetti-Siefe, Ms Constance Ntuli, Dr Alecia Samuels, Prof Juan Bornman, Prof Shakila Dada, Prof Kerstin Tönsing, Ms Maureen Casey, Ms Rushdah Hartley and Mr Terrence Mhlangu

## Members of the Advisory Board

<b>Prof S Dada</b>	(Director: CAAC)
<b>Prof V Reddy</b>	(Dean: Faculty of Humanities)
<b>Prof K Tönsing</b>	(CAAC Staff Representative: AAC)
<b>Dr A Samuels</b>	(CAAC Staff Representative: ECI)
<b>Ms C Ntuli</b>	(Person who uses AAC)
<b>Prof N Pillay</b>	(Department of Computer Science)
<b>Mr M Tshivhase</b>	(Deputy Director: Disabilities, National Department of Health)
<b>Ms S Matsebula</b>	(Executive Director: Motswako Office Solutions)
<b>Ms L Pretorius</b>	(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	Deutscher Akademischer Austauschdienst (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
M (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
PIMD	Profound Intellectual and Multiple Disabilities
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
YADIS	Youth Accountability and Deaf Inclusion in South Africa



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THE CAAC AT A GLANCE	
4	UP-funded academic staff members
2	Outside-funded academic staff members
2	UP-funded professional staff
2	Postdoctoral fellows
5	Extraordinary professors
5	Research affiliates
60	Postgraduate students
36	Postgraduate graduandi
21	Student bursaries
14	Funded research projects
26	Peer-reviewed, accredited journal publications
19	Early online journal publications
3	Book chapters
1	Book

## MESSAGE FROM THE DIRECTOR



The year 2022 was a productive one for the CAAC team, its student cohort and collaborators as we were engaged in a diversity of activities, research projects, publications, and stakeholder encounters. Our small, yet dynamic team conducted excellent research and teaching, and I am very grateful to each member for their resilience, passion and tenacity.

We are excited about the New Generation of Academics Programme (nGAP) position that the CAAC successfully applied for. It is a prestigious programme under the Department of Higher Education and Training which involves the recruitment of highly capable scholars as new academics. The CAAC will now have the opportunity to add an additional person to the team in 2023 who will be mentored through a PhD and into an academic career.

As a team we wrestled critically with our impact and reconsidered the future direction the CAAC should take. We have become more critical of the impact of our research and work. Besides building the academic knowledge base, what benefits do our activities offer to promote health, education and to build up communities? How does what we research and teach change the lives of persons at risk of or with disabilities and their families?

We have also had to challenge many of our conventional ideas and comfort areas. We had to make tough decisions in terms of the types of activities we need to focus on and those we need to let go of. What we learnt, is that change is constant and that to thrive, we must embrace flexibility, evolve to changing circumstances and pursue greater sustainability. The pandemic has impacted the way we now work and how we manage research, teaching and stakeholder engagement. We also reflected on the need for strategic and equal partnerships, collaborations, and support for the well-being of both staff and students. What we learnt for sure is that there is no going back to the way things were. Hybrid working and teaching is essential to how we navigate the changed environment and reorganise our focus.

We concluded that making an impact is a process that we will engage in actively, going forward. Khalil Gibran wisely remarked that “a little knowledge that acts is worth infinitely more than much knowledge that is idle”. Hence, we will collectively endeavour to share with others what we have learnt and continue to learn from particularly persons with disabilities and their families, in an accessible, participatory and inclusive way.

A handwritten signature in black ink that reads "Dada".

**Prof Shakila Dada**  
Director

**December 2022**



## Staff Reflections

Prof Juan Bornman



The saying goes that the person who does not do research has nothing to teach... On a personal level that means that 2022 was for me a year with abundant opportunities for collecting teaching material! I was involved in six on-going funded research projects, of which four are international projects. One of these projects, which focused on 'Empowering Speech-Language Therapists in Africa: Leadership for Advocacy' and was funded by the Carnegie African Diaspora Fellowship Grant programme, resulted in the development of a free, online CPD course for all speech-language therapists on the African continent. It is hosted on the newly developed website that was one of the outcomes of the SpeechBase project, developed with funding from DAAD. This project is based on a joint initiative with colleagues from Germany, Kenya and Tanzania.

The other research projects also created material that I use for teaching students on the Master's and PhD level. I am extremely proud of the six PhD students for whom I acted as a main or co-supervisor and who completed their studies and/or graduated in 2022. I also acted as a supervisor for international students at Jönköping University (JU) in Sweden. At the heart of all my 2022 activities lies a deep commitment to research. I believe that research is formalised curiosity – and in my opinion, curiosity is one of the most important attributes of academic citizenship. It is poking and prying with a purpose, and then sharing the findings with colleagues at conferences and in peer-reviewed publications. 2022 was a year filled with curiosity indeed!

Prof Kerstin Tönsing



2022 felt like a year where we at last came out of our 'caves' again, felt the grass under our feet once more and squinted into the sunlight! It was indeed wonderful to welcome visitors and students on campus again, and to have the opportunity to travel. As valuable as the online skills are that we learnt during the pandemic – human beings are made for interaction and community.

I was very pleased to host two international visitors in the first half of the year. Prof Trina Spencer from the University of South Florida, USA, was awarded a Fulbright Scholarship that allowed her to spend seven months at the CAAC. Prof Jens Boenish, director of the AAC Research Centre ("Forschungs- und Beratungszentrum für Unterstützte Kommunikation – FBZ-UK"), University of Cologne, Germany, spent his sabbatical at the CAAC. Both visits were extremely enriching and provided opportunities for valuable exchange of information. We gained new insights from each other's contexts and expertise, and continue to collaborate on research and teaching in the field of AAC. I was able to visit the FBZ-UK towards the end of 2022 upon invitation from Prof Boenisch and found it a very enriching visit during which I became acquainted with AAC teaching, research and practice in the German context.

It was wonderful to welcome the MA AAC students back on campus in the second semester. Fears that our postgraduate students would never want to come back to campus after the pandemic proved untrue – in fact, students seemed starved for face-to-face engagements with peers and lecturers.

On the research front, I was able to continue working with students and colleagues on a funded research project aimed at designing a Sepedi AAC system. The provision of linguistically and culturally appropriate and equitable services is

an aim I remain passionate about.

Collaboration with international colleagues - Prof Drager (Penn State University), Prof Nimisha Muttiah (University of Kelaniya, Sri Lanka; State University of New York), and Dr Amanda Blackwell (Practitioner in Guatemala, faculty member at Minot State University, Dakota, and Saint Mary's College, Notre Dame, Indiana) – on telerehabilitation in low- and middle-income countries also continued.

Dr Alecia Samuels



As we entered the third year of the pandemic, teaching live lectures online started to get easier but still felt totally unnatural. I was therefore elated when students were allowed to return to campus in the second semester of 2022. How I missed seeing their faces and experiencing their energy. In terms of teaching, I continued with our Collaborative Online International Learning (COIL) project with Jönköping University in Sweden, bringing together students from the Master's in ECI programme at UP and the Interventions in Childhood Master's at JU.

Collaboration was the theme of many of the early childhood research projects in which I was involved during 2022. One of them, a research consultancy project with Dr Wiedaad Slemming (Wits University) undertook a desktop situation analysis of young children with disabilities in all 55 countries of the African Union. The project report, prepared on behalf of the African Early Childhood Network (AfECN), provided an overview of regional and country commitments as well as provisions to address the needs of children with disabilities and their families, with a particular focus on children younger than six years of age. I was also fortunate to be one of the co-investigators on an Early Intervention project funded by the British Academy with Prof Susana Castro-Kemp (Roehampton University) as principal investigator. We investigated the collaborations between early childhood interventionists and practitioners during the COVID-19 pandemic. From these emerged important resources on early childhood intervention, namely Infomotions (information visualisations in motion) produced by the BA Information Design students at the University of Pretoria (UP) in consultation with our Master's in ECI alumni.

Over the past years, I have been privileged to be mentored by experienced researchers in the CAAC. Now I have started my own journey of mentoring with Dr Katherine Smith as a postdoctoral fellow in the Centre for 2022 and 2023. It's a journey I look forward to.

Ms Rushdah Hartley



For me, 2022 has been a year of career growth and personal development. It has been both an honour and privilege to join the team at the CAAC in a part-time teaching capacity. My role at the Centre this year has allowed me to share knowledge with students as well as receive guidance from senior staff through academic and teaching mentorship.

I look forward to returning in the new year fresh, ready and excited to tackle the tasks that lie ahead. 2023, here we come!



Mrs Liza Rossetti-Siefe



2022 was a testing year. Experience has shown that working towards filling cups with gratitude, forgiveness, joy, words of affirmation, kindness, gentleness and love for others, brings out what your own cup has been filled with. I wish an abundance of these fillers to all my colleagues in the CAAC. To all our students, may you always have beautiful memories of your student years after graduation.

Mr Terrence Mahlangu



2022 has been a year of adaptation and I worked hard to expand my knowledge. I have learned many things in a short period. The year was challenging than the previous year and I spent much time trying to do my tasks better. Personally, with all the lessons that I have learned, I am hoping for a better and healthier year ahead.

Ms Constance Ntuli



What a challenging year 2022 was for my health. Well, after many challenges came an opportunity of a lifetime, and I got to shine once again and reach out to change a mind-set. When you are given a platform to pursue a certain goal, always aim higher than what you think you can reach. I am grateful for the opportunity to learn and grow again in this field. May 2023 be exciting and filled with more beautiful opportunities. All the best for the year ahead.

## THE YEAR IN REVIEW: 2022 IN A NUTSHELL

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

Objectives	Outcomes
<ul style="list-style-type: none"> <li>To conduct two training workshops</li> <li>To offer three CPD activities accredited by the HPCSA and/or SACE via Enterprises</li> </ul>	<ul style="list-style-type: none"> <li>A total of two training workshops were provided.</li> <li>A total of six CPD-accredited activities were offered.</li> </ul>

### 1.2 UP Strategic Goal – Transformation

Objectives	Outcomes
<ul style="list-style-type: none"> <li>To enhance the staff diversity profile and foster an inclusive and transformed environment</li> <li>To eliminate intergroup disparities in enrolment and graduation rates</li> <li>To ensure that ClickUP modules are designed to be accessible</li> </ul>	<ul style="list-style-type: none"> <li>50% of the academic staff as well as of the professional staff are black. A disability advocate was also appointed on outside funding.</li> <li>In total, the CAAC has an average of 48% black postgraduate students in its four programmes. Black students make up 83% of Honours, 62% of MAAC, 63% of MECI and 55% of PhD enrolments.</li> <li>Following Dr Samuel's course on digital accessibility, two of the PG courses are digitally accessible.</li> </ul>

### 1.3 UP Strategic Goal – Access and student success

Objectives	Outcomes
<ul style="list-style-type: none"> <li>To graduate five PhD students and enrol five new PhD candidates</li> <li>To graduate six MA (AAC) students and enrol ten new students</li> <li>To graduate 13 M (ECI) students and enrol 24 new students</li> <li>To graduate 9 BA Honours (AAC) students and enrol 12 new students</li> <li>To ensure funding for students by securing at least 10 postgraduate bursaries</li> </ul>	<ul style="list-style-type: none"> <li>Five PhD students graduated and three new PhD students enrolled.</li> <li>Eight students graduated in April 2022. Thirteen new MA (AAC) students registered.</li> <li>Sixteen students graduated in April 2023. Twenty-five new students were accepted into the MECI programme for 2022.</li> <li>Seven students graduated and 10 new students enrolled.</li> <li>A total of 21 students received funding or bursaries for their studies.</li> </ul>



#### 1.4 UP Strategic Goal – To strengthen research and the 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 five international postgraduate students
- To host two webinars/seminars with an international researcher

##### Outcomes

- The CAAC team participated in 13 research projects.
- Altogether 26 manuscripts in accredited journals were published, as well as three book chapters and one book.
- MA (AAC): One international student enrolled.  
MECI: One international student enrolled
- Three webinars and seminars with an international researcher was hosted.

#### 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

##### Outcomes

- As part of AAC Awareness Month in October, four AAC awareness events in the form of online workshops were undertaken.
- The Centre’s Facebook, Twitter and LinkedIn accounts were regularly updated with the latest staff and student accomplishments and activities.



# 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: 2 5 <sup>th</sup> year: 2 4 <sup>th</sup> year: 1 3 <sup>rd</sup> year: 1 2 <sup>nd</sup> year: 6 1 <sup>st</sup> year: 3	Five students graduated in April. We accepted a total of three new students.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 8 3 <sup>rd</sup> year: 1 2 <sup>nd</sup> year: 8 1 <sup>st</sup> year: 13	Eight students graduated in April. One student was delayed and reregistered for a third year. Eight students commenced with their second year of study, six completed it, one was delayed, and one took leave of absence. Thirteen students registered for the first year of study.
Master's in Early Childhood Intervention	Graduates: 16 2 <sup>nd</sup> year: 13 1 <sup>st</sup> year: 25	Sixteen students graduated in April, with three students obtaining the degree with distinction. Thirteen students progressed successfully to the second year and 25 students registered for their first year of studies.
BA Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates: 11 1 <sup>st</sup> year: 10	11 students graduated. 10 new students enrolled



Bravo to the first member of the Centre's PhD alumni for 2022 – Dr Refilwe Morwane! She defended her thesis entitled Barriers to and facilitators of employment of persons with severe communication disabilities: Perspectives of persons with severe communication disabilities and specialized recruitment agents, and also published an academic publication.

## 1.2 The CAAC's involvement in other academic programmes of the University of Pretoria

### Department of Occupational Therapy

Prof Kerstin Tönsing co-supervised a student enrolled for a Master's in Occupational Therapy, with Dr Karin van Niekerk from the Department of Occupational Therapy as the main supervisor.

### Department of Speech-Language Pathology and Audiology

A PhD student and staff member, Ms Bhavani Pillay, was supervised by Prof Jeannie van der Linde. Prof Shakila Dada served as her co-supervisor. Ms Pillay's study focuses on the use of visual images with persons with aphasia.

## 1.3 The CAAC's involvement in academic programmes of other universities

### 1.3.1 Sefako Makgatho University

*Due to ongoing Covid-19 related restrictions, we once again presented the annual technology exposure workshop virtually to the fourth-year Speech-Language Therapy and Audiology students of Sefako Makgatho University (SMU). Ms Rahab Mothapo, the SMU lecturer for the AAC module, facilitated a Blackboard Collaborate session on 18 February 2023. Ms Constance Ntuli opened the workshop sharing how AAC makes it possible for her to be employed, involved in her community, and take up her role as a mother of two beautiful girls. A brief introduction to AAC technology by Prof Kerstin Tönsing followed.*

*Thereafter, Prof Tönsing and Mr Mahlangu facilitated a technology exposure session to demonstrate some of the current AAC technology to students. Although students commented that they would have liked to 'touch and operate' the devices, they were nevertheless enriched by the experience, as was reflected in their feedback:*

*Very insightful. The demonstration made it better to understand the theory I have learned so far.*

*It was my very first time seeing someone use an AAC device in real time. At first it was quite overwhelming. There were so many questions running through my mind.... The whole experience was amazing, getting to understand the different devices and seeing them.*

*It was a very good presentation. I learned so much, it was great seeing the theoretical work being displayed practically. Ms Constance's story was so insightful and opened my eyes to many aspects.*

*The Speech-Language Therapy and Audiology Department at Sefako Makgatho University recently initiated postgraduate programmes in the Department of Speech-Language Therapy and Audiology. The staff now have a new and additional role in terms of the supervision of postgraduate students. Staff members were keen to enhance their knowledge and skills in the supervision process. Prof Shakila Dada was invited to present a virtual seminar to them. The seminar entitled Postgraduate Supervision and Feedback was presented on 6 July. Following the presentation, a discussion was held regarding the challenges posed by supervision and possible solutions to these challenges were discussed.*



### 1.3.2 Jönköping University (JU), Sweden

*Prof Juan Bornman supported a JU Master's student enrolled in the Master's in Early Childhood Intervention, Paloma Peres Alonso Castillo, to successfully complete her mini-dissertation entitled Perceptions of Kenyan teachers regarding children's access to primary education in low-income settings. This student presented her research at the hybrid Multilingual Context SpeechBase conference on Childhood Developmental Disorders hosted by Kenyatta University on 2 June 2022.*

*Prof Juan Bornman also acted as co-supervisor of a PhD student at JU, Hong Zheng, who published her first and completed a second paper. Ms Zheng's research compares the participation of children with long-term health conditions to that of typically developing peers. The other co-supervisors were Prof Karina Huus and Prof Mats Granlund.*

*On 31 August 2022, Dr Alecia Samuels, being a research affiliate of CHILd at Jönköping University, again presented a lecture on Disability, Development, Everyday Functioning and Participation to the Interventions in Childhood Master's students as part of their LIIR-A22 course.*

*As part of a Collaborative Online International Learning (COIL) project, Dr Alecia Samuels and Prof Shakila Dada, together with Proffs Maria Bjork and Karina Huus from JU, facilitated a three-day online discussion on Conducting Ethical Research with Children. The discussion took place between first-year students from the Master's in ECI programme at UP and the second-year Interventions in Childhood Master's students at JU.*

*Prof Shakila Dada supervised Ms Anuarita Mukupu Mphwina, a Master's in Early Childhood Intervention student at JU. In her mini thesis entitled The implementation of inclusive education in Southern Africa, the student completed a scoping review focused on identifying the challenges and facilitators of inclusive education in Southern Africa.*

### 1.3.3 University of Cologne

*Prof Kerstin Tönsing was invited to visit the AAC Research Centre ("Forschungs- und Beratungszentrum für Unterstützte Kommunikation – FBZ-UK") at the University of Cologne in December 2022. She presented two seminars to staff – one on international publishing and one on the work of the Centre for AAC in South Africa. She co-presented a lecture on AAC and multilingualism to special education students. Prof Boenisch, the director of the FBZ-UK, hosted Prof Tönsing and facilitated various visits to the consultation service as well as a school for learners with disabilities. Prof Tönsing was furthermore able to meet staff members and PhD candidates busy with their research projects to exchange information and give input on their studies.*

### 1.3.4 Botswana involvement in academic programmes

*Dr Sourav Mukhopadhyay invited Prof Dada to do a presentation on Early Childhood Intervention in South Africa to postgraduate students in the Faculty of Education, University of Botswana, on 13 April. The presentation was co-authored with Dr Alecia Samuels and focused on explaining the situation in South Africa with regard to ECI. They discussed the status of children in the country, as well as the research on promoting effective and equal collaborations in ECI in South Africa.*



### 1.3.5 Stockholm University

*Prof Shakila Dada was appointed as a research affiliate with the Special Education Division in the Faculty of Education at Stockholm University. She presented a webinar on augmented input as a strategy for persons with CCN and focused on the methods used in these studies with special emphasis on single-subject case design. The webinar was attended by staff as well as postgraduate students in the faculty.*

*A PhD student at Stockholm University, Ms Linn Johnels, is supervised by Prof Jenny Wilder and by co-supervisors Prof Shakila Dada and Prof Simo Vehmas (Department of Special Education, Stockholm University). Her dissertation, entitled Musical interaction with students with PIMD: Interactive behaviours, staff responsiveness and narrative support, aims to contribute with new knowledge regarding musical interaction, with and without story telling elements, to support interactive engagement in students with PIMD. Ms Johnels completed her 50% seminar, which is a requirement of the Swedish system, and is due to complete her thesis in 2023.*

### 1.3.6 Leibniz University Hannover, Germany

*Prof Juan Bornman visited the “Institut für Sonderpädagogik” at the Leibniz University Hannover (Germany) as a guest professor. During her visit, she presented a lecture entitled Augmentative and Alternative Communication AAC: An introduction to basic concepts to Bachelor’s and Master’s students in special education and speech-language therapy. As this was one of the first in-person guest lectures that students could attend in 2022, they were eager to engage and actively participated in the discussion and demonstrations. During this time, Prof Bornman also recorded two online lectures for the SpeechBase website: Communication: A way to ensure protection against abuse and Why do persons with disabilities’ own voices matter in research? The rest of the visit was spent on research related to the Tools for Analysing Language and Communication (TALC) project.*

*The team representing UP in the SpeechBase project, namely Prof Juan Bornman (SA’s focal person), Prof Jeannie van der Linde (Dept. of Speech-Language Pathology and Audiology), Petria Liebenberg (Media Manager) and two Master’s students, Bathobile Ngcobo and Thembi Ncube, visited Leibniz University Hannover (Germany). They were joined by the five-person teams from the other four participating universities, namely the Leibniz University Hannover (LUH) in Germany, the Muhimbili University of Health and Allied Sciences (MUHAS) and Kilimanjaro Christian Medical Centre (KCMC), both in Tanzania, and the Kenyatta University (KU) in Kenya. During the week, the 25-person team engaged in different research projects such as TALC, curriculum development, and developing content for the Speechbase website which will conclude in 2023. All agreed on the value of in-person teamwork and said that being together in Germany gave new meaning to the Kenyan proverb “Teeth that are together help each other in chewing food”!*

## 2. RESEARCH

### 2.1 Publications

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

**Balton, S.,** Arvidsson, P., Granlund, M., Huus, K., & **Dada, S.** (2022). Test-retest reliability of Picture My Participation in children with intellectual disability in South Africa. *Scandinavian Journal of Occupational Therapy*, 29(4), 315–324. <https://doi.org/10.1080/11038128.2020.1856922>

Brock, K. L., **Koul, R.**, Corwin, M., & Schlosser, R. W. (2022). Attitudes toward and perceived communicative competence of individuals with aphasia using speech-generating devices. *Augmentative and Alternative Communication*, 38(1), 15–28. <https://doi.org/10.1080/07434618.2022.2028009>

**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*, 120, 104127. <https://doi.org/10.1016/j.ridd.2021.104127>

Chavers, T. N., **Schlosser, R. W.**, Cheng, C., & **Koul, R.** (2022). Effects of Interventions Involving Speech Output Technologies on Communication Outcomes for Individuals with Developmental Disabilities: A Scoping Review. *American Journal of Speech-Language Pathology*, 31(5), 2248–2267. [https://doi.org/10.1044/2022\\_AJSLP-22-00039](https://doi.org/10.1044/2022_AJSLP-22-00039)

Chavers, T., Cheng, C., & **Koul, R.** (2022). Dynamic Augmentative and Alternative Communication Displays for Individuals with Developmental Disabilities: A Review. *Current Developmental Disorders Reports*, 9(2), 37–44. <https://doi.org/10.1007/s40474-022-00246-4>

Choe, N., Shane, H., **Schlosser, R. W.**, Haynes, C. W., & Allen, A. (2022). Directive Following Based on Graphic Symbol Sentences Involving an Animated Verb Symbol: An Exploratory Study. *Communication Disorders Quarterly*, 43(3), 143–151. <https://doi.org/10.1177/1525740120976332>

Cooper, D. S., Uppal, D., Railey, K. S., Blank Wilson, A., Maras, K., Zimmerman, E., **Bornman, J.**, & Shea, L. L. (2022). Policy gaps and opportunities: A systematic review of autism spectrum disorder and criminal justice intersections. *Autism*, 26(5), 1014–1031. <https://doi.org/10.1177/13623613211070341>

**Dada, S., May, A., Bastable, K., Samuels, A., Tönsing, K., Wilder, J., Casey, M., Ntuli, C., & Reddy, V.** (2022). The involvement matrix as a framework for involving youth with severe communication disabilities in developing health education materials. *Health Expectations*, 25, 1004–1015. <https://doi.org/10.1111/hex.13445>

**Dada, S., Tönsing, K., & Goldbart, J.** (2022). Friendship experiences of young adults who use augmentative and alternative communication. *International Journal of Disability, Development and Education*, 69(3), 951–975. <https://doi.org/10.1080/1034912X.2020.1746246>

- Davis-Strauss, S. L., Johnson, E., & Lubbe, W.** (2022). Determining postdischarge needs of South African parents with premature infants. *Infants and Young Children*, 35(1), 40–53. <https://doi.org/10.1097/IYC.0000000000000209>
- de Clercq, H., Naude, A. M., & Bornman, J.** (2022). Development and utility of an International Classification of Functioning, Disability and Health Code Set for Younger-Old Adults with Fall Risk: Implications for Audiologists. *American Journal of Audiology*, 31(4), 1116–1132. [https://doi.org/10.1044/2022\\_AJA-21-00269](https://doi.org/10.1044/2022_AJA-21-00269)
- Govender, S., Vallabhjee, A. L., Charles, C. R., Roesch, D., & **Balton, S.** (2022). Bridging the access gap: The telepractice experiences of speech therapists and audiologists at a public health care facility in South Africa. *International Journal of Telerehabilitation*, 14(2). <https://telerehab.pitt.edu/ojs/Telerehab/article/view/6517/7057>
- Johnson, E.**, Heyns, T., & Nilsson, S. (2022). Nurses' perspectives on alternative communication strategies use in critical care units. *Nursing in Critical Care*, 27, 120–129. <https://doi.org/10.1111/nicc.12612>
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- Nduna, M., Mayisela, S., **Balton, S.**, Gobodo-Madikizela, P., Kheswa, J. G., Khumalo, I. P., Makusha, T., Naidu, M., Sikweyiya, Y., Sithole, S.L. & Tabane, C. (2022). Research Site Anonymity in Context. *Journal of Empirical Research on Human Research Ethics*, 17(5), 554–564. <https://doi.org/10.1177/15562646221084838>
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- Schlosser, R. W.**, Choe, N., Koul, R., Shane, H. C., Yu, C., & Wu, M. (2022). Roles of animation in augmentative and alternative communication: A scoping review. *Current Developmental Disorders Reports*, 9, 187–203. <https://doi.org/10.1007/s40474-022-00255-3>
- Shin, H., Shivabasappa, P., & **Koul, R.** (2022). 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*, 24(1), 33–P. <https://doi.org/10.1080/17549507.2021.1943522>





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- Van Rie, K. J., Kanji, A., & **Naudé, A.** (2022). Professional guidelines and reported practice of audiologists performing fall risk assessment with older adults: A systematic review. *American Journal of Audiology*, 31, 243–260. [https://doi.org/10.1044/2021\\_AJA-21-00148](https://doi.org/10.1044/2021_AJA-21-00148)
- Wiljén, A., Chaplin, J., Crine, W., Jobe, W., **Johnson, E.**, Karlsson, K., Lindroth, T., Schwarz, A., Stenmarker, M., Thunberg, G., Öhlén, J., & Nilsson, S. (2022). The development of a mHealth tool for children with long-term illness to enable person-centred communication: A user centred-design approach. *JMIR Pediatrics and Parenting*, 5(1), e3064. <https://doi.org/10.2196/30364>
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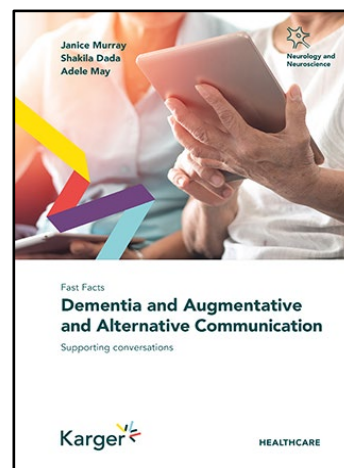
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- Dada, S., Van der Walt, C., May, A. A., & Murray, J.** (2021). Intelligent assistive technology devices for persons with dementia: A scoping review. *Assistive Technology*. Advance online publication.
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- Kuyler, A., Johnson, E., & Bornman, J.** (2022). Multimodal communication reported by familiar caregivers to build communication capacity in persons who are minimally conscious. *International Journal of Speech-Language Pathology*. Advance online publication. <https://doi.org/10.1080/17549507.2022.2096926>
- Liebenberg, P., van der Linde, J., Schimper, I., de Wet, F., Graham, M., & **Bornman, J.** (2022). Describing the spoken language skills of typically developing Afrikaans-speaking children using Language Sample Analysis: A pilot study. *Language, Speech and Hearing Services in Schools*. Advance online publication. [https://doi.org/10.1044/2022\\_LSHSS-22-00077](https://doi.org/10.1044/2022_LSHSS-22-00077)
- Lüdtke, U., Marks, D., Ehlert, H., & **Bornman, J.** (2022). Research on the methodology of LSA with preschool children: A scoping review. *Clinical Archives of Communication Disorders*. Advance online publication.

- Lüdtke, U., **Bornman, J.**, de Wet, F., Heid, U., Ostermann, J., Rumberg, L., van der Linde, J., & Ehlert, H. (2023). Multidisciplinary perspectives on automatic analysis of children's language samples: Where do we go from here? *Folia Phoniatrica et Logopaedica*, 75(1), 1-12. <https://doi.org/10.1159/000527427>
- 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*, 27(1), 39–85. <https://doi.org/10.1080/23312521.2020.1859040>
- Nyberg, A.**, Ferm, U., & **Bornman, J.** (2021). School-based abuse prevention programs for children: A scoping review. *International Journal of Disability, Development and Education*. Advance online publication. <https://doi.org/10.1080/1034912X.2020.1865522>
- Rayer, K., Chavers, T., **Schlosser, R.**, & **Koul, R.** (2022). Efficacy of speech output technologies in interventions for persons with aphasia: A scoping review. *Aphasiology*. Advance online publication, 1–23. <https://doi.org/10.1080/02687038.2022.2135366>
- Romski, M. A.**, Sevcik, R., King, M., DeLeo, G., Branum-Martin, L., & **Bornman, J.** (2022). Using a self-guided app to provide communication strategies for caregivers of young children with developmental disorders: A pilot investigation. *Journal of Policy and Practice in Intellectual Disability*. Advance online publication, 1-16. <http://doi.org/10.1111/jppi.12436>
- Tönsing, K. M., Bartram, J., Morwane, R. E., & Waller, A.** (2022). Designing electronic graphic symbol-based AAC systems: A scoping review. Part 1: System description. *Disability and Rehabilitation: Assistive Technology*. Advance online publication, 1–13. <https://doi.org/10.1080/17483107.2022.2147228>
- Tönsing, K. M., Bartram, J., Morwane, R. E., & Waller, A.** (2022). Designing electronic graphic symbol-based AAC systems: A scoping review. Part 2: Application of human-centred design. *Disability and Rehabilitation: Assistive Technology*. Advance online publication, 1–11. <https://doi.org/10.1080/17483107.2022.2148188>
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- 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*. Advance online publication. <https://doi.org/10.1080/17483107.2021.1892842>
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- Zheng, H., **Bornman, J.**, Granlund, M., Zhao, Y., & Huus, K. (2022). Participation of children with long-term health conditions compared to that of healthy peers: A cross-sectional comparative study, *Scandinavian Journal of Occupational Therapy*. Advance online publication. <https://doi.org/10.1080/11038128.2022.2035815>



### 2.1.3 Books (Peer reviewed)

Murray, J., **Dada, S.**, & May, A. A. (2022). Fast Facts: Dementia and AAC – Supporting Conversations. Karger. This book is available as a free PDF. Click [here](#).



### 2.1.4 Chapters in books (Peer reviewed)

**Dada, S.**, Rajah, Y., Pillay, M., & **Tönsing, K.** (2022). The need to include the voices of migrants with disabilities within conversations about migration. In T. Masiya, K. Gustafsson, P. Angu, & N. Mulu (Eds.), South African-based African migrants' responses to COVID-19: Strategies, opportunities, challenges and implications (pp. 147-172). Langaa RPCIG.

Lüdtke, U., Ehlert, H., & **Bornman, J.** (2022). Oral text production, oral text reception, and emotions. In T. Schiewer, G. L., Altarriba, J., & Ng, B.C. (Eds.), Handbook on Language and Emotion. Volume 2, pp. 770-801. De Gruyter Mouton. <https://doi.org/10.1515/9783110670851-005>

McKenzie, J., Lieketseng, N., Watermeyer, B., & **Dada, S.** (2022). Disability and mental health: Addressing discrimination and enhancing participation. In M. Tomlinson, S. Kleintjes, & L. Lake (Eds.), South African Child Gauge 2021/2022 (pp. 136-145). Children's Institute, University of Cape Town.

### 2.1.5 In the media

Prof Shakila Dada – 23 September – featured in the Tukkievearia: World Alzheimer's Day is observed every year on 21 September.

Prof **Juan Bornman** – **12 August** – <https://www.iol.co.za/news/opinion/womens-month-women-with-disabilities-are-six-times-more-at-risk-of-abuse-hear-their-cries-f17252c2-9d48-4469-99f2-9db8c37c73c2>

Ms Constance Ntuli – August 2022 – featured in the Global Assistive Technology report (page 86) <https://www.who.int/publications/i/item/9789240049451>

Dr Alecia Samuels – featured in the University of Pretoria's Teaching Review 2021, pages 70 & 71 – Improving digital accessibility in the online learning management system.

Prof Shakila Dada – 18 May 2022 – featured in [foodformzansi.co.za](https://www.foodformzansi.co.za/innofoodafrica-project-brings-food-security-home/)

Prof Ralf Schlosser, Extraordinary Professor at the CAAC, was recognised in the top 1% of scholars writing about Communication Aids. Read more about this at the link below. <https://bouve.northeastern.edu/2022/02/17/dr-ralf-schlosser-recognized-as-expert-in-communication-aids-for-disabled/>



## 2.2 Research projects

### 2.2.1 Deutscher Akademischer Austauschdienst (Daad) – German Academic Exchange Service

**SpeechBase – Speech, Language and Hearing Resources for Sub-Saharan Africa (2020-2024).**

**International PI: Prof Ulrike Lüdtke (Leibniz Universität Hannover (LUH);**

**South African PI: Prof Juan Bornman (CAAC, UP)**

The third year of this four-year project funded by the German Academic Exchange Services (DAAD) was characterised by many achievements for the South African team. This project is aimed at increasing collaboration and mobility between the partner universities, namely the University of Pretoria (UP); Kenyatta University (KU) in Kenya; Kilimanjaro Christian Medical Centre (KCMC) and Muhimbili University of Health and Allied Sciences (MUHAS) –both in Tanzania – and Leibniz Universität Hannover (LUH) in Germany. 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, Ms Bathobile Ngcobo (Master's student: Centre for AAC) and Ms Sthembiso Ncube (Master's student: Dept Speech-Language Pathology). This project has four main aims: research; curriculum development; information technology, and training. Its ultimate aim is to develop a digital teaching and learning platform (SpeechBase) for information, awareness raising and training of different target groups (speech-language therapists, teachers and families of persons with communication disabilities).

Monthly virtual meetings created good momentum for this project and from 10 to 18 September, all the teams met at LUH for a week of intense discussion, planning and generating content for the website. Although the project is in its third year, this was the first opportunity post COVID-19 to meet in person and all agreed that this time of face-to-face engagement was essential to ensure close collaboration and networking. Being together in Hannover gave new meaning to the Kenyan proverb: “Teeth that are together help each other in chewing food” for everyone involved in the Speechbase project. This year also saw all three students in the project completing their Master's degrees with both Petria and Bathobile obtaining cum laude marks for their research! The five teams unanimously decided that the final and concluding meeting would be hosted by the South African team in 2023.

### 2.2.2 South African Centre for Digital Language Resources (SADiLaR)

**Compiling a child speech database for the South African context: Speech samples of typically developing Afrikaans and Sesotho sa Leboa-speaking children (2021-2023).**

**PI: Prof Juan Bornman (CAAC, UP)**

The long-term objective of the project driven by Prof Juan Bornman, Prof 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 assist speech-language therapists. A research database of child speech samples is needed to develop a solution that would be able to make an automated transcription and linguistic analysis of recorded child speech samples in different South African languages. To date, this project has recorded hour-long samples from 60 Afrikaans- and 40 Sesotho sa Leboa-speaking children. These speech samples were collected in the home, preschool or clinic context in interaction with a trained speech-language therapist using

standardised material (toys and books) adapted to the specific age groups. So far, all of the Afrikaans-samples have been orthographically transcribed, and the orthographic transcriptions of the Sesotho sa Leboa data will commence early in 2023. Altogether 233.79 minutes of the Afrikaans data have also been transcribed phonetically. To date, three academic papers in international peer-reviewed journals as well as a book chapter were published on the SADiLaR project.

### **2.2.3 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?} (2021-2022)**

**PIs: Prof Juan Bornman; Prof Jeannie van der Linde; Dr Febe de Wet**

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 collection, transcription and analysis of these speech samples (mostly by hand) are extremely time consuming. As a result, current knowledge on 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 typically developing children who are raised in Afrikaans, and who are 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).

A paper on code switching that was completed and is currently under review highlighted that the children in the sample primarily inserted English nouns into Afrikaans (the matrix language) by means of intra-sentential code switching. Across all the age groups, the percentage of English words that were used (in terms of the number of different words), was less than 10% overall. No significant tendencies were noted between the five different age cohorts and genders, although a relationship was noted between higher language scores in terms of morphology and lower numbers of code switching.

### **2.2.4 Carnegie African Diaspora Fellowship (CADF) 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))**

Professors Louw and Bornman were for a third time awarded a fellowship by the CADF to allow them to continue their highly successful work in the field of speech-language pathology. Their most recent programme that aimed at developing the leadership skills of Speech-language therapists was one of only 56 projects that pairs African Diaspora scholars at higher education institutions with peers in Africa to work together. The programme is designed to develop long-term, mutually beneficial collaborations between universities in Africa and the US, and that is definitely what was achieved in this case. The project was originally conceptualised to be in-person, but due to the aftermath of COVID-19, it was recalibrated and amended to include virtual components. Two main activities were completed:

A rapid review was undertaken to systematically catalogue literature on leadership for health care practitioners, highlighting leadership characteristics, skills and strategies. This resulted in a presentation at the American Speech-Language and Hearing Association (ASHA) Annual Convention in New Orleans (presented by Prof Louw), as well as a publication for an international peer-reviewed journal (currently under review). Prof Louw was also awarded an ASHA 2022 Fellowship at the Convention.

A series of four tailor-made/custom-designed training modules on leadership was developed, based on the evidence from the rapid review. The four modules include: Module 1 – Interprofessional Collaboration; Module 2 – Effective communication; Module 3 – Self-Management; Module 4 – Problem-solving. They are all stand-alone online modules aimed at supporting interprofessional collaboration for SLPs in Africa. The four modules will be available on the SpeechBase online platform to be accessible to professionals in different African countries across the continent.

Although this was the last time that Professors Louw and Bornman were allowed to apply to the CADF programme, this is not the end of their collaboration. They plan to continue with their work on the International Classification of Functioning, Disability and Health (ICF) as related to their respective disciplines.

### 2.2.5 Special Olympics International (SOI) Research Grant

#### **CHIME Project: Evaluation of Special Olympics' Maternal and Child Health Intervention Programme (CHIME Project) (2021 – 2023)**

**(PI: Prof Juan Bornman; Programme Coordinator: Dr Clara Wepener, Centre for AAC, UP)**

Physical activity is of critical importance for all children, including children with intellectual and developmental disabilities. The University of Pretoria was selected by Special Olympics as the lead evaluator to conduct a quasi-experimental evaluation of the coordinated maternal and child health intervention across five Special Olympics National Programs: South Africa, India, United Arab Emirates, Egypt, and Pakistan. Through the evaluation, which is funded by the Gates Foundation, it is aimed to describe the effects of the Maternal and Child Health Intervention program on both primary caregivers (in terms of preventative health knowledge, caregiver support and empowerment) and children (in terms of improved health outcomes and improved developmental outcomes).

The primary aim of this evaluation is to understand the implementation of this intervention and its impacts on families and children with intellectual disability (ID). The research uses a logic model and aims to collect and analyse data on an estimated sample size of 1,125 children and families across the five participating countries. Four different tools are used to collect the data: a family background measure; The Vineland Adaptive Behaviour Scales; the Parent Empowerment and Efficacy Measure (PEEM), which uses a strengths-based approach to measure parent functioning; and a custom-designed tool to collect data on the family health forums. Despite multiple challenges posed during and in the aftermath of the Covid pandemic, Prof Bornman and Dr Wepener managed to forge a relationship with the university partners tasked to collect the data in their countries, in particular with Amity University and Aga Khan University. After completing a document review, the University of Pretoria issued tablets with the data collection tools selected by the local team to the participating countries and data collection commenced. In 2022, the focus was on collecting data prior to the implementation of the Young Athletes programme, and in 2023 the post-data will be collected. Prof Bornman and Special Olympics South Africa collected data in the Vhembe district on two occasions this year by collaborating with the ICD centres, special needs schools, mainstream schools and the broader community, and they paid a visit to Chief Matsila. Prof Bornman and Dr Wepener were also invited to present the project at the MCH Gates Conference in Cairo in December 2022.

### 2.2.6 European Union Horizon 220 InnofoodAfrica

#### CAAC (PI: Prof Shakila Dada, as part of the UP Consortium) (2021-2023)

InnoFoodAfrica's ultimate aim is to improve food and nutrition security in Africa. It involves a multidisciplinary consortium of departments at the University of Pretoria with 20 partners – 15 in Africa and five in Europe. The project is funded by the European Union. The role of the CAAC is to apply AAC strategies such as graphic symbol supports to enhance the readability of information and translation of materials so as to ensure nobody is excluded from the research process or dissemination of project information. The application of AAC strategies to research dissemination activities ensures accessibility of information to all stakeholders. For more information on the project click [here](#)



### 2.2.7 Global Challenges Research Fund (UKRI) and House and Homes for Children. The Youth Accountability and Deaf Inclusion in South Africa (YADIS) project

#### PI: Paul Cooke; Co-PI: Prof Shakila Dada; Post-doctoral fellow: Dr Kirsty Bastable (2021 – 2022)

The CAAC has worked on a project in collaboration with the University of Leeds and Hope and Homes for Children/One Child, One Family since 2021. This project includes both deaf and vulnerable youth and focuses on developing the youth's abilities to hold those in power accountable for meeting their needs. The project was implemented using an arts-based youth development programme which includes film making as part of a broader global programme called "Changing the story". The YADIS project was started during COVID-19 lockdown and began with a scoping review that focused on the programmes available for vulnerable and disabled youth. The programmes evaluated the provision of empowerment skills to the youth and a review was published and made available at <https://www.mdpi.com/2076-0760/12/1/2>. In 2022, the programme was finally able to resume in person with the deaf and vulnerable youth, and the role of the CAAC was to evaluate its effect on the youth.

### 2.2.8 British Academy

#### Optimising collaborations and reducing inequalities of Early Childhood Intervention in post-COVID-19 South Africa

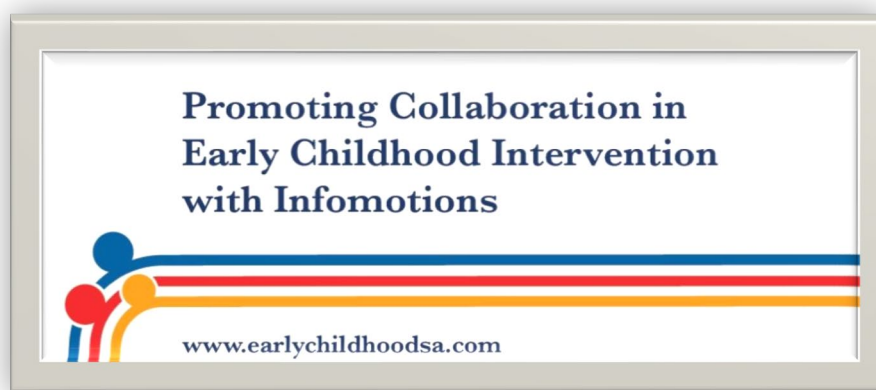
#### PI: Dr Susana Castro-Kemp; Co-PIs: Prof Shakila Dada, Dr Alecia Samuels and Dr Fatima Cassim (2021 – 2022)

This project (funded by the British Academy) between the University of Pretoria and the University of Roehampton investigated the challenges to collaboration between early childhood professionals, so as to optimise the effectiveness and equality of collaborations in ECI. In 2021, we reported on the results of a nation-wide survey with ECI professionals working with young children and found that there was





limited collaboration both before and during the COVID-19 pandemic. The majority of professionals reported the need to acquire further collaboration skills, particularly of a digital nature. The second part of the project in 2022 therefore focused on developing a series of digital deliverables about the importance of collaboration between early childhood professionals and families. The content of the digital deliverables focused on evidence-based strategies for collaboration in ECI and took the form of infomotions (information visualisation in motion). The infomotions were produced by BA Information Design students at the University of Pretoria (UP) under the leadership of Co-PI, Dr Fatima Cassim from the School of Arts. The design project was delivered in a transdisciplinary way. The Information Design students engaged directly with the community of Early Childhood practitioners who were current students or alumni from the Centre for AAC's Master's in Early Childhood Intervention programme. Information design students gained valuable field insights from ECI practitioners and from the core project investigators regarding knowledge of real-world applications of some of the ECI focus areas and strategies. Based on these insights, three categories of collaboration were delineated and guided the conceptualisation and design of the students' infomotions: promoting collaboration in early childhood intervention and early childhood development; communication for collaboration; and collaboration with families. In total, nine infomotions can be viewed on our project [webpage](#). Each can be viewed independently, but together they provide a digital toolkit.



### 2.2.9 South African Centre for Digital Language Resources (SADiLaR) Project

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

**PI: Prof Kerstin Tönsing (2021 – 2022)**

AAC resources for languages other than English are scarce, which leads to cumulative disadvantage for persons with severe communication disabilities from minority language backgrounds. The aim of the SADiLaR project is to develop a research-informed, picture-based vocabulary package for Sepedi/Sesotho sa Leboa, to benefit the estimated 20 000 to 40 000 children with severe communication disabilities who hail from a Sepedi language background. 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. Following the social validation of a Sepedi core vocabulary list, possible picture representations were selected by members of a focus group. Using a human-centred design methodology, Ms Rahab Mothapo (PhD student, SMU lecturer) conducted a needs analysis and obtained design requirements by soliciting the input of five stakeholder groups. The first iteration of the product is currently under development.

### 2.2.10 Building an Inclusive Early Childhood Development System for Young Children with Disabilities and their Families in Africa (AfECN Research Consultancy)

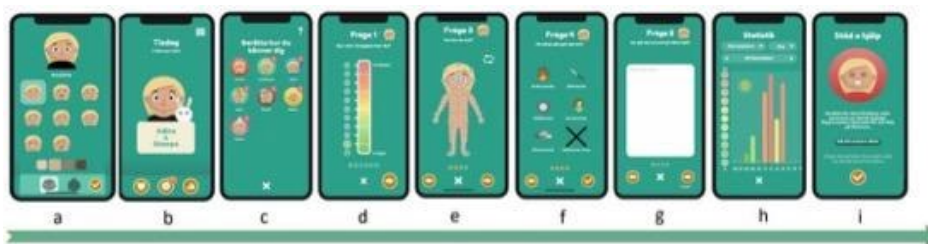
**PI: Dr Wiedaad Slemming (Wits University); Co-PI: Dr Alecia Samuels; Co-researcher: Dr Katherine Smith (Post-doctoral fellow)**

From April to August 2022, Dr Alecia Samuels partnered with Dr Wiedaad Slemming from the University of Witwatersrand to undertake a desktop study commissioned by the Africa Early Childhood Network (AfECN) as part of their commitments to the African Union to advance the early childhood agenda across the African continent. The resulting report of the study provided summaries related to the following thematic areas: data availability on children with disabilities in the African region; legislative, policy, institutional, financing, and cultural barriers to realising rights for children with disabilities and their families; the provision and availability of services for children with disabilities and their families mapped to the nurturing care components. The report suggested how to address gaps and deficiencies relative to each theme, and provided key recommendations for promoting fully inclusive early childhood development programmes, policies, and systems in the Africa region. The poor quality of data on children with disability – disaggregated by age, gender and type of disability in many African countries – continues to constrain the effective realisation of rights for children with disabilities and their families on the continent.

### 2.2.11 Shared Decision Making in a Multicultural Society: Supporting Children with Cancer with Symptom Management (2019 – 2022)

**International PI: Prof Stefan Nilsson (University of Gothenburg); South African PI: Dr Ensa Johnson (University of South Africa, previously CAAC, UP)**

2022 was the final year of this four-year project which received an NRF/Stint international collaboration grant as well as two South African Swedish University Forum (SASUF) grants – linked between the University of Pretoria and University of Gothenburg. Researchers, postgraduate students and alumni from the CAAC (Juan Bornman, Ariné Kuyler and Khetsiwe Masuku), as well as staff from several Swedish universities participated in this project focused on two of the UN's Sustainable Development Goals, namely SDG 3: Good health and well-being, and SDG 10: Reducing inequalities. The research consortium held five meetings in 2022 – some virtual and some in-person (in Lund in June 2022 and in Pretoria in September). During 2022, data was also collected in Sweden and in South Africa using the PicPecc app that was developed as part of the project. The PicPecc app, an evidence-based smartphone app with 11 languages for symptom management, was developed within the ongoing South Africa–Sweden Bilateral Scientific Research Cooperation Programme and SASUF project. PicPecc has a user-centred and universal design, and a position paper that was published in the Nursing Inquiry Journal and focused on person-centred care using AAC as universal design, received the Wiley Top-Cited Article 2021-2022 award. The results from the feasibility study showed that the PicPecc app can be used for symptom management in both Sweden and South Africa, and that children with cancer find the app useful in managing their health symptoms. A new assessment scale, the electronic Faces Thermometer Scale, was developed in the app, and preliminary analyses show that the scale is valid for assessing symptoms.



**Fig. 1:** Pictorial support in person centred care for children with options for the child to create an avatar (1a), create a name and choose a pet (1b), choose between symptoms (1c), assess and report level of symptom by the use of the electronic Faces Thermometer Scale (1d), use a body map (1e), choose pictures of symptoms (1f), respond to an open-ended symptom related question (1g), get an overview of assessment scores (1h) and suggestions for self-support (1i).

### 2.2.12 African Alliance Partnership

#### A Partnership to Support Practitioners and Researchers in Developing and Carrying out Culturally Competent Interventions for Children and Families with Disabilities

(PIs: Prof Shakila Dada and Prof Sarah Douglas (Michigan State University) (2021-2022))

Children with disabilities exist in all cultural, racial and ethnic groups and minorities. All children require the support from family members and practitioners to make developmental gains, but for children with disabilities, evidence-based interventions – often implemented by a transdisciplinary team of professionals (e.g., teachers, occupational therapists, speech therapists) - are needed to support this development. There is a need for practitioners and researchers who are able to make cultural adaptations to existing interventions and carry out culturally competent interventions with children with disabilities and their families. The African Alliance Partnership project addresses this need and aims to transform collaborative practices, outreach efforts, intervention development, and training practices of these institutions. We propose collaborative workshops, workgroups, and research projects to move the field towards culturally competent interventions for children with disabilities and their families. The bulk of our collaborations were carried out virtually, given the distance between the organisations. However, we had one in person activity in South Africa to support our partnership.



### 2.2.13 South African Swedish University Forum

#### Inclusion of children with severe disabilities in education

(PIs: Prof Shakila Dada and Prof Jenny Wilder (Stockholm University) (2020-2022))

This project focused on the inclusion of children with severe disabilities in an educational context. The researched worked on a review of the level of participation of children with severe disabilities and mapped this information on participation literature. In addition, they completed a book chapter that focuses on attitudes towards the inclusion of children with disabilities in education.

### 3. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

#### 3.1

#### Community engagement projects

##### 3.1.1 What does the song “Old MacDonald” and the nursery rhyme “Three little monkeys swinging in the tree” have to do with each other? Nothing! Yet... Everything!

On 23 February, Prof Juan Bornman, accompanied by Dr Trina Spencer from the University of South Florida in the USA, supported one of the Master’s students in the Centre for AAC, Bathobile Ngcobo, when she trained a group of 45 teachers from Schola Amoris, an LSEN school in Umzinto, KZN, in the implementation of AAC strategies in the classroom. Lots of fun resulted from singing and signing Old MacDonald, using signs from South African Sign Language to sign the keywords, and using different graphic symbols for nursery rhymes and circle time. Teachers working in small groups planned classroom schedules and used real objects and graphic symbols to help learners cope with transitioning, as well as to predict what would happen next in the classroom. Lots of laughter was heard. After all, having fun while learning also helps one retain information better, as the process is enjoyable and memorable. Under the inspiring leadership of the school principal, Mrs SN Gumede, all teachers were able to attend the training, while support staff and bus drivers filled in for them in the classrooms.

We hope that this training could cause the first ripples in the ocean of AAC knowledge at Schola Amoris and that we will see them making big waves in the future! As Bathobile reminded us all: every learner deserves a voice and needs to be heard!

##### 3.1.2 Development of a new Qualification by SASETA – Court Preparation Officer

Prof Juan Bornman was invited as an academic representative on a task team that aims to develop a new qualification, namely a court preparation officer. This person is tasked with preparing state witnesses for all criminal and other matters in court and empowering witnesses to testify, thereby enhancing prosecution and customer satisfaction and facilitating victim impact statements. Prof Bornman was invited in acknowledgement of her work on ensuring access to justice for persons with communication disability and the availability of court accommodations.

#### 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 AAC Awareness at Schola Amoris LSEN school in Umzinto, KwaZulu-Natal

As mentioned earlier, on 23 February, Prof Juan Bornman, Prof Trina Spencer and Ms Bathobile Ngcobo (a Master’s student and SLP at Schola Amoris in KwaZulu-Natal) introduced teachers and therapists to AAC in a lecture that emphasised the use of AAC in the school context. This presentation was extremely successful and the 45 participants



were equipped to deal with their special needs learners. The principal, Mrs Gumede, invited Prof Bornman for a follow-up visit on 16 May, and on this occasion successes were celebrated and challenging cases were solved. It is hoped that this is the start of a long-term collaboration.



Sadilar, one of the research projects, with the team in KwaZulu Natal, demonstrating AAC to educators



### 3.2.2 Using culturally responsive practices when supporting children with complex needs and their families

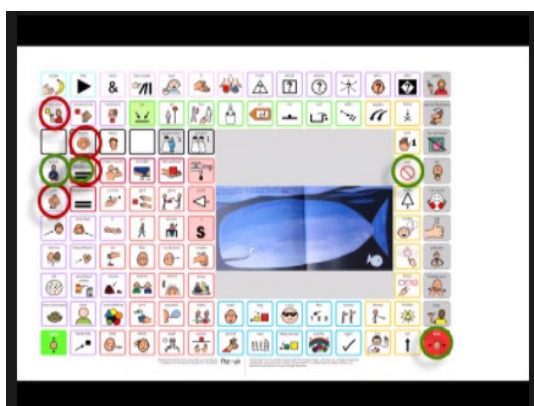
There was much excitement on 24 March as the Centre for AAC presented its first face-to-face workshop after lockdown! Prof Sarah Douglas from Michigan State University presented an excellent seminar on culturally responsive practices to a group of 50 interested participants, including therapists, teachers, students and parents. The seminar included a number of reflective activities to help participants understand how their own cultural backgrounds and biases can influence their work, and to assist them to incorporate culturally responsive practices into their everyday professional services.

### 3.2.3 The power of oral storytelling and its link to literacy

Everyone loves a good story! In a very interesting online seminar delivered on 20 May, Prof Trina Spencer from the University of South Florida explained some of the reasons why stories are memorable and enable us to enter into the life of another to connect emotionally. Storytelling and narratives are also excellent tools to promote academic language skills and create a good foundation for literacy. Having worked in the field of oral storytelling for many years, Prof Spencer shared tips on how to promote storytelling for diverse learners, and also gave ideas on how to adapt for learners using AAC.

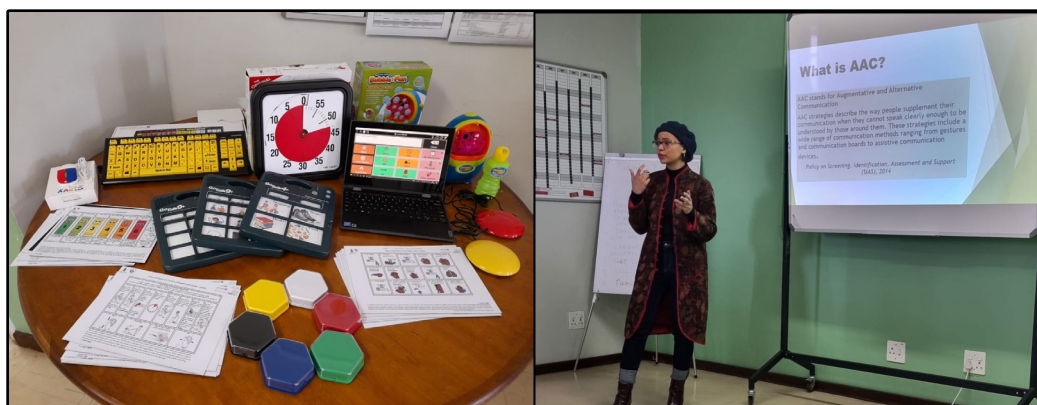
### 3.2.4 Designing mono- and bilingual communication aids using a core vocabulary approach

Designing a picture-based AAC system for persons with complex communication needs remains a daunting task. Choosing between ease of use and minimal learning demands on the one hand, and access to a powerful communication tool on the other hand, always feels like choosing between a rock and a hard place! In an interactive online seminar delivered on 22 July, Prof Jens Boenisch from Cologne University illustrated the power of core vocabulary to give access to a measure of generative language, yet limit learning demands through a confined pool of vocabulary in a consistent lay-out. He discussed the design principles of such communication aids and how they can be applied to different languages. Over 50 people attended and the feedback was very positive, as practitioners and teachers gained skills in AAC system design.



### 3.2.5 AAC Awareness at Lentegour LSEN School

Ms Rushdah Hartley presented a Basic Introduction to AAC at Lentegour LSEN School in Cape Town on 24 August. The training was well received by attendees and the school received wonderful feedback. All those in attendance benefited greatly from the information as well as the ideas shared in the session and look forward to applying the knowledge shared on the equipment available at the school.



Ms Rushdah Hartley presenting AAC

### 3.2.6 The Application of the Science of Behavior and Learning to Clinical and Educational Practice

Behaviour analysts, therapists and teachers do not always see eye to eye on intervention principles and approaches. In an online workshop, Prof Trina Spencer and

Dr Megan Kirby from Florida State University dispelled some of the misinformation that pervades the field, regarding therapies derived from the science of behaviour and learning (often called ABA therapy). They explained how principles of learning and behaviour can be productively and effectively infused into therapy and educational practices for the benefit of children with a variety of challenges. The workshop was well-attended by over 50 teachers, therapists and parents.

### 3.2.7 AAC awareness – October month celebration

The Centre for AAC commemorated AAC Awareness month in October. The CAAC hosted a two- hour webinar every Friday afternoon of the month, in which national and international speakers and experts in the field shared their clinical expertise and lived experiences. Attendees received Continued Professional Development (CPD) points.

- Friday, 7 October @ 14:00 – How do we lose our way in AAC intervention? “Promoting friendships between users of AAC and their peers”. Prof Erna Alant, AAC Consultant and Professor at Indiana University. YouTube link: <https://youtu.be/G1lhh24p6lo>
- Friday, 14 October @ 14:00 – Yes, everyone can learn to read: Literacy instruction for the older student. Ms Maureen Casey, Educator YouTube link: <https://youtu.be/uXE62TALGRE>
- Friday, 21 October @ 14:00 – Descriptive talking-teaching-testing with students using AAC systems: The descriptive teaching model. Ms Gail Tatenhove, Speech Language Therapist. YouTube link <https://youtu.be/aVzrJ13lDUo>
- Friday, 28 October @ 14:00 – Persons who use AAC: Perspectives from persons who use AAC and their families.  
Miss Constance Ntuli, <https://youtu.be/3VAq0i1iKdI>  
Miss Carla Niewenhuizen, <https://youtu.be/0poKu0pky3o>  
Miss Zainab Omar, <https://youtu.be/RckxI9CIWKA>  
Mrs Shazia Omar, <https://youtu.be/ubiwZLUfCuw>

### 3.2.8 All the words, all the time: AAC training with New Hope School

Claire Anderson (SLT, New Hope School) is passionate about giving children access to language through AAC. Together with Prof Tönsing, she presented a workshop in hybrid format to over 50 educators and school-based therapists to create awareness and knowledge of robust AAC systems and the role they play in giving access to language. Despite load shedding and internet challenges, the workshop was a huge success with professionals clearly hungry for more.



### 3.2.9 Parent Reality – AAC awareness event

On 17 September, ten parents braved the windy Saturday morning to attend a talk on AAC by Prof Kerstin Tönsing and Ms Constance Ntuli at the Pretoria branch of Parent Reality, a parent support group. The event was supported by Inclusive Solutions and organised by the group's co-founder, Mrs Johanni Meiring. Parents were keenly interested and grateful to hear about the AAC options and strategies available to assist their children.



Prof Kerstin Tönsing and Ms Constance Ntuli at the Parent Reality support group

### 3.2.10 Digital accessibility training

The Centre was approached by the TVET college of Emalahleni, Mpumalanga, to conduct training on the accessibility of digital material to students with disability. A total of 11 from Nkangala FET College attended the workshop presented by Dr Maria Ramaahlo, Dr Alecia Samuels and Prof Kerstin Tönsing on 23 June 2022. Dr Ramaahlo introduced the UP's disability unit and explained what services are available to students. Prof Tönsing and Dr Samuels sketched the background of the principles of universal design, and then demonstrated how students with disabilities may experience inaccessible digital content, such as PowerPoint presentations and other electronic documents. They then illustrated and explained the principles of accessible design and gave the participants an opportunity to explore some of the options available as part of existing software (e.g., Microsoft Word), as well as specialised software (e.g., Otter.ti) to make digital content more accessible. Participants found the workshop useful and practical.

### 3.2.11 What's your AAC App-titude? AAC app training for educational therapists

The explosion of mobile technology applications for AAC that are now available in the field has come with both benefit and cost. While many more people are able to afford an electronic AAC system, the array of choices can be overwhelming. In an online training session presented to educational therapists from the Metro East Education District in the Western Cape, Dr Samuels and Prof Tönsing explained the importance of a holistic assessment in order to choose an appropriate AAC application for a learner. Based on three case studies, therapists were coached in feature matching an app to a learner. Therapists found the workshop engaging and useful.

### 3.2.12 Shared decision making for practising prosthetists and orthotic care

Prof Shakila Dada and Ms Constance Ntuli co-developed a narrated lecture and materials for the continuing education course on shared decision making for practising prosthetists/orthotists in Sweden. The request came from Prof Nerrollyn Ramstrand at Jönköping University who is also involved in the professional board. The aim was to promote the participation of patients in decisions related to their prosthetic or orthotic care. One of the barriers that clinicians highlighted when requesting this lecture dealt with challenges on promoting the inclusion of children and adults with communicative disabilities. The lecture aimed to demonstrate strategies and co-developed materials that could be used. Some role-play activities were presented on how aided modelling could promote the inclusion of children and adults with communication disabilities in their own care.



## 4. PRESENTATIONS AT CONFERENCES, SEMINARS AND WEBINARS

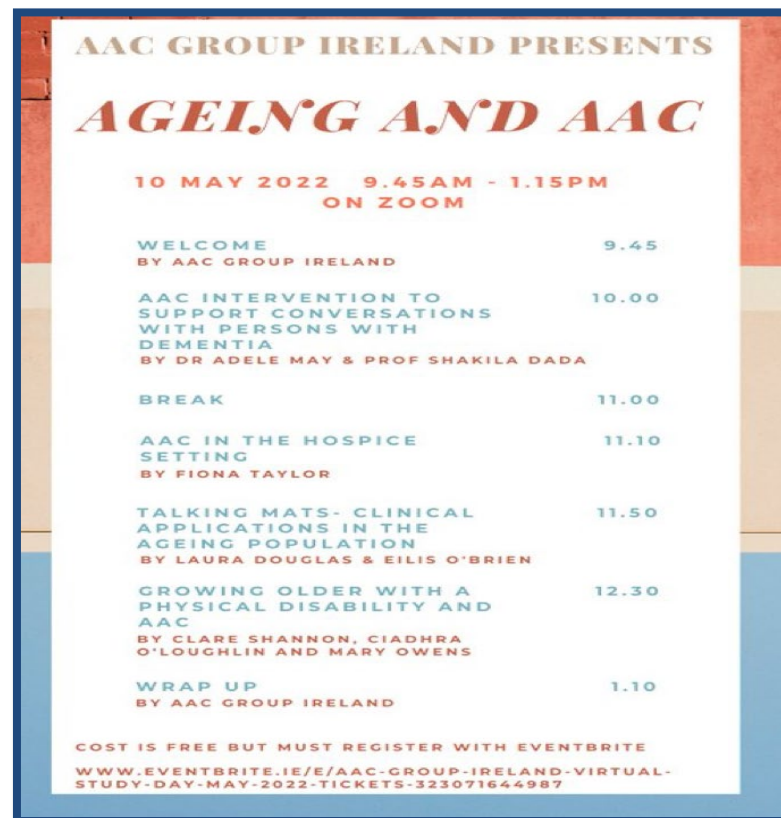
### International presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
2 March	Prof S Dada Prof D Anaby Prof C Imms Mr F Schakel Dr B Piskur Dr M van der Holst	Participation in low- and middle-income countries. Better Together 2022 Conference. Paper presented at the Combined 11 Australasian Academy of Cerebral Palsy and Developmental Medicine and the 3rd International Alliance of Academies of Childhood Disabilities Conference.
20 April	Prof S Dada	Augmented Input as a strategy for participation for persons with CCN. Virtual presentation to Faculty of Education, Special Education Division, Stockholm University, Sweden.




5 May	Prof S Dada	Participation in healthcare settings for persons with complex communication needs. Paper presented to the American Society for Public Administration, South Asian Section (ASPA). Online presentation.
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10 May	Prof S Dada Dr A May	Ageing and AAC. AAC intervention to support conversations with persons with dementia. Paper presented at the Seminar of the Ireland AAC Group (virtual).
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11 May	Prof J Bornman Ms D Msipa	Autism in Court Rooms: Accommodating persons with autism in South African courts. Paper presented at the INSAR 2022 Conference. Presented virtually.
19 May	Prof S Dada Prof D Anaby Prof C Imms Mr F Schakel Dr B Piskur Dr M van der Holst	Networking to mobilise new knowledge around participation into practice; The participation-focused knowledge translation (P-KT) roadmap. Paper presented at the European Academy for Childhood Disability, Barcelona.
2 June	Ms P Alonso-Castrillo Prof J Bornman	Teachers' perceptions regarding access to primary education in Kenya. Childhood Developmental Disorders in a multilingual context. Speech Base Conference. Kenyatta University, Kenya (Hybrid event – presented virtually).
2 June	Prof J Wilder Prof S Dada Dr A May Dr N Klang Prof M Pillay	Inclusive education for students with intellectual disabilities: A scoping review. Paper presented at the NERA Conference, Reykjavik, Iceland.

13-15 September	Prof K Huus Dr P Arvidsson Prof S Dada Prof M Granlund Prof C Imms Prof J Bornman Dr S Balton Dr Shi, L J. Dr Kang, L J. Dr Hwang, A W Dr Elliott, C	Poster presentation: An international validation of the instrument Picture My Participation that measures participation in children with and without disabilities. Paper presented at the CAPA Conference, Beitostølen, Norway (Poster presented by Karina Huus).
15 September	Prof S Dada Ms P Prinsloo Dr K Bastable Prof P Raghavendra Prof M Grandlund	Paper presentation: The application of the fPRC to AAC interventions. CAPA Conference, Beitostølen, Norway  
21 September	Prof K Huus Prof M Björk Prof S Dada	Picture My Participation – application in different cultures with persons with different disabilities. Paper presented at the South African Swedish University Forum (SASUF), Pretoria, South Africa (online).
29 September	Prof J Bornman	AAC for empowering children and breaking the silence. Assistive Technology/Augmentative and Alternative Communication (AT/AAC) Conference, Zagreb, Croatia.

Ms Pauline Prinsloo  
and Dr Kirsty Bastable  
at the CAPA  
Conference

30 September	Dr K Smith Dr A Samuels	The Parental Role in Intervention Task Tool: A Quantitative Role Measure for use with Parents of Young Children in South Africa. Paper presented at the International Society on Early Childhood Intervention Conference. Chicago, USA.
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Dr Katherine Smith with Prof Sarah Douglas (Michigan State University (L) and Dr Michael Guralnick (R) at the International Society on Early Intervention Conference held in Chicago.

7 October	Prof J Bornman	Invited keynote address: Using augmentative and alternative communication as protection against abuse. 1 <sup>st</sup> Cerebral Palsy Conference with International Representation. Ankara, Turkey (online).
11 November	Prof J Bornman	Invited plenary: Not silent if adults listen: Primary prevention of child abuse. 4 <sup>th</sup> International Conference on AAC. Sofia, Bulgaria (online).
11 November	Prof J Bornman Prof B Louw	Paper: Developing speech-language pathology leaders: Rapid Review of Leadership in Health Care professions. 2022 American Speech-Language and Hearing Association (ASHA) Convention, New Orleans, USA. (Joint presentation: Prof B Louw (in person) & Prof J Bornman (online)).
17 November	Prof K Drager Dr N Muttiah Dr A Blackwell Prof K Tönsing Prof J Bornman	Augmentative and Alternative Communication Telepractice in Low- and Middle-Income Countries: Perspectives of Speech-Language Pathologists. Poster presented at the 2022 American Speech-Language and Hearing Association (ASHA) Convention, New Orleans, USA.
10-28 November	Ms I Odendaal Prof K Tönsing	The perspectives of South African speech-language pathologists on the implementation of AAC for persons with post-stroke aphasia. Paper presented virtually at the 2022 American Speech-Language and Hearing Association (ASHA) Convention New Orleans, USA (hybrid event).
10-28 November	Prof K Tönsing	Stakeholder Validation of a Sepedi Core Vocabulary List for Augmentative and Alternative Communication. Paper presented virtually at the 2022 American Speech-Language and Hearing Association (ASHA) Convention (hybrid event).





18 November	Prof J Bornman Prof S. Nilsson Dr E Johnson	SASUF – Sweden / South Africa collaboration: What is happening with PicPecc? PicPecc/eFTS Conference University of Lund; Jönköping University and Gothenburg University, Sweden (online).
19 November	Prof S Dada Prof K Tönsing Dr A Samuels Ms K Casey Ms C Flores Dr K Bastable Dr A May Prof N Pillay Ms M Gerber Ms K Smith Ms R Moore Ms Z Laher Ms N Tshabalala Dr S Mukhopadhyaya Dr B Isanda Mr J Bampoe Dr L Moodley Mr S Karrim Mr R Mothapo Mr M Mohuba	Development of an intelligent tutoring system for learning AAC. Paper presented virtually at the 2022 American Speech-Language and Hearing Association (ASHA) Convention, New Orleans, USA (hybrid event).

#### National presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR WEBINAR AND PLACE
26 – 27 July	Prof S Dada	The use of AAC and children with autism. Aligning ourselves to the Mandela Commemoration theme for 2022. "Doing what we can, with what we have, where we are". Online webinar presented at the Autism Colloquium. Office of the Premier.
6 September	Dr K Smith Dr A Samuels	Parental Roles in Rehabilitation. Paper presented at the Gauteng DOH ECI Forum Workshop, Johannesburg.
6 September	Dr A Samuels	Tools to connect with families. Paper presented at the Gauteng DOH ECI Forum Workshop, Johannesburg.
14 October	Prof S Dada	"Enablism" – A focus on cerebral palsy beyond the schooling environment. Paper presented at the Symposium of the National Association for Persons with Cerebral Palsy (APCP) – Hybrid symposium. Indaba Hotel, Johannesburg.

### Presentations by Students

7 April	Ms B Ngcobo (Master's student )	"AAC for Autism Empowerment" at the iSchool Africa Conference.
2 November	Ms V Ndanganeni	Effect of a caregiver training programme for caregivers of children with complex communication needs in rural contexts of South Africa. Paper presented at the NIHSS Annual Doctoral Conference.
2 November	Dr R Morwane	SRAs as facilitators to the employment of persons with severe communication needs. NIHSS Alumni conference.
11 November	Dr R White	Access to justice for persons with communication disabilities: International court accommodation guidelines. 4 <sup>th</sup> International Conference on AAC, Sofia, Bulgaria (online).
10-28 November	Mrs I Odendaal Prof K Tönsing	The perspectives of South African speech-language pathologists on the implementation of AAC for persons with post-stroke aphasia. Paper presented virtually at the 2022 American Speech-Language and Hearing Association (ASHA) Convention (hybrid event).
18 November	Dr R White	Access to justice for persons with communication disabilities: International guidelines. The German Interdisciplinary Society for the Promotion of Research for People with Intellectual Disabilities (DIFGB) Conference: "Sexualized Violence in the Context of Mental Disabilities". Germany. Online.

## 5. VISITORS TO THE CAAC

DATE	NAME & DESIGNATION	PURPOSE OF VISIT	OUTCOMES
9 January – 30 July	Prof Trina Spencer (University of South Florida)	Prof Spencer obtained a Fulbright scholarship and spent six months at the Centre collaborating with Prof Kerstin Tönsing and other colleagues, conducting research and teaching.	Prof Spencer presented two engaging workshops (one in person and one online) and also taught in the MA (AAC) programme. Together with colleagues from the Centre for AAC, she commenced with a research project on the use of AAC to support narrative language.
 			
		Prof Trina Spencer (University of South Florida) and Prof Kerstin Tönsing	
1 March – 29 July	Prof Jens Boenisch (University of Cologne)	Knowledge exchange regarding AAC and multilingual resources, becoming acquainted with the South African context, planning for possible joint curricular activities.	Prof Boenisch presented a number of lectures to Master's students as well as a very successful online workshop on core vocabulary. He furthermore visited a number of schools where AAC is implemented. A joint application for funding for a material and curriculum development project was submitted (together with Prof Tönsing).
21 – 25 March	Prof Sarah Douglas (Michigan State University)	Part of the African Alliance Partnership funding to enhance the partnership between Michigan State University (RADD lab) and University of Pretoria (CAAC). The visit aimed to enhance the partnership and discuss the manner in which to transform collaborative efforts, intervention developments and practices of our institutions.	Prof Douglas presented a hybrid workshop and visited Baragwanath Hospital in Soweto. Numerous meetings were also arranged with Master's and doctoral students to discuss individual research projects. Discussions on how to develop culturally competent interventions were held with various clinicians as well as with staff members participating in a literature review.



16 – 21 May	Ms Amelie Kristin Janz & Ms Louisa Johanningmeier (Leibniz University Hannover (LUH)	As part of the multi-country initiative, two members for the German SpeechBase team visited the CAAC to explore context-specific needs for curriculum development and website content.	The SA SpeechBase team accompanied the German visitors to two LSEN schools (Schola Amoris and Reunion school in KZN), as well as the George Mukhari Hospital. All service providers were excited about the possibility of the SpeechBase website to host culturally appropriate resources.
16 – 18 August	Mr Mahlubandile Ntontela (Fort Hare University)	To develop guidelines related to criminal procedure law. The guidelines will enable adults with little or no functional speech to access the judicial system by expanding on Prof Bornman's work with students and other colleagues in the field.	"You need two flames burning in the human heart: the flame of anger against injustice and the flame of hope you can build a better world" This quote by Tony Benn describes Mr Ntontela, a lecturer and an LLD student from the Faculty of Law, University of Fort Hare. If this interests you, watch out for a future seminar/workshop on this topic.



Mr Mahlubandile Ntontela (Fort Hare University) and Prof Juan Bornman)

18 –24 September	Prof K Huus and Dr M Bjork (University of Jönköping)	To further explore IR using Picture my Participation. To finalise outputs related to the STINT project and formalise teaching between Jönköping University and the CAAC regarding the Master's in ECI. To formulate potential ways forward in collaborative projects.	A presentation regarding the PmP and its development as an app was done at the South African Swedish University Forum (SASUF).
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## Lectures to CAAC Students

Date	Name	Topic	Outcome
18 July	Prof Jens Boenisch	Designing aided AAC systems. Lecture presented to MA (AAC) students.	On 18 July, Prof Jens Boenisch presented a lecture to the second-year MA (AAC) students on the topic of designing mono- and bilingual communication aids. The students engaged in active discussions about the process of vocabulary selection for two languages, highlighting challenges but also strategies and solutions. The lecture provided everyone with much food for thought.

Prof Jens Boenisch visit to CAAC



4 October	Prof R Koul	Research designs. Seminar presented to PhD students.	Extraordinary Prof Koul presented a two-hour seminar to the current PhD students, in which he provided an overview of experimental research designs and the various types of designs. Students had an opportunity to discuss and clarify the differences between the designs.
6 October	Prof M A Ronski	Randomised control trials. Seminar presented to PhD students.	Extraordinary Prof Ronski presented an hour lecture to PhD students with a specific focus on Randomised Control Trials. She shared her vast experience of planning such designs as well as appropriate reading materials for students to further engage with.

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

### Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
25 February	STEPS Workshop: Assessment and Intervention of Emerging Bilinguals (Spanish/English) who use AAC. Online workshop presented by Prof Gloria Soto. <b>Attended by:</b> Prof K Tönsing
23 March	Access to justice for persons with disabilities in the South African criminal justice system: A validation workshop. Centre for Human Rights, UP, held in Cape Town. <b>Attended by:</b> Prof J Bornman
25 March	ICT accessibility symposium (hybrid). <b>Attended by:</b> Prof K Tönsing
28 March	PicPecc Workshop. UNISA & University of Gothenburg (Virtual). <b>Attended by:</b> Prof J Bornman
30 – 31 March	Connection: The Humboldt Experience. Humboldt Foundation, Germany. (Virtual). <b>Attended by:</b> Prof J Bornman
12 April	Blackboard Integration workshop. Presented by Ms Yvonne du Plessis. <b>Attended by:</b> Prof K Tönsing
7 June	Understanding the NRF Rating system. University of Pretoria. (Virtual). <b>Attended by:</b> Prof J Bornman and Dr A Samuels
10 July	Implementing the new CPD system. HPCSA. <b>Attended by:</b> Ms EJC Rossetti-Siefe and Ms R Hartley
21 July	Using emoji for coding and analysis. Presented by Dr Anuja Cabraal (Virtual). <b>Attended by:</b> Dr A Samuels
6 September	Gauteng DOH ECI Forum Workshop: Collaboration with Families. <b>Attended by:</b> Dr A Samuels and Dr K Smith
20 September	NRF Grant Training (Virtual). <b>Attended by:</b> Dr A Samuels
21 September	Youth accountability: Findings of a scoping view. Seminar presented at the One Child One Family Information Dissemination Event, Johannesburg, South Africa. <b>Attended by:</b> Prof S Dada, Dr K Gustavo, Prof P Cooke, Dr L Harvey, Ms V Olarte, Ms J Zimmerman
23 September	Cultural collaborative webinar. <b>Attended by:</b> Prof S Dada, Prof K Tönsing and Dr A Samuels
12 October	Partnership in early childhood development and teacher training. Future Africa, Pretoria. <b>Attended by:</b> Prof S Dada



DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
24 March	Interventions seminar. Future Africa, Pretoria. <b>Attended by:</b> Ms R Hartley
3 June	Cultural Adaptation Checklist – Appraising and Increasing Quality in Intervention Adaptation. Online presentation by James Lee, University of Kansas. <b>Attended by:</b> Prof K Tönsing
15 June	Launch of the South African Child Gauge 2021/2022: Child and Adolescent Mental Health. University of Cape Town (Virtual). <b>Attended by:</b> Ms R Hartley, Dr A Samuels and Prof S Dada
24 – 25 August	8 <sup>th</sup> Flexible Futures Conference: University of Pretoria (Virtual). <b>Attended by:</b> Dr A Samuels
31 August	Multilingualism: A concealed reality in South African classrooms. Seminar presented by Dr Vimbai Hungwe (Virtual). <b>Attended by:</b> Prof K Tönsing
20 – 23 September	PicPecc: Planning the new SASUF and SANORD project with Swedish collaborators: (Prof S Nilsson; J Bergqvist; J Chaplin & A Swarz; Mr T Lindroth; Mss A Wiljen; A Hook & J Hagman) and SA collaborators (Drs E Johnson; A Terblanche; K van Zijl; K. Musuku and Mss M Clasquin-Johnson & A Kuyler). <b>Attended by:</b> Prof J Bornman
23 September	The Development and Preliminary Evaluation of an Online Module in Culturally Responsive Practice in AAC. Presentation by Dr David McNaughton and Ms Kasie Galley, Penn State University. <b>Attended by:</b> Prof K Tönsing, Prof S Dada and Dr A Samuels
14 October	Health Systems for Early Child Development: Harnessing the Power of Home Visiting (webinar). <b>Attended by:</b> Ms R Hartley
26 October	Blackboard Integration Training (Online). UP Open Access Colloquium (Virtual). <b>Attended by:</b> Ms R Hartley
16 November	SA Child Gauge 2023: Early Childhood Development. Round Table Discussion, Children's Institute UCT. <b>Attended by:</b> Dr A Samuels
18 November	2023 NRF Rating Call: Briefing Session. University of Pretoria (Virtual). <b>Attended by:</b> Prof J Bornman and Dr A Samuels
24 – 26 November	13 <sup>th</sup> South African Child Health Priorities Association Conference (Virtual and in person) <b>Attended by:</b> Dr A Samuels and Dr K Smith

## 7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

### 7.1 Staff achievements and awards

- Prof K Tönsing received a C2 NRF rating.

### 7.2 Student achievements and awards

- The Inclusive Solutions Award for the Best BA Honours in AAC student was awarded to Zakkiyya Manack.
- The Edit Microsystems Award for the Best Master's in AAC student was awarded to Inge Odendaal.
- TOBII DYNAVOX Student Award for the doctoral student with the most outstanding research was made to Arinè Kuyler.
- The following PhD students were awarded NIHSS bursaries: Zakkiyya Laher, Vuledzani Ndaganeni
- Six PhD students were awarded UP postgraduate bursaries: Arinè Kuyler, Nothando Tshabalala, Rahab Mothapo, Alexandra Stipinovich and Sheryll Ngwira.
- As part of the Covidence Global Scholarship Programme, Mavis Mohuba, PhD student received a Tier 3 – Covidence Individual Subscription.
- Six MA (AAC) students were awarded UP postgraduate bursaries: Sephiwe Mthonxa, Azima Bhorat, Charné Gill, Samantha Gay, Tracy Gibbs, , Jess Slater.
- The following MA(AAC) students were awarded NIHSS bursaries: Aalia Patel and Wazifa Noorbhai
- The UP postgraduate bursaries of the following students were renewed: Michelle Krüger, Nomaswazi Hlatswayo, Bathobile Ngcobo, and Goapalelwe Mogatusi.
- Three MA (AAC) students were awarded bursaries by the Department of Education: Sephiwe Mthonxa, Azania Maybuye, and Samantha Gay.
- Two MA (AAC) students, Bathobile Ngcobo and Goapalelwe Mogatusi, were supported from staff-funded research projects.





## 8. PROFESSIONAL ACADEMIC ACTIVITIES

### 8.1 Involvement with other universities as external examiners

Prof J Bornman	External Examiner for Master's dissertation: University of Cape Town. External Examiner for Master's dissertation: University of KwaZulu-Natal. External Examiner for Master's dissertation: North-West University. External Examiner: University of the Witwatersrand (3 <sup>rd</sup> year SLP students: Course Code: SPPA3006).
Prof K Tönsing	Sefako Makgatho University: Fourth-year student examinations.
Dr A Samuels	External Examiner for AHS3102S Child Language II Module for the BSc in Speech Language Pathology: University of Cape Town.

### 8.2 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 International Journal of Speech-Language Pathology
Prof J Bornman	Specialist panel member for Health Panel One: NRF Rating applications (2019-2022) Guest Editor: Paediatric & Neonatal Pain – Special Issue on Participation in Pain Management Reviewer for International Journal for Disability, Development and Education
Prof K Tönsing	Associate editor: Augmentative and Alternative Communication Member of editorial board: Topics in Language Disorders Reviewer for Disability and Rehabilitation: Assistive Technology Reviewer for International Journal of Speech-Language Pathology Reviewer for American Journal of Speech-Language Pathology Reviewer for the South African Medical Research Council Reviewer for the New Frontiers in Research Fund (Canada) Reviewer of ISAAC Connect e-poster abstracts
Dr A Samuels	Reviewer for Developmental Medicine and Child Neurology

### 8.3 Other duties

Staff members serve on a variety of 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>Council Regional Coordinator: International Association for Augmentative and Alternative Communication (ISAAC)</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 Executive Board of the International Association for Augmentative and Alternative Communication (ISAAC) (2020-2022)</p> <p>Affiliated professor: CHILD Research Group, School of Education and Communication, Jönköping University, Sweden</p> <p>Academic Representative: Employment Equity and Central Skills Development Committee</p> <p>Postgraduate Committee: Faculty of Humanities, UP</p> <p>Advisory Committee: Advanced Diploma in Visual Impairment Studies</p> <p>Appointed member: Rating Panel of the NRF Specialist Committee (2020-2022)</p>
Prof K Tönsing	<p>Research Committee: International Association for AAC (ISAAC)</p> <p>Teaching and Learning Committee: Faculty of Humanities, UP</p> <p>Working Group: Affordable and Accessible ICT for persons with disabilities, Subcommittee: Education</p>
Dr A Samuels	<p>Transformation Committee: Faculty of Humanities, UP</p> <p>Member: 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>
Mr T Mahlangu	<p>Web and Marketing Committee: Faculty of Humanities, UP</p> <p>Health and Safety Committee: Faculty of Humanities, UP</p>

## 9. STAFF

### 9.1

#### CAAC staff funded by the University of Pretoria

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

### 9.2

#### CAAC staff funded from outside funds

<b>Lecturer</b>	Ms R Hartley	30 hours per week
<b>Lecturer</b>	Ms C Breetzke	20 hours per week
<b>Administrative Assistant</b>	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 16 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, Rajinder Koul 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, 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**

MaryAnn Ronski is an ASHA-certified speech-language pathologist and Regents Professor of Communication, Psychology, and Communication Sciences & Disorders at Georgia State University, Atlanta, GA. She is the Director of the Center for Research on Atypical Development and Learning (CRADL) and a founding member of the Center on Research on Challenges to Acquiring Language & Literacy (RCALL). Prof Ronski is a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD), the American Speech-Language and Hearing Association (ASHA), and the International Society for Augmentative and Alternative Communication (ISAAC). She received the Honors of ASHA in 2015, the AAIDD Leadership Award in 2019, and the AAIDD President's Award in 2021. Her research program focuses on the communication development of children and adults with developmental disorders who encounter difficulty speaking, particularly the development and evaluation of computerised communication interventions in natural environments and the role of families.



#### **Prof Ralf W Schlosser**

Ralf Schlosser is 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**

Dr Patrik Arvidsson, PhD, Clinical Psychologist, is a Researcher and Senior Lecturer and does clinical work at the Habilitation Service Center, Gävle, Region Gävleborg, Sweden. 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 and changing practice in the South African context. Dr Balton is the recipient of the Integrity Icon Award (2020) and the Premier's Service Excellence Award for Innovation (2020). (2020 – 2023)



#### **Dr Susana Castro-Kemp**

Susana Castro-Kemp is an Associate Professor in Psychology and Human Development at the Institute of Education, University College London (UCL). Her research focuses on the inclusion of children with special educational needs and disabilities, education policy and its translation into education practice, early childhood intervention, and mental health/wellbeing in schools. (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**

Jenny Wilder is Professor in Special Education and Head of the Department of Special Education, Stockholm University. Jenny Wilder's research focuses primarily on intellectual disability and encompasses areas such as communication and interaction, participation, support provision, collaboration, and educational transitions. At the Centre for AAC, she is involved in collaboration about research on inclusive education for students with severe disabilities, and collaboration in higher education between the Centre for AAC and Stockholm University. Most recently, she contributed in chapters in the book *The Routledge Handbook of Inclusive Education for Teacher Educators*, edited by Santoshi Halder, Shakila Dada and Rashida Banerjee. She is also affiliated to the Department of Women's and Children's Health at Uppsala University, Sweden.

(2020 – 2023)

**9.5****Postdoctoral fellows****Dr Kirsty Bastable**

Kirsty was appointed a post-doctoral fellow as part of a project with University of Leeds and House and homes for Children. Her focus is to participate and evaluate the effect of the arts-based youth program.

**Dr Katherine Smith**

Katherine was appointed as a post-doctoral fellow in the Centre for AAC under the mentorship of Dr Alecia Samuels after having been awarded the DSI-NRF Centre of Excellence in Human Development fellowship for 2022-2023. Her research currently focuses on how to support caregivers as agents of change in rehabilitation interventions by understanding the roles they take on in their child's intervention, which is a continuation of the work done in her PhD.

## 9.6 External examiners

### MA (AAC)

#### a) External Examiners

Dr Sourav Mukhopadhyay	University of Botswana	Mini dissertation (AAK 895)
Prof Mineko Booka	Prefectural University of Hiroshima	Mini dissertation (AAK 895)
Ms Portia Khumalo	Stellenbosch University	Mini dissertation (AAK 895)
Dr Refilwe Morwane	University of the Witwatersrand	Mini dissertation (AAK 895)
Dr Carmelita Jacobs	Stellenbosch University	Mini dissertation (AAK 895)
Dr Saira Karrim	University of KwaZulu-Natal	Mini dissertation (AAK 895)
Prof Sarah Douglas	Michigan State University	Mini dissertation (AAK 895)
Prof Michelle Pascoe	University of Cape Town	Mini dissertation (AAK 895)
Prof Stefan Nilsson	University of Gothenburg	Mini dissertation (AAK 895)
Prof Annalu Waller	University of Dundee, Scotland	Mini dissertation (AAK 895)
Dr Adele May	Stellenbosch University	AAK 811 Assignment 1
Ms Jaqueline Leuvenink	Private practice	AAK 811 Assignment 2
Dr Refilwe Morwane	University of the Witwatersrand	AAK 812 Assignment 1
Ms Rahab Mothapo	Sefako Makgatho University	AAK 812 Assignment 2
Ms Marijke Knopjes	Private Practice	ECl 801 Assignment
Ms Sumayya Vayej	Private Practice	ECl 801 Assignment

#### b) Critical readers – Mini dissertation submitted in 2022 (AAK 895)

<i>Dr Marika King</i>	<i>Utah State University</i>
<i>Dr Karin van Niekerk</i>	<i>University of Pretoria (Department of Occupational Therapy)</i>
<i>Prof Maximus Sefotho</i>	<i>University of Johannesburg</i>
<i>Adv Mahlubandile Ntontela</i>	<i>University of Fort Hare.</i>
<i>Dr Robyn White</i>	<i>Woking Borough Council</i>
<i>Prof Mirna Nel</i>	<i>North West University</i>
<i>Dr Kirsty Bastable</i>	<i>University of Pretoria (postdoctoral fellow)</i>
<i>Prof Karina Huus</i>	<i>Jönköping University</i>

## 10. OBJECTIVES FOR 2023

### 10.1 UP Strategic Goal – To optimise resources and enhance institutional sustainability

#### Objectives

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

### 10.2 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 all ClickUP modules are designed to be accessible

### 10.3 UP Strategic Goal – Access and student success

#### Objectives

- To graduate two PhD student and enrol two new PhD candidates
- To graduate nine MA (AAC) students and enrol 10 new students
- To graduate 20 M (ECI) students and enrol 10 new students
- To graduate 11 BA Honours (AAC) students and enrol 10 new students
- To ensure funding for students by securing at least 10 postgraduate bursaries

### 10.4 UP Strategic Goal – To strengthen research and the CAAC's international profile

#### Objectives

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

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

#### Objectives

- To conduct three AAC awareness events
- 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 2022 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
- SADiLaR
- 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

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- College of New Jersey, Ewing, NJ
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- Georgia State University, USA
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- Kilimanjaro Christian Medical Centre, Tanzania
- 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 Castilla-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
- Centre for the study of resilience
- Client Service Centre
- Future Africa
- Department of Child Health
- Department of Community Engagement
- Department of Education Innovation
- Department of Finance
- Department of Library Services
- Department of Research and Innovation Support
- Department of Residence Affairs and Accommodation
- Department of Security Services
- Department of University Relations Disability Unit
- Facilities Management

A final 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.

Our sincerest 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