



Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

2018

Annual Report

Centre for Augmentative and
Alternative Communication

www.up.ac.za

THE CAAC'S VALUES

Innovation, Excellence
Respect, Diversity
Teamwork, Integrity

ACKNOWLEDGEMENTS

The Director and staff compiled the annual report contributions.

Photos were taken by EyeScape Corporate Photography (Mariki & Lourens Uitenweerde) and staff members of the CAAC.

Language editor: Mrs Isabel Claassen

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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
- Policy implementation

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**Everyone
deserves
a voice**

**Centre for Augmentative and
Alternative Communication
(CAAC)**

ANNUAL REPORT 2018

2018 Students



PhD students



M (ECI) first-year students



M (ECI) second-year students



MA (AAC) first-year students



MA (AAC) second-year students



BA Honours (AAC)

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

2018 STAFF



*Left to right: Ms Nokulunga India, Ms Karin van Niekerk, Ms Enid Moolman, Prof Juan Bornman (Director), Ms Constance Ntuli, Mr Terrence Mahlangu, Dr Alecia Samuels, Dr Ensa Johnson, Ms Refilwe Morwane.
Seated: Prof Shakila Dada, Dr Kerstin Tönsing, Ms Liza Rossetti-Siefe*

MEMBERS OF THE ADVISORY BOARD

Prof J Bornman (Director: CAAC)
Prof V Reddy (Dean: Faculty of Humanities)
Prof S Dada (CAAC Staff Representative)
Prof A Skelton (Centre for Child Law)
Ms C Ntuli (Person who uses AAC)

Mr M Tshivhase (Deputy Director: Disabilities,
National Department of Health)
Ms K Chikane (Nomalanga Energy (Pty) Ltd)
Ms S Matsebula (Executive Director: Motswako
Office Solutions)

ACRONYMS

AAC	Augmentative and Alternative Communication
App	Application
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language and Hearing Association
ASSAF	Academy of Science of South Africa
ATI	Advocacy Team for Inclusion
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
CCN	Complex Communication Needs
CPD	Continuing Professional Development
CRC	Convention on the Rights of the Child
CHILD	Children-Health-Intervention-Learning-Development Centre
CP	Cerebral palsy
CSIR	Council for Scientific and Industrial Research
DUR	Department of University Relations
DST-NRF	Department of Science and Technology – National Research Foundation
DoE	Department of Education
FOFA	Youth Empowerment project ('fofa' means "to fly" in Northern Sotho)
GSU	Georgia State University
HPCSA	Health Professions Council of South Africa
ICU	Intensive Care Unit
ISAAC	International Society for Augmentative and Alternative Communication
ISPCAN	International Society for the Prevention of Child Abuse and Neglect
KMP	Human communication module (offered in BA Speech-Language Pathology and BA Audiology degrees)
LMIC	Low- and middle-income country
LNFS	Little or no functional speech
MA (AAC)	Master's degree with specialisation in Augmentative and Alternative Communication
M ECI	Master's degree with specialisation in Early Childhood Intervention
NIH	National Institute of Health
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NUL	National University of Lesotho
OT	Occupational therapist
PACSA	Professional Administrators Conference South Africa
PAGEL	Partnerships for the Health Sector in Developing Countries
PCS	Picture Communication Symbols
PhD	Doctor of Philosophy
PI	Primary investigator
RDP	Research Development Programme
RTC	Randomised Control Trial Study
SAHUDA	South African Humanities Deans' Association
SARChI	South African Research Chairs Initiative
SAE4D	South African Employers for Disability
SACE	South African Council for Educators
SDGs	Sustainable Development Goals (Agenda 2030)
SENSE	Socio-Economic and Natural Sciences of the Environment
SLT	Speech-Language therapist
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
TAU	Teaching Advancement at University
TUKS	University of Pretoria (previously known as Transvaal University Kollege)
TYRLP	Tuks Young Research Leader Programme
UNICEF	United Nations Children's Fund
UP	University of Pretoria



Contents	Page
MESSAGE FROM THE DIRECTOR	1
CAAC AT A GLANCE	3
THE YEAR IN REVIEW: 2018 IN A NUTSHELL.....	4
1.1 UP Strategic Goal - To enhance access and successful student learning	4
1.2 UP Strategic Goal - To strengthen research and international profile	5
1.3 UP Strategic Goal - To foster and sustain a transformed, inclusive and equitable university community	6
1.4 UP Strategic Goal - To optimise resources and enhance institutional sustainability	6
1.5 UP Strategic Goal - To strengthen social responsiveness and impact in society	7
1. TEACHING AND LEARNING	8
1.1 Academic programmes	8
1.2 CAAC involvement in other academic programmes of the University of Pretoria	9
1.3 CAAC involvement in academic programmes of other universities.....	9
1.3.1 Jönköping University	9
1.3.2 Sefako Makgatho University.....	9
2. RESEARCH.....	10
2.1 Publications	10
2.1.1 Journal articles in peer-reviewed, accredited journals.....	10
2.1.2 Journal articles accepted for publication in peer-reviewed, accredited journals	11
2.1.3 Manuscripts submitted for consideration of publication	11
2.1.4 Chapters in books	11
2.1.5 Book chapters accepted for publication	11
2.1.6 Publications to raise public awareness	12
2.2 Research projects.....	12
2.2.1 Using Mobile Health Technology to optimise communication outcomes for South African children with developmental disorders – NIH-funded (R21) project through the Fogarty International Centre and National Institute of deafness and other communication disorders mobile health initiative (PI: Prof J Bornman)	12
2.2.2 AAC and multilingualism – NRF-funded project (Thuthuka postdoctoral grant) (PI: Dr K Tönsing)	12
2.2.3 Participation of children with disabilities – Sweden (Science and Technology Research Collaboration (STINT)/South Africa (NRF) Science and Technology Research Collaboration (PI: Prof S Dada)	13
2.2.4 Augmented input – NRF-funded project (Thuthuka – NRF Rating Track Grant) (PI: Prof S Dada)	14
2.2.5 South African healthcare professionals' perspectives on the use of augmentative and alternative communication strategies in intensive care units (PI: Dr E Johnson)	14
2.2.6 Researching Language Acquisition in African Languages (PI: Prof U Lüdtke)	14
3. INTERNATIONALISATION	15
3.1 Visits by staff to international institutions: Research and/or Training	15
3.2 Visitors to the Centre for Augmentative and Alternative Communication	16
4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT	17
4.1 Community engagement projects	17
4.1.1 Fofa Communication Empowerment Programme – Making Connections	17
4.1.2 Raising AAC Awareness	18
4.1.3 Devices practical day	18
4.2 Dissemination of Information	19
4.3 Consultations	22
4.4 Research matters	22
5. PRESENTATIONS AT CONFERENCES AND SEMINARS	23
6. CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED	27
7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT.....	29
7.1 External Applied Social Sciences Cluster Review	29
7.2 Staff Achievements and Awards	30
7.3 Student Achievements and Awards	31
8. PROFESSIONAL ACADEMIC ACTIVITIES	32
8.1 Involvement with other universities as external examiners	32
8.2 Referee duties	32
8.3 Other duties	32
9. STAFF	34
9.1 CAAC staff funded by the University of Pretoria	34
9.2 CAAC staff funded from outside funds	34
9.3 Extraordinary Professors	34
9.4 Junior Research and Postdoctoral Fellows	34
9.5 External examiners	34
10. OBJECTIVES FOR 2019	36
ACKNOWLEDGEMENTS	37

MESSAGE FROM THE DIRECTOR



At the Centre for AAC, we are well known for innovation and excellence: a philosophy that has underpinned many of our achievements and initiatives during the past year. However, our reputation depends mostly on people. People who teach and conduct research, in other words, our committed, passionate and talented academic staff as well as the staff who support all these endeavours. People who make use of our offering, such as our students, alumni, peers (locally and internationally) and the community and industry members who believe that we can add value. People who support our work by providing us opportunities to develop, specifically our Dean, Prof Vasu Reddy, the deputy deans, members of UP's executive and our advisory board. Therefore, I would like to start this Director's Message by saying thank you to each and every one of you. Because of you, our centre has succeeded in earning a strong reputation for academic excellence in teaching, learning and research, and for socially valid community involvement projects!

The beginning of a new year brings with it opportunities to put together a smorgasbord to tease the taste buds. Producing an annual report can be compared to the creation of a recipe, and although most scholars don't refer to the use of recipes when describing their work, academia does make use of many of the same ingredients year by year. If you add new flavours and spices, something novel and creative can result. However, by accidentally leaving out certain ingredients, by adding others that the recipe did not call for, or by using the right ingredients but in the wrong proportions, it is entirely possible to end up with something not even edible! Did we succeed in using the right ingredients in the right proportions in 2018? You will be the judge.

Prioritising teaching and learning

As the only university in South Africa that offers AAC and early childhood intervention as a postgraduate degree, we attracted 132 outstanding and diverse postgraduate students from across the country who had completed their multi-disciplinary undergraduate training at various universities. Our research-intensive ethos in teaching and learning, which underpins our commitment to nurture independence, results in well-rounded students who are skilled to address the challenges posed by the workplace. We are proud of our 41 outstanding graduates who are analytical and critical in their thinking, as well as ethics-aware in their actions. It is therefore not surprising that they were all able to secure employment. It gives us pleasure to follow our alumni and witness the success they enjoy in various market sectors: health, education, social development, as well as taking the lead in a variety of non-governmental organisations. As part of creating opportunities to open up the benefits of studying at our Centre to an even wider range of students, 39 postgraduate student bursaries were secured.

Leading high-impact research

Another critical ingredient in the Centre recipe is our involvement in meaningful research with high social validity. We were involved in six large-scale collaborative research projects – three of them with international partners, leading to frequent citations nationally and internationally. The three-year long project with Jönköping University (Sweden) on "*Participation of children with disability*" was successfully completed. This project was characterised by multiple exchanges between postgraduate students, postdoctoral fellows and staff offering rich, diverse perspectives. Data collection in the first randomised control study in AAC in South Africa commenced. This collaborative project with Georgia State University (US) focuses on the development of a caregiver-implemented mobile health app to optimise communication outcomes of children with developmental disorders.

After the successful signing of an MOU with Leibniz University, Hannover (Germany), a postdoctoral fellow joined us to commence a project focused on language acquisition in African languages. Our academics continue to focus on cutting-edge global concerns and our research on AAC and multilingualism assists in understanding some of the demands of bilingual picture-based AAC systems, while the work on augmented input suggests that there are variations in terms of children's acquisition of receptive language skills, depending on the amount of augmented input. Interesting research focused on the use of AAC in the health-care context is also sparking increased international attention.

Our applied research continues to be recognised internationally and we were delighted to welcome 12 international fellows, three postdoctoral and junior research fellows, as well as two extraordinary professors in 2018. These exchanges assist in pushing the frontiers of knowledge in a diverse range of topics in the disciplines of AAC, severe disability and early childhood intervention.

Building for the future

Resources are finite. In order to make an impact on our students, researchers and the wider community, social responsive projects as well as those generating financial security are prioritised. Employing six staff members on outside funding is ambitious – but it gives us great pride that the Centre is nearing its third decade of existence, pointing to impact and sustainability. Over the last year, more than 534 people attended various workshops, seminars, lectures, and presentations by our staff. The hands-on PhotoVoice exhibition hosted by seven young adults who use AAC to communicate in the foyer of the Humanities building shifted boundaries. This deeply touching and vibrant event left no one wondering about why *“Everyone deserves a voice”*!

Our successes this year reflect our pioneering approach and growing reputation as one of the world's leading ECI and AAC programmes: a place that is home to pioneers who enjoy trying out new innovations, a place where its staff and students leave no stone unturned in a quest for excellence, a place that breaks down barriers and respects diversity, integrity and teamwork.

In short, a place where recipes are not seen as dogma, where mistakes are accepted and where everyone is inspired to try something new! And when in doubt, put crispy shallots on top – it literally makes anything delicious!



J BORNMAN
DIRECTOR: CAAC

MARCH 2019

CAAC AT A GLANCE – 2018

4	UP-funded academic staff members
6	Outside-funded academic staff members
3	Postdoctoral and junior research fellows
2	UP-funded support staff
2	Extraordinary professors
132	Postgraduate students
41	Postgraduate graduandi
39	Student bursaries
6	Funded research projects
13	Peer-reviewed, accredited journal publications
12	International visitors
534	Advocacy event attendees
179	Students taught from other programmes and universities

THE YEAR IN REVIEW: 2018 IN A NUTSHELL

1.1 UP Strategic Goal – To enhance access and successful student learning

Objectives	Outcomes
<ul style="list-style-type: none"> To graduate four PhD students and enrol five new PhD candidates. 	<ul style="list-style-type: none"> One student graduated and two theses are currently under examination. One student is expected to submit in February 2019. Two new PhD students were enrolled.
<ul style="list-style-type: none"> To graduate eight MA (AAC) students and enrol ten new students. 	<ul style="list-style-type: none"> Eight MA (AAC) students graduated in April 2018 (seven coursework and one research). Ten new M (AAC) students were enrolled.
<ul style="list-style-type: none"> To graduate 17 M (ECI) students and enrol 20 new students. 	<ul style="list-style-type: none"> Seventeen M (ECI) students graduated in April 2018. A total of 22 new students enrolled.
<ul style="list-style-type: none"> To graduate 13 BA (Honours) students and enrol 15 new students. 	<ul style="list-style-type: none"> Thirteen BA Hons students graduated and 12 new students enrolled. Sixteen students completed their studies and will graduate in April 2019.
<ul style="list-style-type: none"> To increase funding for students by securing at least 15 postgraduate bursaries. 	<ul style="list-style-type: none"> Students held 39 bursaries. The 16 PhD students held 23 bursaries, which implies that some had more than one bursary. Six bursaries were held in the BA (Honours) programme, nine in the MA (AAC), and one in the M (ECI).
<ul style="list-style-type: none"> To decrease the time-to-completion to two years for Master's students and to four years for PhD students. 	<ul style="list-style-type: none"> Four research Master's students were expected to complete their studies at the end of 2018, thus within the -year allotted time period. The 2018 PhD cohort progressed well.
<ul style="list-style-type: none"> To increase students' research discussion with international peers (Jönköping University, Sweden) 	<ul style="list-style-type: none"> A group of PhD students, post-doctoral fellows and staff members from the CAAC and Jönköping University were involved in exchange visits in March (to UP), August (to Sweden) and October 2018 (to UP) respectively.
<ul style="list-style-type: none"> To increase coursework Master's students' exposure to research through participation in international research and foster online research discussions with international peers 	<ul style="list-style-type: none"> Eighteen students from the M (ECI) and eight from the Interventions in Childhood Master's program at Jönköping University participated in a joint online discussion on ClickUP regarding conducting ethical research with children.
<ul style="list-style-type: none"> To produce at least one publication on the scholarship of teaching 	<ul style="list-style-type: none"> A paper on adult learner's perspectives in their engagement in a hybrid learning honours program was published in the Journal of Continuing Higher Education.

1.2 UP Strategic Goal – To strengthen research and international profile

Objectives	Outcomes
<ul style="list-style-type: none"> To support one academic staff member (on outside funding) to obtain a PhD To publish 12 manuscripts in high indexed journals (ISI, Scopus or DHET). To strengthen a strategic Africa partnership with sister universities (Kenyatta University in Kenya) and/or the National University of Lesotho (NUL) in Lesotho. To enrol five international postgraduate students. To host at least six international visitors. To increase participation in the International Society for Augmentative and Alternative Communication (ISAAC) initiatives for emerging countries. To collect data for Stage 2 of the NIH-funded international research project on Mobile Health with Georgia State University, US. <p>To complete the final stage of the data collection with Jönköping University, (Sweden) as part of the funded NRF/STINT research project, and to visit Jönköping University with four PhD students as part of this grant.</p>	<ul style="list-style-type: none"> Ms K van Niekerk submitted her PhD and is expected to graduate in April 2019. Twelve manuscripts were published in indexed journals with two more in press and one accepted. One book chapter was published and four more were accepted. A strategic planning meeting was held with colleagues from Kenyatta University to plan a mobility grant (PAGEL) to exercise potential teaching and research collaboration. The visit to NUL led to a request to support the development of a disability sensitivity training programme for staff. Five international students enrolled: three BA (Hons) and two PhD students. Two from the US, and one each from Sweden, Botswana and Zimbabwe. <p>Twelve international visitors were hosted: eight from Sweden, two from the US and one each from Germany and Scotland.</p> <ul style="list-style-type: none"> Prof J Bornman is the new President-elect for ISAAC (2018-2020), Dr Tönsing is the Chair of the Research Committee and Prof Dada serves on the BUILD Committee (for emerging countries). Data has been collected for 34 of the targeted 50 participants in this Randomised Trial Control (RTC) study. Data is collected over a three-month period for all participants. The final stage of the data collection was completed in order to obtain test-retest reliability of the measure used in the study. Five PhD students travelled to Jönköping University for a weeklong seminar.

1.3 UP Strategic Goal – To foster and sustain a transformed, inclusive and equitable university community

Objectives	Outcomes
<ul style="list-style-type: none"> ● To enhance the staff diversity profiles 	<ul style="list-style-type: none"> ● Targeted appointment was made following a resignation.
<ul style="list-style-type: none"> ● To re-look curricula to foster a learning environment free from prejudice in which all students feel welcome and equally valued 	<ul style="list-style-type: none"> ● Attempts were made to revise at least 25% of all modules, and to ensure that the content includes contextually relevant work. Students are encouraged to critically reflect on theory and practice to ensure cultural and contextual sensitivity.
<ul style="list-style-type: none"> ● To eliminate intergroup disparities in enrolment, retention and graduation rate. 	<ul style="list-style-type: none"> ● Targeted recruitment strategies were implemented. Additional support is offered to enhance student's writing skills.
<ul style="list-style-type: none"> ● To ensure that all modules meet the minimum requirements for accessibility to afford students with disability equal opportunities to acquire the same information, engage in the same interactions, and enjoy the same services as peers without disabilities. 	<ul style="list-style-type: none"> ● All study guides were audited for accessibility and 25% was revised. An accessibility statement will be added to all study guides and ClickUP modules in 2019. Broader engagement with the faculty on this topic is envisaged for 2019.

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

Objectives	Outcomes
<ul style="list-style-type: none"> ● To expand funding initiatives by conducting one training tender through UP Enterprises. 	<ul style="list-style-type: none"> ● A tender was submitted for training primary caregivers of children with severe disabilities, but the bid was unsuccessful.
<ul style="list-style-type: none"> ● To ensure the sustainability of the Fofa Youth Empowerment project by making an application for funding. 	<ul style="list-style-type: none"> ● Different funding avenues were explored with DUR, but due to competing institutional priorities, no application was submitted.
<ul style="list-style-type: none"> ● To conduct six medico-legal consultations and one related parent-training group. 	<ul style="list-style-type: none"> ● Nine medico-legal consultations were conducted with regard to quantum trials.
<ul style="list-style-type: none"> ● To secure two training tenders. 	<ul style="list-style-type: none"> ● One weeklong training tender was done for the Eastern Cape Department of Education (February 2018). Three other tenders were submitted.
<ul style="list-style-type: none"> ● To develop tailor-made programmes for target groups with an online focus. 	<ul style="list-style-type: none"> ● A disability sensitivity online training programme is being developed for the National University of Lesotho (NUL).

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

Objectives	Outcomes
<ul style="list-style-type: none"> To ensure knowledge translation of research through our social media footprint, radio interviews and easy-to-read versions of papers and theses 	<ul style="list-style-type: none"> Resources shared via the centre's website (www.caac.up.ac.za), the email list serve, and social media platforms (Facebook – https://www.facebook.com/centreforaac/ and Twitter – https://twitter.com/CentreforAAC).
<ul style="list-style-type: none"> To enhance graduates' work readiness by focusing on problem-solving skills and application of knowledge to real-life contexts 	<ul style="list-style-type: none"> All programs encourage students to become reflective practitioners through online discussions, small group engagement and case-based assignments.
<ul style="list-style-type: none"> To strengthen continuing professional development opportunities through the provision of at least five CPD activities, accredited by the HPCSA and/or SACE 	<ul style="list-style-type: none"> Three CPD activities (accredited by the HPCSA and SACE) were conducted. A publication on an alternative assessment approach for CPD activities was prepared.
<ul style="list-style-type: none"> To enhance engagement with communities (including the UP community) through awareness campaigns and information sharing 	<ul style="list-style-type: none"> Four awareness raising training were conducted in Upington: Windhoek (Namibia), Roma, (Lesotho) and UP (through an AAC Devices Day), as well as five seminars/workshops aimed at disseminating AAC information.



MECI graduation April 2018

*BA Honours, MA (AAC) and PhD graduation
April 2018*



1. TEACHING AND LEARNING

1.1 Academic programmes

Table 1
Summary of academic programmes and student profile

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS	OUTCOMES
PhD	Graduates: 3 4 th year: 5 3 rd year: 4 2 nd year: 2 1 st year: 2	Dr I Greyvenstein graduated in April 2018, while two students' whose theses are under examination (Ms K van Niekerk & Ms E Viljoen) are expected to graduate in April 2019. Ms A Mantri is finalising her thesis and will submit in February 2019.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 8 2 nd year: 10 1 st year: 8	Seven students from the coursework and one from the research-based programme graduated in April 2018. Six students should complete their final year of study (three the course work and three the research Master's) and are expected to graduate in April 2019. Two of the ten newly enrolled students discontinued their studies due to personal reasons.
Master's in Early Childhood Intervention M (ECI)	Graduates: 17 2 nd year: 22 1 st year: 18	Seventeen students graduated in April 2018. Twenty-two students are expected to successfully complete the programme at the end of 2018. Of the 22 new enrolments in the first-year programme, four students discontinued in the first semester due to personal reasons.
Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates: 13 2 nd year: 8 1 st year: 12	2018 was the first year of the new one-year BA (Hons) and twelve new students enrolled. Four of them spread the one-year programme over two years due to personal and work reasons. All eight second-year students successfully completed their studies and thirteen graduated in April 2018.



Dr Kerstin Tönsing (Supervisor), Dr Inneke Greyvenstein and Prof Juan Bornman (Co-supervisor)

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

Ms Enid Moolman presented a module on Augmentative and Alternative Communication to both the second-year and third-year Speech-Language Therapy and Audiology students (Department of Speech-Language Pathology and Audiology). The module for the second years (SWL 220) was presented during the second semester and comprised of 14 lectures, spread over seven weeks. A total of 68 students were enrolled for the module, of whom 66 passed.

The module for the third-years (KMP 320) consisted of two sections, where section A focused on AAC and was presented by Ms Moolman. Section B focuses on secondary professional functions and was presented by various lecturers from the Department of Speech-language Pathology and Audiology. Section A of the module consisted of 21 lectures, spread over seven weeks, and 54 students were enrolled for the module. Only one student has to repeat the module, as she did not write the exam. As of 2019, the module will be presented only to second-year students, due to curriculum changes in the Department of Speech-language Pathology and Audiology.

1.3 CAAC involvement in academic programmes of other universities

1.3.1 Jönköping University

Dr A Samuels taught two coursework modules (Introduction to Interventions in Childhood – LIIR25: Module 2 (17 Students); Developmental Sciences and Intervention Processes – LDSS27: Module 2 (17 students)) in the Interventions in Childhood Master's Programme at Jönköping University, Sweden (four students). She also supervised one student (Ramona Eberli) in this programme for her Master's dissertation.

1.3.2 Sefako Makgatho University

Nineteen final-year Speech-Language Therapy and Audiology students and their lecturer, Prof Anna-Marie Wium, visited the Centre on 24 January 2018 for a 'hands-on' session with AAC technology. After a brief introduction to AAC technology by Dr Kerstin Tönsing, two persons using AAC shared their experiences and expertise with the students. Zainab Omar is a 14-year-old young lady who attends a neighbourhood school. She is a competent user of her iPad-based AAC systems. Zainab explained to students how she progressed through various AAC systems with the help of her dedicated family, and how AAC enables her to participate in school and various other activities. Constance Ntuli, a staff member at the Centre for AAC, also shared how AAC has enabled her to live a full life after losing her ability to speak as a teenager.

This experience always makes a deep impression on students, and one student commented:

"One of the major things I enjoyed the most is seeing how my profession as the speech therapist can change someone's life..., it was the time when the two speakers using ACC device shared their story with us. This made me realise that people with disability can have intact cognition and (can be) more literate than us. One of the speakers ... is now able to communicate with her cell phone ... She is now working and she has a family and she is happy."

2. RESEARCH

2.1. Publications

2.1.1 Journal articles in peer-reviewed, accredited journals

- Adolfsson, M., **Johnson, E.** & Nilsson, S. (2018). Pain management for children with cerebral palsy in school settings in two cultures: action and reaction approaches. *Disability and Rehabilitation*, 40(18), 2152-2162. doi:10.1080/09638288.2017.1327987. Impact factor: 1.03.
- Bornman, J., Ronski, M.A., Tönsing, K.M., Sevcik, R.A., White, R., Barton-Hulsey, A. & Morwane, R.** (2018). Adapting and translating the Mullen Scales of Early Learning for the South African context. *South African Journal of Communication Disorders*, 65(1), a571. doi:10.4102/sajcd.v65i1.571.
- Johnson, E., Boshoff, K. & Bornman, J.** (2018). Scoping review of children's pain vocabulary. *Canadian Journal of Speech-Language Pathology and Audiology*, 41(3), 55-69. Impact factor: 0.33
- Johnson, E., Morwane, R., Dada, S., Pretorius, G. & Lotriet, M.** (2018). Adult learners' perspectives on their engagement in a hybrid learning honours programme at a South African university. *The Journal of Continuing Higher Education*. doi:10.1080/07377363.2018.1469071.
- Naudé, A.M.** (2018). Statistiese evaluering en voorspelling van woordherkenning-toetstellings van die Foneties Verteenwoordigende Eenlettergrepe Woordlyste in Afrikaans (FVEWA) [Statistical evaluation and prediction of word recognition test scores of the Foneties Verteenwoordigende Eenlettergrepe Woordlyste in Afrikaans (FVEWA)]. *Tydskrif vir Geesteswetenskappe*, 58(1), 124-136. Impact factor: 0.313.
- Oosthuizen, I., Dada, S., Bornman, J. & Koul, R.** (2018). Message Banking: Comparing perceptions of people with MND, significant others and speech therapists. *International Journal of Speech-Language Pathology*, 20, 756-765, doi: 10.1080/17549507.2017.1356377. Impact factor: 1.44.
- Ramaahlo, M., Tönsing, K.M. & Bornman, J.** (2018). Disability policy provisions for South African tier one Universities: A critical analysis. *Disability and Society*, 33(3), 349-373. doi:10.1080/09687599.2018.1423954. Impact factor: 1.21
- Ronski, M.A., Bornman, J., Sevcik, R.A., Tönsing, K., Barton-Hulsey, A., Morwane, R. & White, R.** (2018). Language assessment for children with a range of neurodevelopmental disorders across four languages in South Africa. *American Journal of Speech-Language Pathology*, 27, 602-615. doi:10.1044/2017_AJSLP-17-0035. Impact factor: 1.71.
- Schlebusch, L. & Dada, S.** (2018). Positive and negative cognitive appraisal of the impact of children with autism spectrum disorder on the family. *Research in Autism Spectrum Disorders*, 51, 86-93. doi:10.1016/j.rasd.2018.04.005. Impact factor: 1.68.
- Tönsing, K.M., van Niekerk, K., Schlünz, G.I. & Wilken, I.** (2018). AAC services for multilingual populations: South African service provider perspectives. *Journal of Communication Disorders*, 73, 62-76. doi:10.1016/j.jcomdis.2018.04.002. Impact factor: 1.696
- Van Niekerk, K., Dada, S., Tönsing, K. & Boshoff, K.** (2018). Factors Perceived by Rehabilitation Professionals to Influence the Provision of Assistive Technology to Children: A Systematic

Review. *Physical and Occupational Therapy in Pediatrics*, 38(2), 168 – 189.
doi.org/10.1080/01942638.2017.1337661. Impact factor: 1.72.

White, R., Bornman, J. & Johnson, E. (2018). From silence to justice: Implications for people with little or no functional speech accessing criminal justice. *Acta Criminologica: Southern African Journal of Criminology*, 31(1), 19-34.

2.1.2 Journal articles accepted for publication in peer-reviewed accredited journals

***Bornman, J.** & Louw, B. (in press). Personal Commitment Statements: Encouraging the clinical application of continuing professional development events for health practitioners in LMICs. *Journal of Continuing Education in the Health Professions*.

***Tönsing, K.M., van Niekerk, K., Schlünz, G.I. & Wilken, I.** (in press). Multilingualism and AAC – an initial exploration of stakeholder profiles and perspectives. *African Journal of Disability*.

***Gropp, M., Johnson, E., Bornman, J. & Koul, R.** (accepted). Nurses' perspectives about communication with patients in an intensive care setting by using a communication board. *Health SA Gesondheid*

2.1.3 Manuscripts submitted for consideration of publication

(For reasons of confidentiality, journal names are omitted)

Johnson, E., Heyns, T. & Nilsson, S. Nurses' perspectives on the use of alternative communication strategies to support patient-centred communication in critical care units.

Mngomezulu, J., Tönsing, K.M., Dada, S. & Bokaba, N.B. Determining a Zulu Core Vocabulary for Children who use Augmentative and Alternative Communication.

Morwane, R.E., Dada, S. & Bornman, J. Shared storybook reading interaction between children with complex communication needs and their caregivers.

Naudé, T., Dada, S. & Bornman, J. The effect of an aided language stimulation programme on subtraction word-problem solving for children with intellectual disabilities: A preliminary study.

Sefotho, M.M., **Morwane, R.E. & Bornman, J.** Constructing hephapreneurial careers: Promoting aspirations through a youth empowerment project for persons with little or no functional speech.

2.1.4 Chapters in books

All book chapters were published in Category B of the SENSE Ranking of Publishers, meaning that they are refereed book publications published by the semi-top publishers in the world.

Bornman, J. (2018). Human rights of children with disability: Exploring the role of the ICF-CY. In S. Castro & O. Palikara (Eds). *An Emerging Approach for Education and Care: implementing a world-wide classification of functioning and disability*. London: Routledge. (SENSE Ranking B).

2.1.5 Book chapters accepted for publication

Bornman, J. (accepted). Communication, Disability and Human Rights: Exploring the role of the Sustainable Development Goals. In U. Lüdtkke (ed.). *Handbook of Communication Disabilities*

and *Language Development in Sub-Saharan Africa*. Springer (Invited chapter in international scholarly book). (SENSE Ranking B).

Bornman, J. & Henkeman, A.K. (accepted). Educational Support Teams' Perspectives on Inclusion of Learners who use Augmentative and Alternative Communication in South African Mainstream Schools. In S. Halder. (ed.). *Inclusive Practices, Equity and Access for Individuals with disabilities: Insights from Educators across World*. Palgrave MacMillan. (SENSE Ranking B).

Bornman, J., Gouws, H., Moolman, E., Tönsing, K.M. & Robberts, A. (accepted). Using Augmentative and Alternative Communication Strategies in Schools in Namibia. In U. Lüdtke (ed.). *Handbook of Communication Disabilities and Language Development in Sub-Saharan Africa*. Springer. (SENSE Ranking B).

Dada, S. (accepted). A comparison of Special education teachers' attitudes towards various Augmentative and Alternative Communication systems. In S. Halder & A. Vassilis, (eds). *Inclusive Practices, Equity and Access for Individuals with disabilities: Insights from Educators across World*. Palgrave MacMillan. (SENSE Ranking B).

2.1.6 Publications to raise public awareness

Ntuli, C. (2018). Communication makes me fly high, *ThisAbility*, 7(4), June-July.

2.2 Research projects

2.2.1 Using Mobile Health Technology to optimise communication outcomes for South African children with developmental disorders

NIH-funded (R21) project through the Fogarty International Centre and National Institute of deafness and other communication disorders mobile health initiative (PI: Prof J Bornman) (2017–2019)

This project is in its final year with a no-cost extension. The randomised control trial is currently being executed to test the hypothesis that children with developmental disabilities and their primary caregivers who receive a communication intervention enhanced by mobile health technology (a custom-designed app) will have more developed communication skills than their peers who receive the standard intervention. To date we have randomly assigned 34 children (19 boys and 15 girls) to either the experimental ($n = 14$) or control group ($n = 20$). All participants are followed for three months. Preliminary results were shared at both the ISAAC and ASHA Conventions. Two manuscripts were completed with another one in preparation.

2.2.2 AAC and multilingualism

NRF-funded project (Thuthuka postdoctoral grant) (PI: Dr K Tönsing) (2016–2018)

The overall aim of the project is to design and test AAC systems for persons with non-English and multilingual backgrounds in South Africa. In 2018, one paper was published and another was accepted in accredited journals reporting on the views of service providers and adults using AAC and multilingual AAC implementation respectively. In addition, two Master's students are finalising their studies on Sepedi and Afrikaans core vocabulary respectively. Data collection was completed for a study aimed at determining whether 3-5 year old bilingual children can associate a graphic symbol with words in two languages. Preliminary results were shared at the ISAAC conference and indicated that most children in the sample were able to spontaneously translate the gloss of a symbol learnt in one language to another language. This information assists in understanding some of the learning demands of bilingual picture-based AAC systems.

A manuscript is in preparation. In collaboration with Prof Dada, an alumna and a person using AAC, a participatory design study is currently being undertaken to design a graphic-symbol-based isiZulu AAC system based on a core-fringe vocabulary organisation.

2.2.3 *Participation of children with disabilities*

Sweden (Science and Technology Research Collaboration (STINT)) / South Africa (NRF) Science and Technology Research Collaboration (PI: Prof S Dada) (2017–2018)

This final year of the project culminated in a variety of exchanges between Master's in Early Childhood Intervention students as well as doctoral students and postdoctoral fellows. Three Swedish staff members visited the CAAC from 5 to 9 March for a planning meeting. Five doctoral students, one postdoctoral fellow and three staff members from CAAC then visited Jönköping University in August. This was followed by the Swedish counterparts visiting the University of Pretoria in October. The main aim of these visits was to focus on data analysis and interpretation as well as joint publications that were planned using the “shut up and write” format. These interactions enabled critical reflections and discussions of the data as well as approaches to making the findings relevant for sharing in the scientific community.



Staff and students working on the STINT project at Jönköping University, Sweden and at the University of Pretoria



2.2.4 *Augmented input*

NRF-funded project (Thuthuka – NRF Rating Track Grant) (PI: Prof S Dada) (2017–2018)

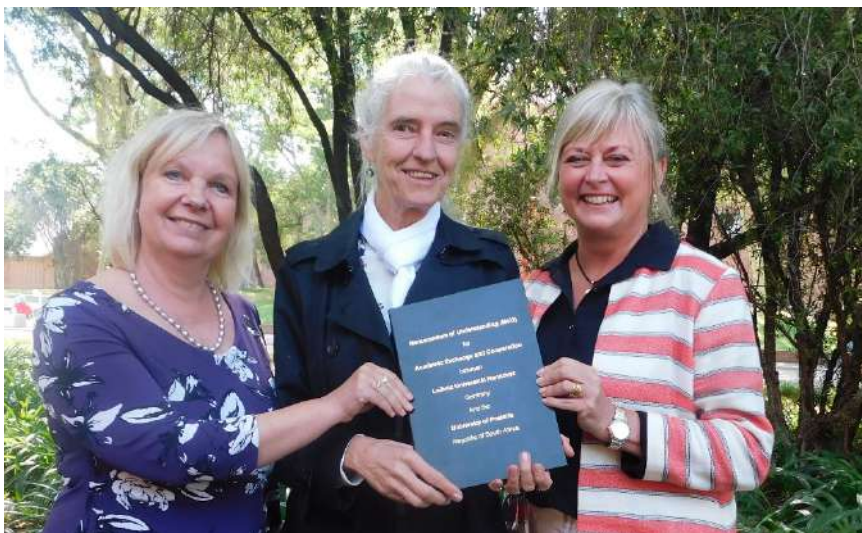
The overall aim of the project was to determine the effect of varying levels of augmented input on children who require AAC. A series of studies was conducted related to the amount of augmented input provided and the effect on children with receptive language disabilities. Preliminary results were shared at the ISAAC conference and suggested that there are variations in terms of children's acquisition of receptive language skills, depending on the amount of augmented input. Studies with a similar focus are continuing with Master's students focused on children with Autism Spectrum Disorder (ASD) as well as adults with aphasia.

2.2.5 **South African healthcare professionals' perspectives on the use of augmentative and alternative communication strategies in intensive care units (PI: Dr E Johnson) (2016–2018)**

The main aim of this project is to investigate South African healthcare professionals' perspectives on the use of AAC strategies in intensive care settings in order to suggest possible AAC strategies suitable for implementation in private and government hospitals in South Africa. This project is conducted in collaboration with Dr Tanya Heyns (Department of Nursing Science, UP) and Prof Stefan Nilsson (University of Gothenburg). One manuscript has been submitted. One Master's student, Arine Kuyler, successfully completed her mini-dissertation on the preferences of critically ill patients and nurses on the content and layout of a low-technology communication board for use in intensive care settings. Two Master's students in Nursing under the supervision of Prof Nilsson completed their studies, with a joint manuscript in progress.

2.2.6 **Researching Language Acquisition in African Languages (PI: Prof U Lüdtke) (2018-2023)**

Following the signing of a formal Memorandum of Understanding between the University of Pretoria and Leibniz University, Hannover, Dr Dana Marks (a postdoctoral fellow) will initiate this project during her extended research visit (October 2018 to July 2019). This project will commence with a systematic review on multilingualism in African languages. This will be followed by applied research and extended collaboration opportunities for research from different disciplinary backgrounds.



Prof Ulrike Lüdtke, (Leibniz University) Prof Maxi Schoeman (Deputy Dean: Postgraduate Studies and Research Ethics) and Prof Juan Bornman with the signed Memorandum of Understanding between Leibniz University, Hannover and the University of Pretoria

3. INTERNATIONALISATION

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

STAFF MEMBER	INSTITUTION	DATE
Prof J Bornman	National University of Lesotho, Lesotho	17 – 18 May
	Curtin University, Australia	18 – 20 July
	University of South Australia, Australia	30 – 31 July
	Flinders University, Australia	1 – 3 August
	Kenyatta University, meeting in Zanzibar	5 – 8 November
Dr A Samuels	Jönköping University, Sweden	17 May – 1 June
	Vanderbilt University, Nashville, US	27 – 31 August
	Jönköping University, Sweden	2 – 6 June
Prof S Dada	Curtin University, Australia	16 – 17 July
	Flinders University, Australia	18 – 19 July
	University of Mauritius, Mauritius	17 – 18 August
	Jönköping University, Sweden	27 – 31 August
	Jönköping University, Sweden	1 – 15 December
Ms R Morwane	Curtin University, Australia	16 – 19 July
	Jönköping University, Sweden	27 – 31 August
Ms K van Niekerk	Jönköping University, Sweden	27 – 31 August
Dr K Tönsing	Georgia State University, US	1 – 4 December
	San Francisco State University, US	4 – 15 December

Participation and Engagement in Preschools International (PEPI)

Peabody Research Institute

Vanderbilt University, Nashville, Tennessee, US

As a follow up to her two-year postdoctoral fellowship at Jönköping University (Sweden), Dr A Samuels attended a three-day convening workshop of researchers focused on children's engagement in preschool classrooms. The conference hosted by the Peabody Research Institute at Vanderbilt University in Nashville, Tennessee, US, took place in June. Several large projects in the US, Sweden, Portugal and Taiwan have used the same instruments to observe classrooms serving young children. The invited researchers from these countries shared and compared data sets with the aim of undertaking potential cross-country data analyses.

Dr Alecia Samuels with Prof Dale Farran, Director of the Peabody Research Institute, Vanderbilt University, US



3.2 Visitors to the Centre for Augmentative and Alternative Communication

Table 5
Purpose of international visitor and outcomes

DATE	NAME & UNIVERSITY	PURPOSE OF VISIT	OUTCOMES
31 January – 7 February	Prof Ulrika Ferm (DART, Sweden)	Lecture to PhD students on interaction analysis. Presentation at Kalafong hospital on communication with refugees. Sharing information on free web-based resources.	Students were appreciative and stated that they benefited from this novel data analysis approach. Therapists felt that the picture-based resources have great appeal in the multi-lingual and multi-cultural South African context.
5 – 9 March	Dr Karina Huus Dr Patrik Arvidsson Dr Ingalill Berglund (Jönköping University, Sweden)	Planning for the final year of the STINT project.	Two visits were planned – one to Sweden and one to South Africa – including exchange PhD students, postdoctoral fellows and staff members.
12 – 15 March	Prof Rajinder Koul (University of Texas at Austin, US)	Research member meetings with staff and postgraduate students for publication.	Revisions on a publication was discussed. Future collaborative projects were discussed.
11 May	Prof Ulrike Lüdtke (Leibniz University, Hannover, Germany)	Discussions of future collaborations and signing of a memorandum of understanding between UP and Leibniz University.	An MOU was signed at faculty level creating opportunities to host a postdoctoral fellow, Dr Dana Marks (October 2018 to July 2019). The purpose of this fellowship is to initiate the multilingual research project.
11 May	Prof Annalu Waller (Dundee University, Scotland)	Collaborative writing of a book chapter on AAC technology.	A draft of the chapter was completed. It is currently under review with the book editor.
7 – 12 October	Prof Mats Granlund Dr Karina Huus Dr Patrik Arvidsson Dr Frida Lygnegård Dr Ingalill Berglund Dr Anna-Karin Andersson Ms Emmelie Persson (Jönköping University, Sweden)	Present the Neville Cohen Memorial Lecture. Present and finalise the STINT project.	The Neville Cohen Memorial lecture was attended by 30 staff members and students from various professions. A weeklong visit and exchange of doctoral students and staff focused on data analysis and manuscript preparation. This concluded the STINT project.
21 November – 3 December	Ms Marike King (Georgia State University, US)	To participate in the data collection on the RCT funded by the NIH.	Travelled to Jubilee and Mamelodi Hospitals and assisted with collection of data for 15 participants.

4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

4.1 Community engagement projects

4.1.1 Fofa Communication Empowerment Programme – Making connections

Participating, learning, writing, thinking, being challenged, advocating, sharing, socialising, hanging out, having fun and communicating, communicating, communicating. These words all describe the 2018 Fofa experience. Six young adults who use AAC were part of the programme this year – for many the third and final year of participation in the programme. The focus of this year's programme was disability advocacy. Besides some insightful presentations by guest speakers Mr AK Dube (African Disability Alliance) on how to be an advocate or advocacy supporter, and Mr Rikus Delpont (University Relations) on how to engage with the press, a big part of the week was spent on the PhotoVoice project led by Dr Alecia Samuels. This qualitative visual methodology (Wang & Burris, 1997) enabled the Fofa participants to use photography-based journals to depict their experiences – accomplishments, hopes, joys and challenges of being a young person with a communication disability in South Africa.

With the help of adaptations to tablets and cell phones, participants took photographs all around campus and wrote short pieces of prose in English and Setswana to capture pertinent messages about themselves, their lives and experiences. The photographs and their writing were exhibited in digital and printed medium in the Humanities Building Foyer on Friday 7 September, as well as on the participants' personal Instagram accounts – coinciding with Casual Day. The exhibition attracted much interest from staff and students who not only enjoyed the photographs, but also had a chance to engage directly with the exhibition by leaving comments on sticky notes to express their reactions as well as to interact with the participants. Visitors commented on the courage of the young adults to speak up for themselves and to share their lives and stories, and that the exhibition opened up new viewpoints for them regarding people with disabilities.

As staff we were struck by the positive attitudes and openness of the students and staff to engage and interact with the participants and the exhibition, resulting in a good experience of inclusiveness for everyone. We are most grateful for the support that the University and Faculty of Humanities have given to the Fofa Programme over the years.



Fofa 2018 participants and AAC mentors



Exhibition goes leaving comments about their experience

4.1.2 Raising AAC Awareness

As part of the call from ISAAC for videos on perspectives of persons who use AAC, Prof Shakila Dada, Dr Kerstin Tönsing and Ms Steph Pond (Department of Education Innovation) assisted Zainab Omar and her family to prepare a video on her AAC success story. This video, entitled *Zainab's story*, was screened at the ISAAC conference in August.

4.1.3 Devices practical day

The last lecture of the KMP 320 students' module on Augmentative and Alternative Communication involved a devices practical session. Students learned more about various speech-generating devices that people with little or no functional speech use to augment their speech. These devices ranged from single-message communicators such as the BIGmack, to high-tech eye-tracking systems. Students also got the opportunity to try out these devices themselves and had lots of fun recording messages on the devices. Ms Siphosibanda from Inclusive Solutions demonstrated the use of one of the Tobii eye-tracking systems to the students. The students were amazed to see that you can actually control your computer by only using your eyes. It was a fun-filled day where students could put theory into practice and the overall feedback was very positive.



A practical demonstration of communication devices to students

4.2. Dissemination of Information

Table 2

Dissemination of information by way of seminars, workshops and skills shops

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	AIM	EVALUATION OF OUTCOMES
12 – 16 February, Port Alfred	Dr E Johnson Ms R Morwane	60 Teachers and therapists, BA (Hons) Alumni Department of Education: Eastern Cape	To present an AAC refresher course to previously enrolled BA Honours (AAC) students.	The attendees found this refresher course relevant and stated that it rekindled their passion for implementing AAC in the classroom content.



Training in East London

8 May, Life Hospital Little Company of Mary Pretoria	Prof S Dada	15 Therapists	To discuss and demonstrate various AAC strategies for hospital and ICU settings	The attendees found the practical AAC strategies for hospital implementation useful, particularly the low technology options.
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16 – 18 May, National University of Lesotho Roma, Lesotho	Prof J Bornman	80 Students, and staff	A morning seminar: <i>Increasing participation of university students with disability</i> and an <i>Academic writing workshop</i> during the afternoon.	Prof Nqosa Mahao, the VC opened the event and explained that the doors of education should always be open to all. A follow-up session to explore the implementation of a disability sensitivity online course was requested.
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National University of Lesotho

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	AIM	EVALUATION OF OUTCOMES
5 April, Leratong Hospital, Johannesburg	Dr A Samuels	80 Community Service Therapists Leratong Hospital	To orientate community-service therapists; the philosophies and practices of early childhood intervention.	Therapists in the Gauteng Dept of Health found the exposed teamwork strategies when working with children and young families helpful and relevant to their current working context.



Gauteng ECI Forum Workshop

6 April, Baragwanath Hospital, Soweto	Dr A Samuels	35 therapists in the Speech Therapy and Audiology Department	To introduce the concepts of participation and engagement and how they apply to the profession and practices of speech-language pathology and audiology.	The CPD activity on participation and engagement and its relevance for SLPs and Audiologists was well received by participants who could see the relevance of the concepts to their practices.
13 July, Upington	Prof J Bornman Dr K Tönsing	12 legal professionals, comprising of Advocate State Prosecutors, Attorney's Court preparation officers, Mediators, as well as a Social Worker, a young adult and two Speech Therapists	Accommodating graphic symbol-based speech-generating communication devices in the court context. Introduction to Grid 3 communication device and check new vocabulary.	Training was well received and welcomed as creating the possibility that persons who rely on AAC and who have been victims of crime, could testify in court. The importance of creating AAC case law was also reiterated. All agreed on the value of multi-disciplinary teamwork in the legal field.

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	AIM	EVALUATION OF OUTCOMES
17 – 18 August, University of Mauritius	Prof S Dada	Eight Occupational Therapists (OTs)	To create awareness of AAC strategies for use with young children.	The training was well received, and the President of the OT Society was keen to explore training for qualified OTs in future.
22 August, NPA, Silverton	Prof J Bornman Ms C Ntuli	20 Prosecutors	Workshop on <i>Providing access to justice for individuals with complex communication needs.</i>	Prosecutors felt empowered by the new strategies they were exposed to and found the interaction with Ms Ntuli during a role-play activity enlightening. Requested follow-up training that would be part of the main training curriculum.
23 August, SA Judicial Educational Institute, Benoni	Prof J Bornman	38 Regional Magistrates, Gauteng	Workshop on <i>Providing access to justice for individuals with complex communication needs</i>	On the Personal Commitment to Change forms, the following comments were made: “I will impart the knowledge to my colleagues who could not attend.” “I will be more patient”, “I have the courage to deal with these cases”. Training for other provinces was requested.
26 September, Sefako Makgatho University, Garankuwa	Prof J Bornman	Ten staff members in the Department of Speech-Therapy and Audiology	(re)Thinking the research project: What are the difference and similarities between research conducted at the undergraduate, Master’s and PhD levels?	During this interactive round-table workshop a variety of rubrics that could be used to grade research projects, dissertations and theses were discussed and debated. Many of the elements considered in the rubrics appear to be similar internationally.
18 – 19 October, Windhoek, Namibia	Ms E Moolman, Dr K Tönsing	Three parents, four teachers, six class assistants, two psychologists, two SLTs and one tutor	Introduction to AAC: Implementation in the classroom and home context	The participants found the training useful and applicable and were keen to implement the strategies. They thanked the Autism Association of Namibia for organising the training.

4.3 Consultations

Fifteen consultations for persons with little or no functional speech and their support teams (family and service providers) were conducted. The aim of these consultations was to suggest appropriate AAC solutions (symbols, aids, techniques and strategies) for the client and his/her team, based on their needs, capabilities and resources. The consultations also assisted in developing new tools and resources that are used in student training.

In addition, **nine** medico-legal consultations with regard to quantum trials were held.



4.4 Research matters

“Justice for South Africans who can’t use speech” research project of the Centre for AAC featured on UP’s Research Matters. <https://researchmatters.up.ac.za/>.

JUSTICE FOR SOUTH AFRICANS WHO CAN'T USE SPEECH

702 000 South Africans can't use speech to communicate, and they are more likely to be **targets of crime**.

... help?

Researchers at UP's **Centre for Augmentative and Alternative Communication** helps these persons **report abuse** and access **justice**.

Persons who can hear but can't use speech, can't call for help. Perpetrators see them as **defenceless**, and they often can't communicate that they are crime victims.

This is what happened...

But research shows **90% of rape survivors who had mental and intellectual disabilities** can **testify** in court, so UP's **Centre for Augmentative and Alternative Communication** creates tools to help these victims access justice.

UP's **Centre for Augmentative and Alternative Communication** works with the **South African Police Service** to help crime victims who can't use speech.

This helps **people with disabilities** give credible statements that could lead to prosecutions and **justice for victims**.

Up to **70% of women with disabilities** may be victims of **violent assault** or **sexual violence** in their lifetimes.

To help women with disabilities distinguish appropriate behaviour and abuse, UP's **Centre for Augmentative and Alternative Communication** works with them and their caretakers to produce educational **social stories**.

Children with disabilities are up to **5 times more likely to be abused**, and those who can't use speech are particularly vulnerable.

Just because I can't speak, doesn't mean I have nothing to say!

By helping children communicate about abuse using pictures, UP's **Centre for Augmentative and Alternative Communication** helps them access the criminal justice system.

Innovations by UP's Centre for Augmentative and Alternative Communication helps **protect the rights of persons with disabilities**, especially those who can't use speech to report crimes.

At the University of Pretoria, the solutions to change the world can be found in the research we do today.

Make today matter

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UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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5. PRESENTATIONS AT CONFERENCES AND SEMINARS

Table 3
Presentations by CAAC staff members


DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
INTERNATIONAL		
15 May	Dr E Johnson	<i>Supporting children with cancer through shared decision making to cope with their treatment and pain management.</i> First South African and Sweden University Forum Research and Innovation Seminar, Pretoria, South Africa
24 May	Ms K van Niekerk Prof S Dada Dr K Tönsing	<i>Factors perceived by rehabilitation professionals to influence the provision of assistive technology.</i> World Federation of Occupational Therapy Conference, Cape Town, South Africa.
6 June	Dr A Samuels	<i>Brief snapshot of young children and preschool in South Africa. COP/TOP analysis of child engagement – an international convening conference.</i> Peabody Research Institute, Peabody College. Vanderbilt University, Nashville, US.
16 July	Ms R Morwane Prof S Dada	<i>Employment of persons with disability in low and middle-income countries: A South African Perspective.</i> Seminar to Curtin Autism Research group, Curtin University, Australia
18 July	Prof S Dada	<i>Participation of children with disabilities in LMIC countries.</i> Flinders University, Australia
23 July	Dr E Johnson	<i>Addressing patient's understanding of a specific physiotherapy home exercise programme through pictorial support.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
23 July	Ms A Kuyler Dr E Johnson	<i>Preferences of South African patients and nurses on the content requirements of ICU communication boards.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
23 July	Prof J Bornman Ms A Nyberg Ms R White Prof U Ferm Dr E Johnson	<i>Primary and secondary violence prevention programmes for persons with communication disabilities.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
23 July	Prof J Bornman	<i>Optimising communication outcomes for South African children with developmental disabilities: The role of mobile technology.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
24 July	Ms N Gerber Dr E Johnson	<i>Exploring graphical representation of pain-related vocabulary as preferred by children without disabilities.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
24 July	Ms R Morwane Prof S Dada Prof J Bornman	<i>Employment of persons with disability in low and middle-income countries: A scoping review.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
24 July	Prof J Bornman Prof M Ronski Prof R Sevcik Ms R Morwane	<i>Using Mobile Health Technology to Optimise Communication Outcomes for South African Children with Developmental Disorders “nna le wena”.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
25 July	Dr K Tönsing Prof S Dada	<i>Exploring the ability of bilingual children to map graphic symbols onto words in two languages.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
26 July	Prof J Bornman	<i>Implementing a disability sensitivity training programme with</i>

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
26 July	Ms E Viljoen Dr K Tönsing	<i>police officers taking statements from persons with CCN.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
26 July	Ms C Flores Prof S Dada Prof R Schlosser	<i>The effect of AAC on the receptive language skills of children with disabilities: Scoping review.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
26 July	Prof S Dada Prof R Schlosser	<i>The effectiveness of augmented input on understanding of directives for children who require AAC.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
26 July	Ms Zakiyya Laher Prof S Dada	<i>The effect of aided language stimulation on receptive vocabulary acquisition on children with CCN and intellectual disability.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.
26 July	Ms K van Niekerk Prof S Dada Dr K Tönsing	<i>Selection of assistive technology to children in a low resourced environment: Perspectives from rehabilitation professionals.</i> International Society for AAC, 18 th Biennial conference, Gold Coast, Australia.
26 July	Ms J Mngomezulu Dr K Tönsing Prof S Dada Ms N B Bokaba	<i>AACcess Zulu: Determining the core vocabulary of Zulu-speaking pre-schoolers.</i> International Society for AAC, 18 th Biennial Conference, Gold Coast, Australia.



CAAC staff and students at the 18th Biennial ISAAC Conference, Gold Coast, Australia

30 July	Prof J Bornman	<i>After 18 years of silence – Introducing AAC to a pre-literate adult with limited speech.</i> , Flinders University, Adelaide, Australia.
2 August	Prof J Bornman	<i>Abuse and Disability; A Multi-systematic prevention approach.</i> University of South Australia, Adelaide, Australia.
30 August	Dr A Samuels	<i>Knowledge translation in early intervention and disability research.</i> CHILD Research Seminar, Jönköping, Sweden.

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
1 September	Ms R White Ms A Nyberg Prof J Bornman Prof U Ferm Dr E Johnson	<i>Primary and secondary violence prevention programmes for persons with communication disabilities</i> , ISPCAN XVII International Congress on Child Abuse and Neglect, Prague, Czech Republic.
		
<p><i>Ms Robyn White and Ms Amanda Nyberg at the ISPCAN XVII Congress in Prague</i></p>		
15 – 17 November	Prof M Ronski Prof J Bornman Prof R Sevcik Miss M King Ms R Morwane Dr V Morris Prof G DeLeo	<i>Teaching Primary Caregivers in South Africa Beginning Communication Strategies: Developing & Assessing Mobile Health Technology, “nna le wena”</i> . American Speech-Language and Hearing Association (ASHA) Annual Convention, Boston, Massachusetts, US.
15 – 17 November	Prof J Bornman Prof B Louw	<i>Personal commitment statements in evaluating continuing education: Evolutionary practice</i> . ASHA Annual Convention, Boston, Massachusetts, US.
6 December	Dr K Tönsing	<i>Multicultural and multilingual issues in AAC: A view from South Africa</i> . Seminar presented at the San Francisco State University, Seminar, San Francisco, US.
National		
14 March	Ms R Morwane Ms R White Ms C Ntuli	<i>Communication accommodations in the criminal justice system. Disability Rights in an African Context: A Short Course</i> , Centre for Human Rights, University of Pretoria.
6 April	Ms J Mngomezulu Dr K Tönsing Prof S Dada Ms N B Bokaba	<i>Access to isiZulu via augmentative and alternative forms of communication</i> . Theta Sizwe Conference, University of Pretoria, Pretoria.
22 May	Prof S Dada Dr K Tönsing	<i>AAC assessment for persons with cerebral palsy</i> . National Cerebral Palsy Conference, Birchwood Hotel, Boksburg.
27 August	Ms C Ntuli	<i>Power of Communication</i> . Presented at Department of Social Work, University of Pretoria.
10 September	Ms K Masuku Dr E Johnson Prof J Bornman	<i>Accessibility to healthcare for persons with a disability in Swaziland: A policy analysis</i> . Poster presentation at Public Health Association of South Africa (PHASA), Parys.
11 September	Dr A Samuels	<i>My journey as a Teaching Advancement University (TAU) fellow</i> . TAU Fellowship Seminar. Research Commons, Groenkloof Campus, University of Pretoria.

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
21 September	Ms A Kuyler Dr E Johnson	<i>Preferences of South African patients and nurses on the content requirements of ICU communication Boards.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms R White Ms A Nyberg Prof J Bornman Prof U Ferm Dr E Johnson	<i>Primary and secondary violence prevention programs for persons with communication disabilities.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Prof J Bornman Dr K Tönsing	<i>Implementing a disability sensitivity training programme with police officers taking statements from persons with CCN who report being a victim of crime.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms N Gerber Dr E Johnson	<i>Exploring graphical representation of pain-related vocabulary as preferred by children without disabilities.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms R Morwane Prof S Dada Prof J Bornman	<i>Employment of persons with disability in low and middle-income countries: A scoping review.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms K van Niekerk Prof S Dada Dr K Tönsing	<i>Selection of assistive technology to children in a low resourced environment: Perspectives from rehabilitation professionals.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms C Flores Prof S Dada Prof R Schlosser	<i>The effect of AAC on the receptive language skills of children with disabilities: Scoping review.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
21 September	Ms Z Laher Prof S Dada	<i>The effect of aided language stimulation on receptive vocabulary acquisition on children with CCN and intellectual disability.</i> AAC Research Seminar, Centre for AAC, University of Pretoria.
1 – 31 December	Prof J Bornman Dr A Naude	<i>Ethical sensitivity and knowledge in Audiology.</i> Global Connections. The British Society of Audiology's Global e-Conference.



*Students Zakiyaa Laher, Catherine Flores
having a discussion with Prof Kathy Binger*

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

Table 4

Staff development: Conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
16 January	<i>Subcommittee: Education of the Working Group: Affordable and Accessible ICT for Persons with Disabilities</i> Attended by: Prof J Bornman
8 March	<i>Inaugural address: Prof E van Marlé-Koster (Animal and Wildlife Sciences)</i> Attended by: Prof J Bornman
15 March	<i>G-mail, University of Pretoria</i> Attended by: Ms E Moolman
5 – 6 April	<i>Thetha Sizwe: Intersections, Practices And Identities – Rethinking Gender in African Languages and Literature Conference. University of Pretoria</i> Attended by: Dr K Tönsing
19 April	<i>Inaugural Address: Prof Siphamandla Zondi (Political Sciences)</i> Attended by: Dr K Tönsing, Dr A Samuels
25 April	<i>Google Drive, University of Pretoria</i> Attended by: Ms E Moolman
3 May	<i>Teaching and Learning Discussion: Examples of transformed curricular in the Faculty of Humanities</i> Attended by: Dr A Samuels, Dr K Tönsing
8 May	<i>Subcommittee: Education of the Working Group: Affordable and Accessible ICT for Persons with Disabilities</i> Attended by: Prof J Bornman
15 May	<i>Violence in the lives of young children in South Africa, DST-NRF Centre of Excellence in Human Development Seminar, University of Johannesburg</i> Attended by: Dr A Samuels
23 May	<i>How much reading to assign. Merensky Auditorium, University of Pretoria</i> Attended by: Dr E Johnson, Ms E Moolman
14 June	<i>Turnitin Grading and Feedback. Department of Education Innovation, University of Pretoria</i> Attended by: Dr A Samuels
25 – 27 June	<i>Academic Induction, University of Pretoria</i> Attended by: Ms N India
21 June	<i>Formula and Functions, University of Pretoria</i> Attended by: Ms R Morwane, Ms N India
22 June	<i>Data Analysis and Pivot Table, University of Pretoria</i> Attended by: Ms R Morwane
5 – 6 July	<i>Diamond Families Study Stakeholder's Workshop. Johannesburg</i> Attended by: Dr A Samuels
12 – 13 July	<i>Qualitative Data Analysis: Using ATLAS.ti, University of Pretoria</i> Attended by: Ms N India
2 August	<i>Inaugural Address: Prof Leonard Praeg (Philosophy)</i> Attended by: Dr A Samuels
15 August	<i>An integrated approach to health and well-being – towards achieving SDG 3, University of Pretoria</i> Attended by: Prof. J Bornman, Dr E Johnson
4 September	<i>Peace, Justice and Strong Institutions, SDG 16, University of Pretoria</i> Attended by: Prof J Bornman & Dr E Johnson

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
10 September	<i>Gauteng Early Childhood Forum Workshop</i> . Charlotte Maxeke Hospital, Johannesburg Attended by: Dr A Samuels
12 September	<i>Curriculum Transformation Talks: EBIT – Marginally Empowered: struggles for accepted identities</i> , Dr Z Khan. University of Pretoria Attended by: Dr A Samuels, Prof S Dada
14 September	<i>Inaugural address: Prof M Nel, Optentia Research Focus Area, North West University, Vaal Triangle campus</i> Attended by: Prof J Bornman
17 September	<i>One Health Workshop</i> , University of Pretoria Attended by: Prof. J Bornman, Dr A Samuels, Dr K Tönsing, Dr E Johnson
27 September	<i>Hands-on Quantitative Questionnaire Design and Factor Analysis workshop for supervisors</i> . University of Pretoria Attended by: Dr A Samuels, Dr K Tönsing
27 September	<i>Curriculum Transformation Public Lecture series – In Search of a New Archive: Reclaiming Agency, Voice and Knowledge Production beyond the Post-apartheid</i> , Professor Pumla Gobodo-Madikizela. University of Pretoria Attended by: Dr A Samuels
9 October	<i>Humanities Postgraduate Conference, University of Pretoria</i> Attended by: Dr K Tönsing (Session Chair for Strand: Health and Resilience)
11 October	<i>Neville Cohen Memorial Lecture: Participation in everyday life for children and youth with disabilities – positive transactions drive functioning</i> , Prof Mats Granlund. University of Pretoria Attended by: Prof J Bornman, Dr A Samuels, Dr K Tönsing, Dr E Johnson, Ms E Moolman, Ms R Morwane, Ms K van Niekerk
19 October	<i>Ethical issues regarding sexuality in the health-care professions</i> , University of Pretoria Attended by: Ms K van Niekerk
23 October	<i>Transformation in the workplace</i> , Centre for AAC Attended by: Prof J Bornman, Prof S Dada, Dr A Samuels, Dr K Tönsing, Dr E Johnson, Ms K van Niekerk, Ms R Morwane, Ms N India, Mr T Mahlangu, Ms N Ntuli, Ms L Rossetti-Siefe
24 October	<i>Humanities Day, University of Pretoria</i> Attended by: Prof J Bornman, Prof. S Dada, Dr K Tönsing, Dr D Marks , Dr P Arvidsson, Ms K van Niekerk, Ms R Morwane
29 October	<i>Design Thinking Workshop, University of Pretoria</i> Attended by: Dr K Tönsing
31 October	<i>Industrial Revolution 4.0: Implications for the discipline and profession of Psychology</i> , University of Pretoria Attended by: Prof J Bornman, Prof S Dada, Dr K Tönsing, Dr E Johnson, Ms R Morwane, Dr D Marks



Prof Mats Granlund recipient of the Neville Cohen Award and Prof Juan Bornman

7. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

7.1 External Applied Social Science Cluster Review

From 12 to 14 March 2018 the Applied Social Science Cluster (comprising the Centre for AAC and the Departments of Social Work and Criminology, Speech-Language Pathology and Audiology and Psychology (including the Itsoseng Clinic)), underwent an external Cluster Review for the period 2013-2017.

The specific aims of the review were to evaluate the following:

- The Cluster's research productivity, visibility, impact and local and international relevance. This includes consideration of current and potential research strengths and collaboration, funding, postgraduate outputs and the available research resources, infrastructure and equipment.
- Whether the curricula of undergraduate and postgraduate teaching provide sufficient foundation by focusing on the development of higher-order thinking skills to allow for either study and research at postgraduate level and/or for entering into the world of work.
- How current activities and future plans within the Cluster align with UP's commitment to transformation.
- The appropriateness and effectiveness of ethics approval procedures and research collaboration within the Cluster and considering how these might be leveraged in the pursuit of common goals for optimal research collaboration.
- The Cluster's professional partnerships, contribution to social responsiveness and impact on society.

Following the review, the panel provided feedback on all the areas mentioned in the terms of reference, including some recommendations. The Cluster subsequently had the opportunity to reply and present an improvement plan. The Centre was complimented for its international recognition and for the scholarly productivity. Its community engagement projects as part of giving "effect to the 'public good' of universities" were also acknowledged. The review panel stated that they were unable to provide a comprehensive evaluation of the scope and quality of teaching and learning. However, they did comment on the positive effects of regular reviews and the re-curriculation of programmes, in which reflection on pedagogical strategies is highlighted, and which seem to accord with experiential, student-centred learning and the use of hybrid teaching methods.



Front row: Dr Jaishika Seedat (University of Witwatersrand), Prof Ruth Mampane (University of Pretoria), Prof Vishanthie Sewpaul (University of KwaZulu-Natal and Chair of Panel), Ms Tumi Sithebe (Coordinator, University of Pretoria)

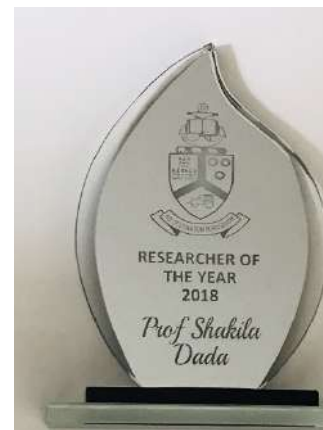
Back row: Dr Lavanithum (Neethie) Joseph (University of KwaZulu-Natal), Prof Anna-Marie Wium (Sefako Makgatho Health Sciences University), Prof Elrena van der Spuy (University of Cape Town), Prof Anthony Pillay (University of KwaZulu-Natal), Prof Jaco Barkhuizen (University of Limpopo), Prof Rajinder Koul (University of Texas at Austin)

7.2 Staff Achievements and Awards

- Prof J Bornman, Exceptional Academic Achiever Award, 25-year long service award and membership of the Academy of Science of South Africa (ASSAF)
- Prof S Dada, Faculty of Humanities: Researcher of the Year Award
- Ms R Morwane, Tuks Young Research Leader Programme Fellowship (TYRLP) award
- Ms EJC Rossetti-Siefe, 15-year long service award
- Prof Shakila Dada was promoted from Associate Professor to Full Professor. Dr Kerstin Tönsing was promoted from Senior Lecturer to Associate Professor, Dr Alecia Samuels was promoted from Lecturer to Senior Lecturer and Dr Ensa Johnson was promoted from Lecturer to Senior Lecturer.



*Dr Ensa Johnson, Dr Alecia Samuels,
Prof Shakila Dada
(Dr Kerstin Tönsing was travelling at the time)*



*Prof Stefanie Burton presenting Ms R Morwane,
Tuks Young Research Leader Programme
Fellowship (TYRLP) award*



*Dr Patrik Arvidsson, Prof Juan Bornman,
Ms Karin van Niekerk, Prof Shakila Dada,
Dr Dana Marks, Ms Refilwe Morwane, Dr
Kerstin Tönsing*

7.3 Student Achievements and Awards

- *The Semantic Compaction Systems Award* for the best AAC research in a project on a Master's or PhD level was awarded to Ms Danél Hattingh.
- *The Inclusive Solutions Award* for the best Honours student was awarded to Ms Samantha Griessel.
- *Edit Microsystems Award* for the most improved Honours student was awarded to Ms Kelebogile Keolaotse.
- Ms K van Niekerk was awarded the Margaret McNamara Africa Programme Scholarship Grant.
- Ms A May was awarded an Andrew Mellon bursary.
- Ms A Nyberg was awarded the following bursaries: Helga Ax:on Johnsons Minnesfond; Petter Silfverskiölds Minnesfond; Jerringfonden; Sunnerdahls Handikappfond.
- The following PhD students were awarded NIHSS bursaries: Ms R White, Ms R Morwane, Ms V Madima, Ms N Mbanda, Ms A May and Ms H de Clercq.
- Ms K Masuku received an enabling grant from the University of the Witwatersrand.
- The following PhD students were awarded UP postgraduate bursaries: Ms R White, Ms H de Clercq, Ms C Wepener, Ms S Davis, Ms P Mavhandu, Ms A Nyberg, Ms A May, Ms R Morwane, Ms N Mbanda, Ms K Smith and Ms M Ramaahlo.
- The following MA (AAC) students were awarded UP postgraduate bursaries: Ms N Gerber, Ms A Kuyler, Ms G McMahon-Panther and Ms R Mothapo.
- The following MA (AAC) students were awarded Thuthuka grant-holder linked bursaries: Ms R Hassim, Ms S Ngwira, Ms J Leuvenink and Ms Z Laher.
- Ms D Batev, an M (ECI) student, received a UP postgraduate bursary.
- The following six BA Hons students received bursaries: Ms S Jacobs (South African Jewish Board of Deputies – KZN); Ms M Venter (South African Reserve Bank); Ms A Garane and Ms N Zinta (Eastern Cape Department of Education), Ms T Huni (LKS Consulting (Pty) Ltd), Ms L Keolaotse (Botswana Government).

8. PROFESSIONAL ACADEMIC ACTIVITIES

8.1 Involvement with other universities as external examiners

Prof J Bornman	External examiner for PhD Thesis: University of Witwatersrand – PhD Thesis.
Prof S Dada	External examiner for the Department of Speech-Language Pathology and Audiology, University of KwaZulu-Natal, (Module CPSL443).
Dr K Tönsing	External examiner for the Department of Speech-Language Pathology and Audiology, Sefako Makgatho University (Module: MSLB 041). External examiner for the Department of Interdisciplinary Health Sciences: Speech-language and Hearing Therapy, University of Stellenbosch (Module: Speech Pathology 411).
Dr A Samuels	Examiner of four Master's theses in the Interventions in Childhood Masters Programme, Jönköping University, Sweden. External examiner for the Department of Speech-Language Pathology and Audiology, University of KwaZulu-Natal (Oral Examinations: Module CPSL443).
Ms R Morwane	External examiner for the Department of Speech and Hearing, University of the Witwatersrand, 4 th year student Examination. (Module SPP 400).

8.2 Referee duties

Prof J Bornman	African Journal of Disability African Safety Promotion: A Journal of Injury and Violence Prevention Augmentative and Alternative Communication Clinical Archives of Communication Disorders (Editorial Board) Developmental Science Disability and Rehabilitation International Journal of Disability, Development and Education Journal of Communication Disorders Legon Journal Humanities PROSPECTS South African Journal of Education Reviewer of ISAAC Conference 2018 abstracts Reviewer on the NRF review panel: SARCHI Chairs and Rating applications
Prof S Dada	International Journal of Speech-Language Pathology Journal of Physical and Developmental Disabilities Augmentative and Alternative Communication Frontiers in Education Review Editor for Special Educational Needs Reviewer of ISAAC Conference 2018 abstracts Reviewer on the NRF reviewer panel: International Research Grants and SARCHI chairs

Dr K Tönsing	Assistive Technology Augmentative and Alternative Communication International Journal of Speech-Language Pathology Journal of Child Language
Dr A Samuels	Augmentative and Alternative Communication Disability and Rehabilitation Scandinavian Journal of Occupational Therapy South African Journal of Child Health
Dr E Johnson	Disability and Rehabilitation Health Journal

8.3 Other duties

Staff members serve on a variety of different committees

Prof J Bornman	Heads of Departments Committee, Faculty of Humanities Applied Social Sciences Cluster Chair (January – December 2018) Academic Representative: Central Skills Development Committee Advisory Committee: Advanced Diploma in Visual Impairment Studies Advisory Committee: Centre for the Study of Resilience Postgraduate Committee, Faculty of Humanities Subcommittee: Education of the Working Group: Affordable and Accessible IC' for persons with disabilities Council of the International Association for Augmentative and Alternative Communication (ISAAC)
Prof S Dada	Research Committee: Faculty of Humanities Chair of Departmental Research Committee The Education, Training and Registration Committee of Professional Board for Speech, Language and Hearing, Health Professions Council (HPCSA) Honorary Professor at Speech and Hearing Department – University of KwaZulu-Natal (2017 – 2020) Member of the BUILD Committee of the International Association for Augmentative and Alternative Communication (ISAAC)
Dr K Tönsing	Chair: Research Committee of the International Association for AAC (ISAAC)
Dr E Johnson	Research Ethics Committee, Faculty of Humanities
Dr A Samuels	Transformation Committee, Faculty of Humanities
Ms N India	Web and Marketing Committee, Faculty of Humanities
Ms R Morwane	Teaching and Learning Committee, Faculty of Humanities
Mr T Mahlangu	Health and Safety Committee, Faculty of Humanities

9. STAFF

9.1 CAAC staff funded by the University of Pretoria

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

9.2 CAAC staff funded from outside funds

Lecturer:	Dr E Johnson (40 hours per week)
Lecturer:	Ms R White (25 hours per week from 1 January to 18 May 2018)
Lecturer:	Ms R Morwane (25 hours per week)
Assistant Tutor:	Ms N India (40 hours per week from 1 April 2018)
Lecturer:	Ms E Moolman (15 hours per week)
Lecturer:	Ms K van Niekerk (12 hours per week)
Administrative Assistant:	Ms C Ntuli (15 hours per week)

9.3 Extraordinary Professors

Extraordinary Professor:	Prof R Schlosser	(2016 – 2018)
Extraordinary Professor:	Prof M A Ronski	(2018 – 2020)

9.4 Junior Research and Postdoctoral Fellows

Dr Alida Naude	Junior Research Fellow	(2017 – 2019)
Dr Kirsty Bastable	Postdoctoral Fellow	(2018)
Dr Dana-Kristen Marks	Postdoctoral Fellow	(2018 – 2019)

9.5 External Examiners

PhD

Prof A Waller	Dissertation:	University of Dundee, Scotland, UK
Prof S Arthanat	K van Niekerk (AAK 990 & 900)	University of New Hampshire, US
Prof H Johnson	Dissertation:	La Trobe University, Australia
Prof I Thümmel	E Viljoen (AAK 990 & 900)	University Oldenburg, Germany

M (ECI)

Ms M Knopjes	ECI 851 & ECI 867	Private practice
Ms P Gretsche	ECI 852 & ECI 872	University of Cape Town
Ms G Els	ECI 853 & ECI 874	Private practice
Dr K Bastable	ECI 871 & ECI 873	Private practice

MA (AAC)**External examiners**

Prof J Murray	Manchester Metropolitan University, UK	Dissertation: Z Laher (AAK890)
Prof A Wium	Sefako Makgatho University	Dissertation: D Hattingh (AAK890)
Dr S Castro	Roehampton University	Mini-dissertation: S Usswald (AAK 895)
Dr S Scholz	North West University	Mini-dissertation: A Kuyler (AAK895)
Ms I Oosthuizen	University of Stellenbosch	Mini-dissertation: N Gerber (AAK 895)
Dr M de Klerk	Private Practice	AAK 811 Assignment 1
Ms V Madima	Sefako Makgatho University	AAK 811 Assignment 2
Ms L Pettit	National Health Services, UK	AAK 812 Assignment 1
Dr M Herold	Private practice	AAK 812 Assignment 2

Critical readers

Dr A Smith	Senior Manager: Research and Evaluation at Special Olympic International, US	Mini-dissertation: L Bentley (AAK 895)
Dr K Launonen	University of Helsinki, Finland	Mini-dissertation: M McDowell (AAK 895)
Prof R Schlosser	Northeastern University, US	Mini-dissertation: R Hassim (AAK 895)
Prof R Koul	University of Texas at Austin, US	Mini-dissertation: J Leuvennink (AAK 895)
Prof S Wallace	Duquesne University, US	Mini-dissertation: S Ngwira (AAK 895)
Dr K Anderson	Deakin University, Australia	Mini-dissertation: N van Dalen (AAK 895)
Prof J McKenzie	University of Cape Town	Mini-dissertation: A Howes (AAK 895)

BA Honours (AAC)

Ms I Oosthuizen	AAK 713	University of Stellenbosch
Ms V Madima	AAK 701	Sefako Makgatho University
Ms K Masuku	AAK 702 & 715	University of the Witwatersrand
Ms E Emmerich	AAK 703	Private practice
Dr M Clasquin-Johnson	AAK 717	University of South Africa (Unisa)

10. OBJECTIVES FOR 2019

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

Objectives

- To conduct six medico-legal consultations
- To secure two training tenders for government
- To develop one tailor-made online training program

1.2 UP Strategic Goal – Transformation

Objectives

- To enhance the staff diversity profile and foster an environment free from prejudice in which everyone feels welcome and equally valued
- To eliminate intergroup disparities in enrolment, retention and graduation rate
- To ensure that all curricula and clickUP modules are accessible and foster a learning environment free from prejudice in which all students feel welcome and equally valued
- To host a UP-wide seminar on accessibility of online modules

1.3 UP Strategic Goal – Access and student success

Objectives

- To graduate three PhD students and enrol two new PhD candidates
- To graduate ten M (AAC) students and enrol ten new students
- To graduate 18 M (ECI) and enrol 20 new students
- To graduate 16 BA (Honours) and enrol 20 new students
- To ensure funding for students by securing at least 15 postgraduate bursaries

1.4 UP Strategic Goal – To strengthen research and international profile

Objectives

- To participate in three large-scale international research projects
- To publish 12 manuscripts in high-indexed journals (ISI, Scopus or DHET)
- To enrol five international postgraduate students
- To host at least six international visitors

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

Objectives

- To conduct five AAC awareness raising events
- To conduct five CPD activities, accredited by the HPCSA and/or SACE
- To expand the Centre's social media footprint and increase the number of downloads of academic resources from the centre's website

ACKNOWLEDGEMENTS

The following foundations, departments and companies financially supported the activities of the CAAC financially during 2018 and are hereby acknowledged. Thank you for inspiring our dedicated team through your contributions:

EyeScape Corporate Photography
Fogarty International Centre
National Institute on Deafness and other Communication Disorders Mobile Health Initiative
Eastern Cape Department of Education
National Institute for the Humanities and Social Sciences, South Africa
National Research Foundation (NRF)
Swedish Foundation for International Cooperation in Research and Higher Education

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

Edit Microsystems
Inclusive Solutions
Semantic Compaction Systems

Support from the following institutions and associations is acknowledged with gratitude. Thank you for collaborating with us and strengthening research and teaching ties in this way – we trust that it leads to mutual benefit!

African Disability Alliance, SA
Autism Association of Namibia, Namibia
CSIR, SA
Curtin University, Australia
DART, Sweden
Deakin University, Australia
Dundee University, Scotland
Duquesne University, US
Flinders University, Australia
Georgia State University, US
Jönköping University, Sweden
Kenyatta University, Kenya
Leibniz University, Hannover, Germany
Manchester Metropolitan University, UK
National Health Services, UK
National University of Lesotho, Lesotho
Northeastern University, US
La Trobe, University, Australia
North-West University, SA
Roehampton University, UK
San Francisco State University, US
Sefako Makgatho Health Sciences University, SA
Special Olympics International, US
University of Cape Town, SA
University of Gothenburg, Sweden
University of Helsinki, Finland
University of New Hampshire, US
University of Mauritius, Mauritius

University Oldenburg, Germany
University of South Australia, Australia
University of Stellenbosch, SA
University of Texas at Austin, US
University of the Witwatersrand, SA
Vanderbilt University, US

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

A heartfelt thank you to all the persons who use AAC and who are always willing to assist us and give 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 C de la Rey (Vice-Chancellor and Principal)
Prof Vasu Reddy (Dean: Faculty of Humanities)
Academic Administration (Humanities and Health Sciences)

House Humanities
Client Service Centre
Facilities Management
Department of Finance
Department of Facilities
Department of Psychology
Department of Visual Arts
Centre for Human Rights
Department of Child Health
Department of Library Services
Department of Security Services
Department of Education Innovation
Department of University Relations
Department of Research and Innovation Support
Department of Social Work and Criminology
Department of Speech-Language Pathology and Audiology
Department of Educational Psychology
Department of Occupational Therapy
Department of Residence Affairs and Accommodation
Department of Human Nutrition
Department of Nursing Science
Department of Physiotherapy
Disability Unit
TuksFM

A warm word of appreciation is extended to each student who decided to continue his/her academic life at the Centre. Thank you for trusting us and choosing to be on this exciting education journey with us. You are the heart and soul of what we do as we aim to turn mirrors into windows.

A heartfelt word of gratitude also goes to the Advisory Committee members. 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





Centre for Augmentative and Alternative Communication

Location

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