

Centre for Augmentative and Alternative Communication (CAAC)

2013 Annual Report



CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STAFF 2013



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Middle: Ms Refilwe Morwane, Dr Shakila Dada, Ms Constance Ntuli, Ms Salmah Kola, Ms Liza Rossetti-Siefe, Mr Terrance Mahlangu

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Insert: Prof Kitty Uys (left) and Mr Simon Sikhosana and Ms Robyn White (right)

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THE CAAC'S VALUES

- New sights, new thoughts, new questions
- If it is worth doing, it is worth doing well
- Diverse individuals, collective strength
- Authenticity, integrity, accountability

MISSION STATEMENT

To make an impact on the lives of individuals and families by multi professional training and research in:

- AAC and severe disabilities
- Early childhood intervention
- Technologies for communication
- Policy implementation

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Editor: Mrs Isabel Claassen

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BA(Hons) 1 2013



BA(Hons) 2 2013



M(EGI) 1 2013



M(EGI) 2 2013



M(AAC) 1 2013



M(AAC) 2 2013



PhD (AAC) 2013

MESSAGE FROM THE DIRECTOR

This past year has been one of great transition within the Centre as far as research, teaching and staff are concerned.

2013 has seen a continuation of our research collaboration with Georgia State University (GSU) in Atlanta, USA, on a National Institute of Health (NIH) Fogarty grant. This grant allows the researchers to study speech and language delays in children with neurodevelopmental disorders from four language backgrounds in South Africa. It has also provided postgraduate students the opportunity to participate in collaborative international research, thereby providing a rich learning experience. In addition, the project's staff exchange enabled UP staff members to visit GSU and vice versa and allowed them to not only sharpen their expertise at both research and practical implementation level, but also to complement our research network. The translation of research findings into practice is now receiving major attention from the media and from government, which gives the Centre a strategic advantage, as translational research and writing to improve public awareness have been our focus for many years. We were delighted at receiving the "*Hamlet outstanding achievement award*" in recognition of our service delivery to individuals with intellectual disabilities in South Africa.

The Centre staff disseminated our research findings at a number of national and international seminars and conferences, with a focus on the African continent (Zimbabwe, Kenya and Morocco) during 2013. A variety of workshops and skills shops were also conducted – a crucial focus area in a country such as South Africa with a critical skills shortage and limited knowledge about AAC. These conferences, seminars and workshops provided important opportunities for networking and established new collaborations with other researchers, AAC practitioners, service providers and stakeholders.

The Centre is also exploring future collaboration with other universities (e.g. Jönköping University in Sweden, Porto University in Portugal, Australian Catholic University in Melbourne Australia and East Tennessee State University, USA). The Centre's expertise in the developing country and disability field can make an important contribution to such collaboration.

Regarding teaching initiatives, 2013 was a strong year. We had a student pass rate of 95% at the Honours level, which attests to the effectiveness of the teaching methodology that we employ in ensuring student success. Furthermore, Master's students completed their studies in 2.5 years on average and PhD students in five years. This may in part be attributed to the fact that there has been an increase in collaboration efforts with national and international colleagues in providing expert guidance to our students at the Master's and Doctoral level.

Two staff members, Dr Kerstin Tönsing and Dr Alecia Samuels both obtained their PhDs and undertook extended postdoctoral visits – Dr Tönsing to Georgia State University in the US, and Dr Samuels to the University of Porto in Portugal. This achievement connotes a significant transition in their scholarly careers and we look forward to a new generation of leadership in the field. Another significant transition in the Centre resulted from the resignation of Prof Kitty Uys on 31 December 2013 to take up the headship of the Department of Occupational Therapy at the University of KwaZulu-Natal. Although her departure created a void, we know that it was a strategic career move for her. After five years at the Centre, Mr Simon Sikhosana was offered a permanent position at the UP Disability Unit, providing him with financial security. On a more personal note – Ms Robyn White experienced a significant transition

in her life when she became a first-time mother in December. We look forward to continued collaboration with all of these colleagues!

The Centre for AAC today is presented with unprecedented opportunities to make a real difference in the lives of children and adults with disabilities and to give them new options and new hope. For 2014, each team member embraces the responsibilities and challenges ahead as the Centre seeks to achieve significant research growth objectives over the next five years, in line with the UP Strategic Plan - 2025. We are up to the task, with a deeply committed student body and alumni that remain actively engaged in guiding our advancement in the field on a teaching and research level, as well as with our marketing and communication initiatives.

We will continue to seek out and grow powerful strategic partnerships that will leverage our research and training expertise to achieve maximum impact. As we move forward, I wish to thank our staff, our Advisory Board, the management of the University of Pretoria, the Dean of the Faculty of Humanities, our alumni and current students, local and international partners, colleagues, and, last but not definitely not least, the many AAC users and their families with whom we share the journey. Together we will ensure that the Centre continues to make the biggest difference possible in the fight against silence caused by speechlessness.



Prof Juan Bornman
receiving the Hamlet Award
from the honourable
Minister of Health, **Dr**
Aaron Motsoaledi

Prof Juan Bornman
Director

April 2014

1. THE YEAR IN REVIEW: 2013 IN A NUTSHELL

1.1 Strategic Goal – Leading Research in Africa

Objectives

- To increase the number of full-time academic staff with PhDs and active in research
- To support academic staff to apply for NRF rating through postdoctoral programmes, mentorship programmes, international collaboration and staff exchange
- To source a postdoctoral fellow
- To increase the permanent full-time academic staff component by appointing an additional staff member at the level of senior lecturer level (diversity position)
- To meet the expected publication targets of 1.4 research publication units per full-time academic staff member
- To continue the three-year collaborative research project (2012-2014) entitled *Speech and language Delays in Children with Neuro-developmental Disorders* with Dr MaryAnn Ronski and Dr Rose Sevcik at the CRADL (Centre for Research on A-typical Development) Research Group at Georgia State University in the USA (Fogarty-funded)
- To continue with research into abuse and persons with little or no functional speech from a multi-tiered perspective

Outcomes

- Two full-time academic staff members obtained PhDs (Dr K Tönsing and Dr A Samuels). All four full-time UP-funded staff now have completed their doctorates.
- NRF-rating schedules have been developed for staff.
- Dr Kerstin Tönsing was provided with a three-month's international postdoctoral opportunity in the USA.
- A postdoctoral candidate, Dr M Sefotho, was identified. The outcome of the application will be available in 2014.
- The six full-time academic staff members (of whom only 4 are UP-funded) were responsible for a total of **eight** published ISI-accredited papers and **three** accepted papers.
- Data was collected from 196 participants (136 typically developing pre-schoolers and 60 peers with neurodevelopmental disorders. These children were equally distributed across three language groups (isiZulu, Afrikaans, and Setswana). Data was presented at various international conferences. This project will conclude in July 2014.
- Prof D Bryen (Emeritus Professor from Temple University, USA) was appointed as extraordinary professor in the Centre to assist with a project that forms part of the Mellon Faculty Research Theme on Vulnerable Children. Prof Bryen and Prof Bornman co-edited a book: *“Stop Violence against people with disability: An International Resource”*, which will be available in January 2014. Archbishop Desmond Tutu wrote the foreword to this book.

1.2 Strategic Goal – Excellence in Teaching and Learning

Objectives

- To graduate **two** PhD students and enrol **two** new PhD (Preparatory) students
- To graduate **five** M(AAC) students and enrol **five** new students on the programme
- To graduate **14** M(ECI) students and enrol **18** new students
- To graduate **25** BA(Hons) in AAC students and enrol **30** new students
- To secure bursaries for at least **12** postgraduate students

Outcomes

- **Two** PhD students completed and successfully defended their theses. Dr K Tönsing graduated in April 2013 and Dr A Samuels in September 2013. **Three** new (PhD) Preparatory students were enrolled, meeting the stringent selection criteria.
- A total of **24** Master's students graduated, comprising **six** M(AAC) students and **17** M(ECI) students, while **21** new Master's students enrolled, consisting of **three** M(AAC) and **18** M(ECI) students. The low number of M(AAC) students is worrying and may be related to the scarcity of bursaries opportunities following a different recruitment strategy, as well as the appointment of a new programme manager. The throughput rates for these students were 2.5.
- A total of **20** BA (Hons with specialisation in AAC) students graduated and **32** new students were enrolled. The throughput rates for these students were 2.2.
- A total of **22** postgraduate students received bursaries (NRF and UP merit bursaries) – these included **seven** PhD students, **five** M(AAC) students and **10** M(ECI) students.

1.3 Strategic Goal – Impact on SA Economic and Social Development

Objectives

- To expand the 'Book Adaptation Project' for the Department of Basic Education
- To source government-funded training tenders in the Health and Education domains
- To apply for funding for the Fofa project in order to ensure its sustainability
- To host a series of workshops and seminars around AAC in the health domain

Outcomes

- The "Book Adaptation Project" was successfully completed and both a learner kit and a teacher kit were developed to complement the Grade 1 – 3 workbooks.
- Due to manpower shortages (resulting from staff on postdoctoral fellowships, staff busy with full-time studies and the resignation of Prof K Uys), no new tenders were sourced.
- No funding was obtained through the Department of Institutional Advancement and hence only six new Fofa participants were involved, based on residual funding.
- **Six** workshops were hosted during 2013, some with a research focus, some with a clinical focus and some with a training focus. The workshops by John Costello and Michael Verde in particular opened up new research avenues with transdisciplinary foci related to health and persons who use AAC.

2. REFLECTION ON ACTIVITIES DURING 2013

2.1 Teaching

2.1.1 Academic programmes

Table 1

Summary of academic programmes and student profile

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS		OUTCOMES
PhD	Graduates:	2	Two students, K Tönsing and A Samuels, completed their studies and graduated at the April and September graduation ceremonies respectively. In both cases international external examiners commented on the high quality of the research. There were no preparatory students in 2012 and hence no first years in 2013. Three new preparatory students joined the PhD programme. All students are progressing satisfactorily.
	3 rd year:	4	
	2 nd year:	4	
	1 st year:	0	
	Preparatory:	3	
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates:	6	Six students graduated in April 2013, five from the coursework option and one from the research option. From the students in the second year, two completed their full dissertations, while four completed their course work. These six students will graduate in April 2014. Three additional students are completing their full dissertations and are expected to graduate in September 2014. Of the six students that had enrolled for the first year, three withdrew due to personal reasons.
	2 nd year:	9	
	1 st year:	3	
Master's in Early Childhood Intervention M (ECI)	Graduates:	17	Seventeen students graduated in April 2013. Of the twenty first-year students that registered, two deregistered for personal reasons while the two repeating students from 2012 were again unsuccessful and had to deregister. The specialisation modules for the second year attracted two Educational Psychology students, four students each in Occupational Therapy and Audiology, and five students in Severe Disabilities. All fifteen students who registered for the second year, successfully completed their studies and will graduate in April 2014.
	2 nd year:	15	
	1 st year:	20	
Honours in Augmentative and Alternative Communication BA (Hons) (AAC)	Graduates:	20	27 students enrolled for the honours course in 2013. From the 27 students in their second year, 24 successfully completed their studies and will be graduating in April 2014. Only one will be graduating in September 2014.
	2 nd year:	27	
	1 st year:	27	

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

- Ms E Moolman presented a first semester module (KMP 310) to 49 undergraduate students in their third year of B (Communication Pathology). This group included both the Speech Language Therapy and Audiology students. As the students had a number of assessment opportunities, they did very well and 26 students passed with distinction. Only one student did not complete the module due to medical reasons, and will therefore have to enrol again for the module in 2014.
- Prof D Bryen (Extraordinary Professor in the Centre for AAC) presented a seminar to the KMP 310 students of Communication Pathology on Human Rights: Implications of the United Nations Convention on the Rights of Persons with Disabilities. Students valued this international insight and mentioned that they had not previously thought about communication from a rights perspective.
- Prof J Bornman presented a two-hour lecture (ODH 874 Learner Support) to Master's students in Educational Psychology. This presentation sparked lively debate and discussion.
- Dr A Samuels presented a one-hour lecture focussing on her PhD to the fourth-year students in the Department of Communication Pathology as part of their KMP 482 Early Intervention module.
- Dr K Tönsing supervised a final-year research project by two B Communication Pathology students (S Mitchell and L-O du Pont). The project was entitled: *Perceptions of special educators regarding their role, competency and training in supporting learners using aided augmentative and alternative communication*. A total of 26 educators from schools for learners with special educational needs in Pretoria completed questionnaires regarding their perceptions of aided communication in the classroom. Results indicated that the implementation of aided communication in classrooms is still limited, and that educators are in need of training.

2.1.3 CAAC involvement in academic programmes of other universities

- On 16 April 2013, 19 students in Speech-Language Pathology and Audiology from the University of Limpopo (Medunsa Campus) attended a two-hour lecture and practical workshop to introduce them to AAC technology. The lecture was presented by Dr K Tönsing and facilitated by various staff members of the Centre for AAC. Two persons who use AAC, shared their personal stories (Ms Constance Ntuli and Dr Cival Mills). Students gained knowledge on AAC and were able to observe high technology AAC being used during the presentations. They also had the opportunity to use AAC technology during a practical session.
- Dr K Tönsing presented a 1,5-hour lecture to Master's students in Speech-Language Pathology at Georgia State University. This was well received and one of these students subsequently requested Dr Tönsing to assist her with a publication on *Communication using graphic symbols: Challenges and solutions beyond the single-word stage*.
- Prof K Uys presented a lecture entitled "Introduction to AAC: Implications for the OT field" to occupational therapy students at the University of the Witwatersrand.

3. RESEARCH

3.1 Publications

(The surnames of all CAAC staff members and students are indicated in bold type)

3.1.1 ISI- and DoHE-accredited journal articles

- Alant, E.**, Zheng, W., Harty, M., & Lloyd, L.L. (2013). Translucency ratings of Blissymbols over repeated exposures by children with autism. *Augmentative and Alternative Communication*, 29(3), 272-283. Doi:10.3109/07434618.2013.813967
- Beringer, A., Tönsing, K.M., & Bornman, J.** (2013). The self-determined and partner-predicted topic preferences of adults with aphasia. *Aphasiology*, 27(2), 227-251.
- Bornman, J. & Bryen, D.** (2013). Social validation of vocabulary selection: Ensuring stakeholder relevance. *Augmentative and Alternative Communication*, 29(2), 174-181. doi:10.3109/07434618.2013.784805.
- Bornman, J. & Donohue, D.** (2013). South African teachers' attitudes toward learners with barriers to learning: Attention-deficit ad hyperactivity disorder and little or no functional speech. *International Journal of Disability, Development and Education*, 60(2), 85-104. Retrieved from <http://dx.doi.org/10.1080/1034912X.2013.786554>.
- Donohue, D.K., Bornman, J., & Granlund, M.** (2013). Examining the rights of children with intellectual disability in South Africa: Children's perspectives. *Journal of Intellectual & Developmental Disability*, 29(1), 55-64, 1-10. doi:10.3109/13668250.2013.857769.
- Gonasillan, A., Bornman, J., & Harty, M.** (2013). Vocabulary used by ethno-linguistically diverse South African toddlers: A parent report using the Language Development Survey. *South African Journal of Communication Disorders*, 60, 10-15.
- Dada, S., Huguet, A., & Bornman, J.** (2013). The Iconicity of Picture Communication Symbols for Children with English Additional Language and Mild Intellectual Disability. *Augmentative and Alternative Communication*, 29(4), 360-373. doi:10.3109/07434618.2013.849753.
- Nilsson, S., Bjorkman, B., Almquist, A., Almquist, L., Bjork-Willen, P., **Donohue, D.K.**, Enskar, K., Granlund, M., Huus, K., & Hvit, S. (2013, online first). Children's voices – Differentiating a child perspective from a child's perspective. *Developmental Neurorehabilitation*, Early Online, 1-7. Retrieved from <http://0-informahealthcare.com.innopac.up.ac.za/doi/abs/10.3109/17518423.2013.801529>.

3.1.2 International peer-reviewed non-ISI-accredited journal articles

- Lynegård, F., **Donohue, D.K., Bornman, J.**, Granlund, M., & Huus, K. A systematic review of generic and special needs of children with disabilities living in poverty settings in low and middle-income countries. *Journal of Policy Practice*, 12(4), 296-315.

3.1.3 Accepted for publication

(Papers marked with * were accepted in ISI- or DoHE-accredited peer-reviewed journals)

*Naude, A.M. & Bornman, J. (2014). A Systematic Review of Ethics Knowledge in Audiology (1980 – 2010). *International Audiology Journal*.

*Donohue, D. & Bornman, J. (2014). The challenges of realizing inclusive education in South Africa. *South African Journal of Education*.

*Donohue, D. & Bornman, J. (2014). South African teachers' attitudes toward inclusive education for learners with different abilities in mainstream classrooms. *International Journal of Disability, Development and Education*.

Donohue, D., Bornman, J., & Granlund, M. (2014). Household size is associated with disability at birth and co-occurring language delays in South African children with intellectual disabilities. *Developmental Neurorehabilitation*. Doi:10.3109/17518423.2014.890256.

3.1.4 Submitted for publication

(For reasons of confidentiality the journal names are omitted.)

De Klerk, M., Alant, E., & Dada, S. South African children's recognition of graphic symbols depicting four basic emotions.

Erasmus, A., Bornman, J., & Dada, S. Afrikaans-speaking parents' perceptions of the rights of their children with mild to moderate intellectual disabilities: A descriptive investigation.

Harty, M., Bornman, J., & Alant, E. The viability of a task-specific instrument to measure parent self-efficacy: A South African exploration.

Johnson, E., Boshoff, K., Bornman, J. Systematic review of children's pain vocabulary.

Tönsing, K.M., Dada, S., & Alant, E. Teaching graphic symbol combinations during shared storybook reading.

Van Niekerk, K. & Tönsing, K.M. Eye gaze technology: A South African perspective.

3.1.5 Publications to improve public awareness

Alberts, L. (2013). Reading with Blissymbolics is a Blissful experience. *Blissymbolics Communication International*. Retrieved from <http://www.blissymbolics.org>.

Bornman, J. (2013). Pretoria to Rabat: A Tale of Two Cities. *Augmentative Communication World Network Newsletter*, 3, 19-21.

Bornman, J. (2013). Reflections about the Mombasa, Kenya Conference. *Augmentative Communication World Network Newsletter*, 3, 22-23.

Samuels, A. & Morwane, R. (Eds.) (2013). Centre for AAC/Interface Newsletter (December 2013).

Tönsing, K.M. (Ed.) (2013). Centre for AAC/Interface Newsletter (April, August 2013).

3.2 International research projects

3.2.1 *Speech and Language Delays in Children with Neurodevelopmental Disorders in South Africa*

The year under review saw significant progress in the Centre's research collaboration with Georgia State University (funded by the USA National Institute of Health (NIH)), entitled "*Speech and Language Delays in Children with Neurodevelopmental Disorders in South Africa*". The previously translated and adapted Mullen Scales for Early Learning were administered to 196 children. Of these, 136 had typical development and 60 were children with neurodevelopmental disorders. The three language groups – Afrikaans, Setswana and isiZulu – were equally represented in the sample. Preliminary data was presented at the SONA conference in Rabat, Morocco, in June 2013. The data was entered and cleaned, and is currently being analysed. Dr Kerstin Tönsing undertook a seven-week research visit to Georgia State University, Atlanta in order to collaborate with Drs Ronski and Sevcik during the process of data entering, cleaning and analysis. Two draft manuscripts were provisionally submitted and are hoped to be published in ISI-accredited journals as soon as all data has been entered and the manuscripts have been completed (envisaged publication date April 2014). Dr Ronski and Prof Bornman will present the data at the NIH Seminar in Washington in February 2014. A conference abstract was also submitted to the 16th Biennial Conference of the International Society for AAC.



Prof Juan Bornman, Prof Kitty Uys and Ms Robyn White at the *Almal Educational and Rehabilitation Centre* in Rabat, Morocco.

3.2.2 *You Can Tell and Be Heard*

A second project deals with the development of a means for children with severe communication disabilities to disclose sexual abuse and acts of crime against them. This project forms part of the Faculty's Mellon-funded FRT on vulnerable children, in particular the project on traumatised children. The "*You Can Tell and Be Heard*" Communication Boards were developed as a means for disclosing that you have been the victim of abuse or violence (Bornman, Bryen, Kershaw & Ledwaba, 2011). The vocabularies on these boards were socially validated by literate individuals who use AAC to ensure stakeholder relevance (Bornman & Bryen, 2013). The important potential role of these three communication boards (two symbol-based boards – one intended for children and one for adults, as well as an alphabet-based board) was recognised, and requests for the translation of these boards were received from various countries.

During 2013 all three communication boards were translated into 32 different languages using a blind back-translation process. This entailed a vocabulary list of 58 items, as well as three short sentences, e.g. “*I will point where.*” Some languages (e.g. Arabic and Hebrew) use different writing conventions (from right to left), which impacted on the layout of the boards.

Not only were adaptations required for the symbol-based communication boards, but also for the alphabet-based ones, due to the inclusion of special characters in the various languages, e.g. Å in Swedish and ß in German. In cases where a different alphabet is used (e.g. Chinese, Korean, Hindi), additional adaptations were required.

The spread of the languages across the continents are as follows:

- Africa (Afrikaans, isiZulu, isiXhosa, Kiswahili, Sepedi, Tshivenda, Twi Asante, Xitsonga) (French, Portuguese, English, German, and Arabic are also spoken)
- North America (English and French)
- South America (Spanish and Portuguese)
- Australia (English)
- Western Europe (English, French, German, Greek, Italian, Portuguese, Spanish)
- Eastern Europe (Croatian, Polish)
- Scandinavia (Swedish, Finnish)
- Middle East (Arabic, Hebrew)
- India (Hindi, Tamil)
- Asia (Chinese, Korean)
- Islands (Madagascar = Malagasy; Mauritius = Creole)

The data pertaining to the translations will be presented at an international conference in Portugal in July 2014. Progress has also been made with determining the legal language required for testifying in court and this will be the focus of the project during 2014.

4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

4.1 Tender training projects

Workbook adaptation for Department of Basic Education

In 2011 the Department of Basic Education (DBE) approached the Centre for AAC to assist in the adaptation of workbooks for learners with severe disabilities, starting with the adaptation of the Grade 1 to 3 workbooks.

The aim of the project (which was completed in two phases over the last 18 months) was to assist learners with severe disabilities and complex communication needs to be active participants in the classroom. An AAC kit was developed which consists of kits for learners (per grade) and kits for teachers (per grade).

The learners' kit includes a communication folder that will become the property of the individual learner and that he/she will be able to take home and use as a communication tool both at home and in the classroom. The kit also contains communication boards per topic (lesson theme), stored in a ring

bind file, which will be added to the communication folder during the different lessons, and communication cards that will be displayed on a lanyard, i.e. to be used during break time or outings. Sticker books – per grade and divided into the three subjects Literacy, Mathematics and Life Skills – will be provided as a tool for those who cannot write themselves. Possible answers will be provided from which the learner can choose and a peer or teacher aide will be required to paste the stickers into the workbook. The workbooks will be printed in an A3 format to make it easier for the learners to work in the books.

The teachers' kit includes a general guide on the implementation of AAC in the classroom. It contains step-by-step guides per subject and grade (Literacy, Mathematics, Life Skills) with practical suggestions on how to assist learners to use the communication boards and other materials provided in the learners' kits during each lesson. Posters/wall charts (with AAC symbols), big symbols (to be used on choice boards), magnetic symbols (for use on the blackboard or by learners on tin sheets/cookie trays) are also included in the teachers' kit.

Suggestions for the procurement of all the required learning materials were made to the DBE. It is anticipated that the printing of the material will be done early in 2014 and that the AAC kits will be implemented in schools by the middle of 2014.

4.2 Community engagement projects

Practical work at Pathways School for learners with special needs

As part of their KMP 310 module, the third-year students of the Department of Speech-Language Pathology and Audiology did a one morning practical session at Pathways school for learners with severe disabilities. It was an enriching experience for both students and learners, and the students learned valuable lessons in the use of AAC strategies with children who are unable to communicate through speech.

Fofa project (meaning “to fly” in Sesotho)

The annual FOFA outreach took place at the Centre for AAC from 21 to 26 May 2013. This empowerment project for young people with severe disabilities who need or use augmentative and alternative communication (AAC) has been an annual event at the Centre for AAC since 2005. In 2013 a new cohort of six participants and their personal assistants from four provinces (Western Cape, KZN, Limpopo and

Gauteng) travelled to Pretoria to participate in the project. With the help of personal anonymous donations, the Centre was able to provide three young adults with communication technology that they learnt to use during the week and were able to take home with them. The other three already had



The 2013 Fofa participants with the Dean of Humanities and Centre for AAC staff

technology available to them.

We are grateful to the Dean of Humanities, Prof Norman Duncan, who welcomed the participants to the project, encouraging them to see themselves as part of the University body for the week and beyond and to the Associate Dean, Prof Hennie Stander, who spoke with passion and insight at the closing ceremony. The programme of the week focused on empowerment, and the two aspects addressed were '*Daring to dream*' and '*Communication competence through the use of AAC*'. It was an emotional journey for many of the participants, as it gave a voice to their hopes, dreams and expectations – for many a first-time experience. Workshops on communication competence included skills training, role play, and going out into the 'real world' to dare to interact with it – from ordering one's own food at the cafeteria to enjoying the company of students from House Humanities who kindly arranged a visit to Scienza for the participants and their personal assistants. The week concluded with a day of public presentations by the participants to an open audience. Participants shared their journey, hopes and aspirations with an audience of 80 people, and moved from passive recipients of charity to an inspiration and motivation to all those who attended to continue pursuing their dreams. Members of the audience were so inspired that various donations were received to help make participants actualise their dreams.



Top left: The 2013 Fofa participants getting ready to deliver their speeches on the final day of presentations

Middle left: Rosette Ntshika typing out her Fofa presentation

Bottom Left: Jackson Shabangu typing on his laptop with a head stick

Far right: Dr Cival Mills giving Kwakha Phama some advice on how to use his iPad effectively as an AAC device

5. DISSEMINATION OF INFORMATION

Table 2

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

DATE AND PLACE	PRESENTER(S)' AFFILIATION	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
22 Feb CAAC, Pretoria	Ms M Casey (Private Practice)	Teachers, therapists and parents	Training on using the Pixon Core Word Program	A total of 24 teachers, therapists and parents attended and were trained in the use of core words for communication literacy.
7 May New Hope School, Pretoria	Dr K Tönsing Ms A Samuels Ms K van Niekerk Ms E Moolman Ms E Johnson Mr S Sikhosana (CAAC Staff)	Public, parents of children with disabilities and teachers	Exhibition and demonstration of AAC products and devices	AAC products and devices were exhibited for the benefit of all who require information on assistive technology. The exhibition sparked significant interest.
22 May CAAC, Pretoria	Ms A Barton-Hulsey (Georgia State University)	Parent-coached language intervention for toddlers and pre-schoolers who use AAC	Teachers, therapists, parents	Information from a longitudinal research study dispelled some common myths in the AAC field. Participants were keenly interested in the implications that this information had for their clinical practice.
28 May CAAC, Pretoria	Mr M Verde (Indiana University)	80 Service providers, and family members caring for a person with dementia	Bridging Cognitive Decline: Empathetic communication in dementia care.	Discussions were held and video demonstrations given of how empathetic communication can assist both people with dementia and those who care for them to preserve dignity and humanity in interactions.
8 June Montessori School, Hatfield	Dr K Tönsing (CAAC Staff)	Parents of pre-schoolers at Montessori School, Hatfield	Information session at parent day on encouraging pre-schoolers' language development.	The 35 parents who attended found the session informative and helpful. It gave them ideas on how to stimulate their child's language development

DATE AND PLACE	PRESENTER(S)' AFFILIATION	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
				to impact positively on their learning.
15 June Rabat, Morocco, Almal Educational and Rehabilitation Centre	Prof J Bornman Prof K Uys Ms R White (CAAC Staff)	Teachers, therapists and parents	Information on AAC strategies, with a focus on Visual Aid strategies.	Schedules, adapted books and recipes were highlighted with the assistance of a fellow ISAAC member from Morocco, Mr Jamaldin Slimani who arranged the workshop and also acted as French interpreter. The workshop triggered new initiatives.
26 August CAAC, Pretoria	Ms L Ellis (Inclusive Solutions)	Therapists and teachers	To present current information on the use of an eye gaze system (Tobii).	Fifty therapists and teachers attended and gained knowledge on the latest developments in eye gaze technology and its application for people with severe disabilities.
2-3 October CAAC, Pretoria	Mr J Costello (Boston Children's Hospital)	Twelve PhD students, ten postgraduate alumni registered with HPCSA, as well as 23 other healthcare staff throughout South Africa	Communication Vulnerability in the ICU/Acute Care Setting: The Role of Augmentative Communication	All attendees were of the opinion that this hands- on workshop gave them vast insight and new knowledge on how to address the needs of communication vulnerable patients. As a direct result, a student enrolled for a Master's degree.

DATE AND PLACE	PRESENTER(S)' AFFILIATION	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
28 November Braamfontein	Ms R Morwane Ms C Ntuli (CAAC Staff)	Lawyers, parents and community workers	Presentation on what AAC comprises and how it can be used to assist people with little or no functional speech to give a statement at the police station.	Teachers, parents, lawyers and community workers were delighted with the new information received and requested that the presentation be repeated in their next meeting. Lawyers wanted more information on testifying in court using AAC, while community workers were interested in the high and low-tech devices showcased at the workshop.



Mr John Costello, Director of the Augmentative Communication Programme at Boston Children's Hospital, addressing participants in the workshop on ***Communication Vulnerability in the ICU/Acute Care Settings*** that took place from 2 to 3 October 2013.

6. CONSULTATIONS

In 2013, staff members of the CAAC conducted **ten** consultations for persons with little or no functional speech and their support teams (family and service providers). 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. In addition, **four** medico-legal consultations with regard to quantum trials were held.

7. PRESENTATIONS AT CONFERENCES AND SEMINARS

Table 3

Conference and seminar presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
INTERNATIONAL		
13 – 17 June	Prof J Bornman Prof K Uys Ms R White	Poster: <i>The development of a valid test to assess young children with severe disabilities.</i> SONA Conference. Rabat, Morocco.
13 – 17 June	Prof J Bornman Prof K Uys Ms R White Dr M Ronski Dr R Sevcik	Poster: <i>Speech and Language Delays in Children with Neurodevelopmental Disorders in South Africa.</i> SONA Conference, Rabat, Morocco.
13 June	Prof K Uys Ms K van Niekerk	Poster: <i>Passive children in the classroom: How to break down the barriers for optimal participation.</i> International VdT Model of Creative Ability Conference, London.
27 June	Ms A Samuels	Paper: <i>Early childhood policies in South Africa: necessary but not sufficient for realising vulnerable children's rights.</i> Summer course seminar series: Future of Childhood Intervention: concepts, policies, assessment, intervention, ecologies & research. Porto University, Porto, Portugal.
20 August	Prof K Uys Ms K van Niekerk	Paper: <i>Passive children: Motivation for optimal participation.</i> 8 th OTARG Congress. Harare, Zimbabwe.
21 August	Prof K Uys Ms C Ntuli	Paper: <i>Providing Augmentative and Alternative Communication for people with severe communication problems.</i> 8 th OTARG Congress. Harare, Zimbabwe.
22 August	Prof K Uys Ms K van Niekerk	Paper: <i>The use of AAC for successful implementation of life skill training.</i> 8 th OTARG Congress. Harare, Zimbabwe.
4 September	Prof J Bornman Ms E Moolman	Paper: <i>Augmentative and Alternative Communication for beginning communicators: implementing a basic communication package.</i> 5 th East African Conference on communication and disability. Mombasa, Kenya.
26 September	Dr K Tönsing Dr S Dada Prof E Alant	Paper: <i>Teaching graphic symbol combinations during shared storybook reading.</i> Clinical AAC Research Conference, Bloomington, Indiana, USA.
26 September	Ms S Penkler (M AAC student) Dr K Tönsing Prof J Bornman	Paper: <i>A comparison of the graphic symbol utterances arranged by children with little or no functional speech and children with typical development.</i> Clinical AAC Research Conference, Bloomington, Indiana, USA.

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
23 November	Prof J Bornman	Paper: <i>Examining the rights of children with intellectual disabilities in South Africa: Children's perspective.</i> Participation and Engagement: Supporting children and youth with disability. A multidisciplinary seminar. Melbourne, Australia.
NATIONAL		
31 January	Prof J Bornman	Paper: <i>Human rights of children with intellectual disabilities in South Africa.</i> AAC and ECI Research Seminar, University of Pretoria, Pretoria.
1 February	Prof K Uys	Paper: <i>Early childhood intervention in high risk communities.</i> AAC and ECI Research Seminar, University of Pretoria. Pretoria.
1 February	Ms A Samuels	Paper: <i>Expanding the Codes for Environmental Factors of the ICF-CY.</i> AAC and ECI Research Seminar, University of Pretoria, Pretoria.
21 February	Prof J Bornman	Inaugural address: <i>A systemic perspective on AAC intervention: Moving towards evidence-based practice.</i> University of Pretoria, Pretoria.
25 April	Dr K Tönsing	Paper: <i>Language development in the foundation phase.</i> Paper presented at the School-Based Support Team Training Series, Con Amore School, Kempton Park.
22 May	Dr K Tönsing	Paper: <i>Communication using graphic symbols: Challenges and solutions.</i> Annual Conference of the National Association for Persons with Cerebral Palsy, Cape Town.
26 July	Prof K Uys Prof J Bornman	Paper: <i>Disability in the workplace.</i> Colloquium of South African Employers for Disability (SAE4D). ESCOM, Midrand.
24 August	Prof J Bornman	Paper: <i>Challenging behaviour: a whole school approach.</i> NAPTOSA conference, Germiston.
16 September	Ms A. Samuels Dr K Tönsing	Exhibit: <i>Centre for AAC.</i> University of Pretoria, Pretoria.
6 November	Prof J Bornman	Paper: <i>Testifying in court using augmentative and alternative communication (AAC).</i> Disability rights in Africa 'Overcoming obstacles: towards the effective implementation of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in Africa. University of Pretoria, Pretoria.



Prof Juan Bornman and Ms Enid Moolman with delegates at the *5th East African Conference on communication and disability*. Mombasa, Kenya

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

Table 4

Staff development: conferences and training sessions attended

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
31 January	AAC and ECI Research Seminar: <i>Children with disability: Focus on Human Rights and intervention</i> . CAAC, University of Pretoria, Pretoria. <u>Attended by</u> Prof J Bornman, Prof K Uys, Dr K Tönsing, Dr S Dada, Ms A Samuels, Ms E Johnson, Ms K van Niekerk, Ms E. Moolman.
6 February	Turnitin. In-house priority course: University of Pretoria. <u>Attended by</u> Ms K van Niekerk.
21 February	Inaugural address: Prof Juan Bornman. <i>A systemic perspective on AAC intervention: Moving towards evidence-based practice</i> . University of Pretoria. <u>Attended by</u> Prof K Uys, Dr S. Dada, Ms K Tönsing, Ms A Samuels, Ms E Johnson, Ms E Moolman, Ms EJC Rossetti-Siefe, Mr S Sikhosana, Ms C Ntuli, Ms R White.
22 February	Pixon Training, CAAC, University of Pretoria. Pretoria. <u>Attended by</u> Prof K Uys.
28 February	Research Day, Faculty of Humanities, University of Pretoria. Pretoria. <u>Attended by</u> Prof K Uys.
4-5 March	Writing Workshop organised by Faculty of Humanities, University of Pretoria, presented by Prof Z Erasmus and Mr J Dlamini. <u>Attended by</u> Ms K van Niekerk, Dr K Tönsing.

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
28 March	Occupational Health & Safety training. In-house priority course: University of Pretoria. <u>Attended by</u> Mr S Sikhosana.
3 April	How to use Endnote, University of Pretoria. Pretoria. <u>Attended by</u> Ms E Johnson.
9 April	Writing Skills workshop, CAAC, University of Pretoria, Pretoria, presented by Ms Mandy Collins. <u>Attended by</u> Prof J Bornman, Prof K Uys, Dr K Tönsing, Ms A Samuels, Ms E Johnson, Ms E Moolman, Mr S Sikhosana, Ms C Ntuli, Ms R White, Ms EJC Rossetti-Siefe.
12-13 April	Conference: <i>1st International Interdisciplinary Academic Conference on the Holistic Support of Children in Healthcare</i> , Sandton, South Africa. <u>Attended by</u> Ms E Johnson.
17 May	Seminar: <i>Passive learners in the classroom: How to break down the barriers for optimal participation</i> . Delta Park School, Johannesburg. <u>Attended by</u> Prof K Uys.
23 May	Seminar: <i>Sexuality and Human Rights in Africa: Contestation, Resistance and Opportunity</i> . Seminar series of the Centre for Study of Aids and the Centre of Human Rights, University of Pretoria. <u>Attended by</u> Prof J Bornman, Ms E Johnson.
28 May	Workshop: <i>Bridging Cognitive Decline: Empathetic communication in dementia care</i> . CAAC, University of Pretoria. <u>Attended by</u> Prof J Bornman, Prof K Uys, Dr K Tönsing, Ms K van Niekerk, Ms E Moolman, Ms E Johnson.
28 May	Inaugural address: Prof E Ruttkamp-Bloem " <i>Naturalised realism</i> ". Department of Philosophy, University of Pretoria. <u>Attended by</u> Prof J Bornman, Prof D Bryen.
6 June	Inaugural address: Prof Marië-Helen Coetzee, ' <i>Enfleshment</i> ': <i>towards an embodied pedagogy in drama/theatre and performance studies in higher education and training (HET)</i> . Department of Drama, University of Pretoria. <u>Attended by</u> Prof J Bornman, Dr K Tönsing.
25 June – 6 July	Global Education and Developmental Studies (GEDS) Early Intervention Summer Course. Porto University, Porto, Portugal. <u>Attended by</u> Ms A Samuels.
25-28 June	SPSS, In-house UP priority course: University of Pretoria. <u>Attended by</u> Prof K Uys, Ms E Johnson, Ms R White.
4,5 July	Atlas-ti training, In-house UP priority course: University of Pretoria. <u>Attended by</u> Ms E Johnson.
8-9 July	1 st Joaquim Bairrão Symposium: <i>Transatlantic Trends in Early Childhood Intervention</i> . Porto University, Porto: Portugal.

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
	<u>Attended by</u> Ms A Samuels.
25 July	Dean of Humanities Public Lecture – The Apartheid Archive: Locations, dislocations, past and present. <u>Attended by</u> Ms A Samuels, Mr S. Sikhosana.
26 August	Workshop: <i>Eye Gaze Technology</i> . CAAC, University of Pretoria, Pretoria. <u>Attended by</u> Dr K Tönsing, Ms A Samuels, Ms E Moolman, Ms Karin van Niekerk.
2 September	Inaugural address: Prof Bart Vinck, <i>The Future is HEAR</i> , Department of Communication Pathology. <u>Attended by</u> Dr K Tönsing, Ms A Samuels, Ms K van Niekerk, Ms EJC Rossetti-Siefe.
20 September	Writing retreat organised by Faculty of Humanities, University of Pretoria, Pretoria. <u>Attended by</u> Ms K van Niekerk.
25-26 September	Atlas-ti training, in-house priority course: University of Pretoria. <u>Attended by</u> Prof J Bornman, Dr A Samuels.
1 October	Public lecture: Drs Sally and Bennett Shaywitz, <i>Dyslexia and the achievement gap: a civil rights issue for our time</i> . <u>Attended by</u> Dr K Tönsing.
2 October	Speaker series: Current trends and developments in education research: <i>Program for the International Assessment of Adult Competencies (PIAAC)</i> . Georgia State University, Atlanta, Georgia, USA, presented by Dr Peggy McCardle, Peggy McCardle Consulting, LLC. <u>Attended by</u> Dr K Tönsing.
3 October	Neville Cohen Memorial lecture: Presented by Mr John Costello – <i>Addressing communication vulnerability in the ICU/acute care setting: the role of AAC</i> . University of Pretoria. Pretoria. <u>Attended by</u> Prof J Bornman, Prof K Uys, Dr A Samuels, Ms E Johnson, Ms E Moolman, Ms K van Niekerk, Miss R Morwane, Ms R White.
4 October	College of Education lecture series: <i>Program for the International Assessment of Adult Competencies (PIAAC)</i> . Presented by Dr Jaleh Soroui, American Institute of Research, Georgia State University, Atlanta, Georgia, USA. <u>Attended by</u> Dr K Tönsing.
10 October	Distinguished lecture series: Research of the challenges of acquiring language and literacy. <i>The structure of oral language and its relation to reading at various levels of comprehension in Kindergarten through Grade 2</i> . Presented by Dr Barbara Foorman, Florida State University. Georgia State University, Atlanta, Georgia, USA. <u>Attended by</u> Dr K Tönsing.
11 October	Developmental lecture series: <i>How do you know the Earth is round? Children's abilities identifying and evaluating sources of science knowledge</i> . Presented by Dr Maggie Renken, Georgia State University, College of Education. Georgia State University, Atlanta, Georgia, USA.

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
	<u>Attended by</u> Dr K Tönsing.
17 October	EndNote, In-house priority training. University of Pretoria, Pretoria. <u>Attended by</u> Ms K van Niekerk.
18 October	Atlanta Autism Consortium monthly meeting: <i>Perspectives on the new DSM 5 Criteria for ASD and SCD</i> . Children's Learning Centre: Children's Health Care of Atlanta. Presented by Dr Catherine Rice, National Centre on Birth Defects and Developmental Disabilities at the Centre for Disease Control and Prevention (CDC), Atlanta, Georgia, USA. <u>Attended by</u> Dr K Tönsing.
23 October	Behaviours Imaging seminar series, Georgia Tech University: <i>Quantifying social engagement in infants and toddlers with ASD</i> , presented by Dr Warren Jones, Director of Research at the Marcus Autism Centre and Faculty in the Department of Paediatrics at the Emory University School of Medicine, Atlanta, Georgia, USA. <u>Attended by</u> Dr K Tönsing.
1 November	Writing workshop, presented by Prof David Maree, University of Pretoria, Pretoria. <u>Attended by</u> Ms E Johnson.
7 November	Writing retreat, presented by Prof David Maree, University of Pretoria, Pretoria. <u>Attended by</u> Ms K van Niekerk.
14-16 November	American Speech and Hearing Association Annual Conference, Chicago, USA. <u>Attended by</u> Dr K Tönsing.
19 November	Expert lecture series: Disability in early Christianity. A study of Chrysostom's writing. Presented by Prof H Stander. <u>Attended by</u> Dr A Samuels, Ms K van Niekerk.

9. RESEARCH VISITS BY STAFF TO OTHER INSTITUTIONS

- Bornman, J. State University of Campinas, Campinas, Brazil. 26 August 2013.
- Bornman, J. Universidade de São Paulo (USP), São Paulo, Brazil. 28 August 2013.
- Bornman, J. Australian Catholic University (ACU), Melbourne, Australia. 19 – 27 November 2013.
- Samuels, A.E. Porto University, Porto, Portugal. 23 June – 14 July 2013.
- Tönsing, K.M. Georgia State University, Atlanta, Georgia, USA. 29 September – 21 November 2013.



International visitors to the Centre for AAC's Research Symposium on *Human Rights and Children with Disability* (All researchers are from Jonköping University, Sweden, unless otherwise indicated)

Back: Dr E Elgmark, Dr M Adolfsson, Dr S Castro (Porto University) and Prof A Pinto (Porto University)

Front: Ms F Lynegård, Dr K Huus, Prof. R Simmeonsson (UNC-Chapel Hill), Ms M Sjöman, Prof. K Enskär, Dr G Möllas, Prof M Granlund and Dr S Nilsson

10. VISITORS TO THE CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Table 5

Purpose of international visitors' visit and outcomes

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
31 January - 3 February	Prof Mats Granlund, Prof Karin Enskär, Dr Stefan Nilsson, Dr Margaretha Adolfsson, Dr Gunvie Möllas, Dr Elisabeth Elgmark, Dr Karina Huus, Ms Frida Lynegård, Ms Madeleine Sjöman, (Jonköping University, Sweden)	Participation in two-day research seminar related to the joint research project. Exploration of new research that would attract international funding.	This visit marked the final wrap-up of a three-year research project. The two-day research seminar was well attended by current and former PhD and Master's students who are actively involved in research. The seminar focused on Human Rights and framed disability from a rights rather than a charity perspective. Since the Swedish International Development Cooperation Agency (SIDA) is no longer a funding option, various alternative funding opportunities were explored to ensure the continuation of the work.

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
30 January - 3 February	Prof Rune Simmeonsson, University of North Carolina Chapel Hill, USA.	AAC and ECI Research Seminar presentation	This presentation explored an alternative way in which the environmental codes of the ICF-CY can be used to code both positive human rights (participation and provision rights) as well as negative human rights (protection rights).
26 January - 9 February	Dr Susana Castro, Porto University, Portugal	Planning of a collaborative research project on the ICF-CY in South Africa and Portugal	Ms Alecia Samuels received funding through an NRF KIC grant and the Faculty of Humanities Visiting Scholar fund to host Dr Castro. They visited potential research sites in Pretoria to understand the environmental challenges in South Africa. Ms Samuels and Dr Castro co-presented an AAC and ECI Research Seminar on expanding the environmental factors component of the ICF-CY. Dr Castro also presented a paper on her PhD thesis, as well as a workshop on the ICF-CY to the second-year Master's students.
29 January - 15 February	Prof Ana Pinto, Porto University, Portugal	Exploring research collaboration opportunities related to participation and engagement	Prof Pinto gave a lecture to the second-year MECI and second-year M AAC students on Early Intervention issues in Portugal. She also presented a paper at the AAC and ECI Research Seminar on engagement and participation of pre-school children in Portugal.
10 - 28 May	Ms Andrea Barton-Hulsey, Georgia State University, USA	Fact finding on the reading programmes currently used in South African schools. Discussions of database and data storage for the Mullen's project	Ms Barton-Hulsey visited three regular primary schools (Afrikaans and English), one special school, three schools for children with learning disabilities (Pretoria & Johannesburg) and the Viva Village upliftment project in Mamelodi. She also visited one of the hospitals where the Mullen's project is currently running. She presented a workshop for therapists on encouraging the use of AAC for toddlers with severe disabilities.
22 - 24 May	Prof Erna Alant, Indiana University, USA	Exploring curriculum development regarding empathy	Prof Alant explored funding opportunities for a joint project involving various UP departments and IU on the construct empathy. A follow-up Empathy Training workshop for 2014 was suggested.
25 May – 3 June	Prof Diane N Bryen, Temple University,	Expanding research and	Prof Bryen assisted with the research project on abuse of persons with LNFS,

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
	USA	training on abuse issues	worked on her co-edited book with Prof Bornman and consulted with M and PhD students on their theses. She also made a presentation to students and peers.
25 July	Prof Pierre Margot-Cattin, University of Applied Sciences of Western Switzerland, Valais Campus (School of Social Work) Prof. Isabel Margot-Cattin from the same university's Vaud Campus	The result of a memorandum of understanding that was signed by both the University of Pretoria and the University of Applied Sciences of Western Switzerland (UASWS)	This proved to be a most productive and enriching meeting as it was discovered that the UASWS shares with us the same basic philosophy regarding disability issues and that there are many areas where our fields of interest and expertise can complement and enrich each other. Unfortunately the Centre for AAC does not have undergraduate students, which are the focus of their work.
1 – 12 October	Mr John Costello, Boston Children's Hospital, USA	Presenting a workshop on patient provider care and presenting a lecture to PhD students on case studies of clients in a medical setting	This visit sparked the beginning of a new research avenue for the Centre: health-related issues in persons who use AAC. A potential study in ICU has been conceptualised for execution in 2014. Mr Costello shared valuable comments with a PhD student who works in the field of pain and consulted with us on upgrading the technology in our AAC lab.

11. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

11.1 Staff Achievements

- On 8 November the Centre for AAC was awarded with a Hamlet Outstanding Achievement Award in recognition of outstanding achievements in the development and upliftment of the quality of life of persons with intellectual disability. The award was presented by the honourable Minister of Health, Dr Aaron Motsoaledi.
- Kerstin Tönsing completed her PhD and graduated during the Autumn Graduation ceremony on 11 April. She was awarded Thuthuka funding (NRF) and funding from the Research Development Programme to complete a three-year research project aimed at comparing high and low technology AAC for children with limited speech. She was also awarded the staff exchange bursary to complete a two-month study visit at the Georgia State University.
- Alecia Samuels completed her PhD and graduated during the Spring Graduation ceremony on 5 September. She received an Andrew Mellon Foundation Career Development Award bursary for the advancement of her scholarly career.
- Prof Juan Bornman was selected to participate in the competitive Programme for Academic Leadership (PAL) presented at the Gordon Institute of Business Science (GIBS) from May to

October 2013.

- Refilwe Morwane successfully completed her Master's degree in AAC.

11.2 Student Achievements and Awards

- The ***Semantic Compaction Systems Award*** for the best AAC research on a Master's or PhD level project completed during 2013 was awarded to Dr Alecia Samuels.
- The ***Inclusive Solutions Award*** for the best Honours student was awarded to Ms Jeanette Sothman.
- Alecia Samuels received the runner-up prize for her PhD research outputs at the Research Day of the Faculty of Humanities.
- Ensa Johnson received the NRF Sabbatical Grant for academic staff to complete Doctoral Degrees for 2013/2014.
- The following PhD students were awarded bursaries: Ensa Johnson; Liezl Schlebusch, Alida Naude, Thilen Kyankanaye, Tracy Naude, Inneke Greyvenstein and Kirsty Bastable (postgraduate UP bursary).
- The following M(AAC) students were awarded postgraduate UP bursaries: Robyn White, Tinelle Horn and Lauren Pettit. Lauren Pettit and Stephanie Penkler received NRF bursaries.
- The following M(ECI) students were awarded postgraduate UP bursaries: Laura Winfield, Milicent Boaduo, Shavaughn Brooks, Yvette Vivian, Daniella Flax, Deepa Singh, Kirstin Redinger, Sharne Barnard, Maryke Geldenhuys and Ansie Gildenhuys.

12. PROFESSIONAL ACADEMIC ACTIVITIES

12.1 Involvement with other universities as external examiners

- Prof J Bornman acted as external examiner for Stellenbosch University's *Departement Spraak-, Taal- en Gehoortherapie, Fakulteit Gesondheidswetenskappe* (SPH 411-module on AAC).
- Prof K Uys acted as external examiner for the Department of Occupational Therapy, University of Limpopo, Medunsa Campus (Module FUOT IV, Research and Management).
- Prof K Uys served on the Research Committee, Faculty of Humanities, University of Pretoria.
- Dr S Dada acted as external examiner for the Speech and Hearing Therapy Department of the University of the Witwatersrand (Module SPPA 4007).
- Dr K Tönsing served as external examiner for the Speech-Language Pathology and Audiology Department of Limpopo University (Medunsa campus) (Module SLPA 410).

12.2 Referee duties

- Prof J Bornman acted as reviewer for the following professional journals:
 - *South African Journal of Communication Disorders*
 - *Augmentative and Communication Journal*
 - *International Journal of Inclusive Education*
 - *Journal of Developmental Neurorehabilitation*
- Dr S Dada served on the review panel for the *Journal of Augmentative and Alternative Communication*.
- Dr K Tönsing acted as reviewer for 25 abstracts submitted for the 16th Biennial Conference of the International Society for AAC.

12.3 Other duties

- Prof J Bornman acted on the following committees:
 - Faculty Transformation Committee (as co-chair).
 - Faculty Skills Development Committee.
 - Review Panel for the External Evaluation of the Department of Early Childhood Education, Education Faculty, University of Pretoria.
- Dr K Tönsing served on the following:
 - Research Committee of the International Association for AAC
 - Editor-in-Chief for the continuous education programme for speech and language of the South African Speech-Language Hearing Association.



The external review panel for the Dept of Early Childhood Education (UP) from right to left:
Back: Tumi Sithebe of the Quality Unit at UP; Prof Cycil Hartell, Head of the Department of Early Childhood Education; Prof Irma Eloff, Dean of the Faculty of Education; Prof Hasina Banu Ebrahim from the University of the Free State.
Front: Mr Owen S. Margadie from the Fred Magardie Primary School; Prof Juan Bornman, Director of the Centre for Augmentative and Alternative Communication at UP and Prof Ann Farrell, Queensland University of Technology.

13. STAFF

13.1 CAAC staff funded by the University of Pretoria

Professor & Director: Prof J Bornman (40 hours per week)

Associate Professor: Prof K Uys (40 hours per week) (Resigned 31 December 2013)

Lecturer: Dr A Samuels (40 hours per week)

Lecturer: Dr K M Tönsing (40 hours per week)

Lecturer: Dr S Dada (10 hours per week)

Departmental Administrator: Ms EJC Rossetti-Siefe (40 hours per week)

Extraordinary Professor: Prof E Alant (2012 - 2014)

Extraordinary Professor: Prof D Bryen (2013-2015)

Disability Consultant Assistant: Mr S Sikhosana (40 hours per week) 1 January to 31 August

Disability Consultant Assistant: Mr T Mahlangu (40 hours per week) 1 September to 31 December

13.2 CAAC staff funded from outside funds

Lecturer: Ms E Johnson (40 hours per week)

Lecturer: Ms K van Niekerk (15 hours per week)

Lecturer: Ms E Moolman (10 hours per week)

Tutor: Miss R Morwane (40 hours per week) 1 July to 31 December

Research Assistant: Ms R White (25 hours per week)

Administrative Assistant: Miss C Ntuli (25 hours per week)

Research Consultant: Ms R Owen (5 hours per week)

13.3 External examiners

MAAC:

Ms M Coetzee	AAK 804, AAK 895	Private Practice
Dr M Herold	AAK 809	Private Practice
Ms A Beringer	AAK 807	Private Practice
Ms A Gonasillan	AAK 806	Private Practice
Ms A Tyrannes	AAK 805	Private Practice
Ms M Packman	AAK 810	Private Practice
Dr M Ronski	Dissertation: S Penkler (AAK 890)	Associate Dean: College of Arts and Sciences, Georgia State University
Prof S Reiter	Dissertation: C van der Merwe (AAK 890)	Professor, Department of Special Education, Faculty of Education, University of Haifa

MECI:

Ms J Le Roux	M(ECI) 1, Division of Communication Sciences and Disorders: Department of Health and Rehabilitation Sciences, University of Cape Town
Ms A Sondag	M(ECI) 2, Division of Occupational Therapy: Department of Health and Rehabilitation Sciences, University of Cape Town

HONOURS:

Dr A Wium	Department of Speech Pathology and Audiology, University of Limpopo
Miss T Bell	Department of Occupational Therapy, University of the Western Cape
Miss C Strydom	Department of Speech Pathology and Audiology, Stellenbosch University, Tygerberg Campus
Miss L Jacobs	Department of Speech Pathology and Audiology, School of Human and Community Development, University of the Witwatersrand
Prof M Smit	Law Department, North West University, Potchefstroom campus

14. OBJECTIVES FOR 2014

14.1 UP Strategic Goal – Leading Research in Africa

- To increase the number of full-time academic staff with PhDs
- To support academic staff to apply for NRF-rating through postdoctoral programmes, mentorship programmes and international collaboration through staff exchange
- To host a postdoctoral fellow
- To maintain the current staff complement, to fill the vacant senior lecturing position in the CAAC that resulted from the resignation of Prof CJE Uys, and to apply for two promotions (one staff member from lecturing position to senior lecturing position, and one departmental administrator from post level 10 to 09)
- To conduct a police training workshop as part of the “Vulnerable Children” Faculty Research theme project, and to report the research finding that result from that
- To complete three-year collaborative research (GSU)
- To participate in Faculty Research theme “Vulnerable Children”

14.2 UP Strategic Goal – Excellence in Teaching and Learning

- To graduate four PhD students and enrol three new PhD (Preparatory) students
- To graduate six M(AAC) students and enrol six new students into the programme
- To graduate 16 M(ECI) students and enrol 16 new students
- To graduate 25 BA (Honours) in AAC students and enrol 25 new students
- To secure bursaries for at least 12 postgraduate students

14.3 UP Strategic Goal – Impact on SA Economic and Social Development

- To source government-funded training tenders in the Health and Education domains
- To apply for funding for the Fofa project in order to ensure its sustainability

14.4 UP Strategic Goal – Strengthen International Profile

- To attract two international postgraduate students
- To appoint one international honorary professor
- To establish a system to support AAC practitioners in Africa
- To host two international researchers

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National Research Foundation (NRF)
National Institute for Health (NIH): Fogarty Grant
Department of Health
Department of Basic Education
Gauteng Department of Education
Eastern Cape Department of Education

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Semantic Compaction Systems
Inclusive Solutions

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University of Limpopo – Medunsa Campus
University of North Carolina Chapel Hill, USA
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University of KwaZulu-Natal
University of the Witwatersrand
University of the Free State
North West University
University of the Western Cape
University of South Africa
University of Cape Town
Stellenbosch University
University of Jönköping, Sweden
Georgia State University, USA

University of Haifa, Israel
Temple University, USA
Porto University, Portugal

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House Humanities
Client Service Centre
Facilities Management
Department of Finance
Centre for Human Rights
Department of Child Health
Department of Library Services
Department of Security Services
Department of Education Innovation
Department of Communication Pathology
Department of Educational Psychology
Department of Occupational Therapy
Department of Human Nutrition
Department of Physiotherapy
Department of Social Work
Department of Nursing
Scienza Staff
Disability Unit
TuksAlumni

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Thank you!

