



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

# CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Faculty of Humanities



## ANNUAL REPORT 2015

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University of Pretoria

## IN MEMORIAM

### Dr Percival Mills

**(27 September 1974 – 3 April 2015)**

On 3 April 2015, the staff members at the Centre for Augmentative and Alternative Communication were silenced by the tragic and unexpected death of a dear colleague, Dr Cival Mills. He was both a brilliant student (who obtained an MBChB degree from UP in 1999) and an exceptional sportsman who played rugby for the University's u/19 A team. In December 2000, at the age of 26, he was involved in a serious accident with his beloved Landrover Defender – which he claimed, as a devoted Landy man, saved his life. Complications during a subsequent operation left him with locked-in syndrome, a neurological disorder characterised by complete paralysis of all the voluntary muscles – but this did not stop him from living his life to the fullest.

At the time he spent almost two years in hospitals and gradually adopted unique ways to communicate with those around him. He became an inventor and designer. One of his early innovations was a buzzer, which he could use to communicate with the nursing staff at the hospital after it had been found that he could use his left thumb.

He wrote *“Not being able to speak is a constant and relentless torture. It is pure frustration; it sticks to you like the smell of raw fish to a fisherman”*.

This led to an innovative, self-designed, patented IT apparatus, “Thingy”, which was registered and a grant was approved by the Department of Trade and Industry for its development and marketing. Using the mobility in his thumb, “Thingy” and an adapted laptop, Cival wrote a book detailing his struggle. His book entitled *This too will pass*, took two years to complete and was followed by another, *The truth about wheels*, in which he shared the comical side of his wheelchair experiences. *This too will pass* earned Cival the award for best debut author from the Fundza for Fun Project. His final

book was entitled *This will still pass*, a follow-up on the first one.

Cival was a popular motivational speaker who delivered multiple speeches. Being employed at the Centre for AAC on a part-time basis since 2014 allowed him the opportunity to meet, interact, influence and motivate many different people. He wrote: *“When one cannot speak, you have no way to project your own personality. You cannot raise an opinion, you cannot complain, beg or thank. I can now do all of that, as well as motivational speeches in different languages! Through the University of Pretoria’s Centre for AAC I was able to set the bar on the highest level again (and to do the exceptional!) in the so-called “normal world”*.

He had the honour of a private visit with President **Nelson Mandela** and delivered papers and motivational talks at Tape Aids for the Blind, the Paraplegic Society of South Africa, First National Bank, book clubs and various Rotary Clubs. In November 2008, he received a Laureate Award from the University of Pretoria in recognition of his writing and design. He participated in two Quads4Quads trips from Johannesburg to Ballito and qualified as a level C scuba diver with the Handicapped Scuba Association. The story of Dr Mills’ life after his accident is one of severe adversity, but also of immense mental strength, determination and willpower. He was a true



gentleman and a champion for people with disabilities, but most of all, he was an amazing and wonderful human being. He never lost hope.

His legacy lives on, and **Cival Mills** will continue to inspire many generations to come.

## 2015 Students



PhD



M (ECI) 1<sup>st</sup> years



M (ECI) 2<sup>nd</sup> years



MA (AAC) 1<sup>st</sup> years



MA (AAC) 2<sup>nd</sup> years



BA Honours (AAC) 1<sup>st</sup> years



BA Honours (AAC) 2<sup>nd</sup> years

## CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STAFF



**Dr Ensa Johnson, Mr Terrence Mahlangu, Dr Kerstin Tönsing, Miss Constance Ntuli, Dr Shakila Dada, Prof Juan Bornman, Mrs Robyn White, Mrs Liza Rossetti-Siefe, Mrs Karin van Niekerk, Miss Refilwe Morwane  
Insert: Mrs Enid Moolman, Dr Cival Mills**

### MEMBERS OF THE ADVISORY BOARD

- Prof J Bornman (Director: CAAC)
- Dr S Dada (CAAC Staff Representative)
- Mr M Tshivhase (Acting Director-General: Department of Health)
- Mrs K Chikane (Stakeholder Relationships Manager for CSIR Meraka Institute)
- Prof H Stander (Acting Dean: Faculty of Humanities)
- Miss S Matsebula (Disability Consultant)
- Prof A Skelton (Centre for Child Law)
- Dr PC Mills (Person who uses AAC)

<b>CONTENTS</b>		<b>PAGE</b>
<b>MESSAGE FROM THE DIRECTOR</b>		<b>1</b>
<b>1.</b>	<b>THE YEAR IN REVIEW: 2015 IN A NUTSHELL</b>	<b>3</b>
1.1	UP Strategic Goal – Leading Research in Africa	3
1.2	UP Strategic Goal – Excellence in Teaching and Learning	3
1.3	UP Strategic Goal – Impact on SA Economic and Social Development	3
1.4	UP Strategic Goal – Strengthen International profile	4
<b>2.</b>	<b>REFLECTION ON ACTIVITIES DURING 2015</b>	<b>5</b>
2.1	Teaching	5
2.1.1	Academic programmes	5
2.1.2	CAAC involvement in other academic programmes of the University of Pretoria	7
2.1.3	CAAC involvement in academic programmes of other universities	7
2.1.4	Lectures by staff at other institutions	8
2.1.5	CAAC international visitor's involvement in academic programmes in other departments and universities	8
<b>3.</b>	<b>RESEARCH</b>	<b>10</b>
3.1	Publications	10
3.1.1	ISI-, IBSS- and DoHE-accredited journal articles	10
3.1.2	Peer-reviewed journal articles	10
3.1.3	Accepted for publication	10
3.1.4	Submitted for publication	11
3.1.5	Chapters in Books	11
3.1.6	Publications to raise public awareness	12
3.2	Research projects	12
3.2.1	<i>NIH-funded (R21) project; Using Mobile Health Technology to Optimise communication Outcomes for South African Children with developmental Disorders (PI: Prof J Bornman)</i>	12
3.2.2	<i>Mellon-funded faculty Research project: Enhancing the well-being of vulnerable children</i>	13
	a) <i>Project 1 (PI: Prof J Bornman): Development of means for children with severe communication disabilities to disclose sexual abuse and acts of crime against them</i>	13
	b) <i>Project 2 (PI: Dr S Dada and Dr A Samuels): Trauma experienced by South African young children</i>	13
3.2.3	<i>SANORD-funded project on participation of children with disabilities in preschool environments (PI: Prof J Bornman)</i>	13
3.2.4	<i>SoTL-funded project on Honours student's experience of online learning (PI: Dr E Johnson)</i>	13
3.2.5	<i>Pain management of children with cerebral palsy (PI: Dr E Johnson)</i>	13
3.2.6	<i>Thuthuka-RDP funded project (PI: Dr K Tönsing)</i>	14
	a) <i>Project 1: Perceptions of teachers at special schools regarding the implementation of augmentative and alternative communication systems</i>	14
	b) <i>Project 2: Design of AAC systems for multilingual populations</i>	14
3.2.7	<i>RDP-funded project (PI: Dr S Dada)</i>	14
<b>4.</b>	<b>IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT</b>	<b>15</b>
4.1	Community engagement projects	15
4.1.1	Drama production: "Strings Theory" – 13 and 14 May	15
4.1.2	Book launch: "Stop the violence against people with disabilities: An international resource" – 14 May	15
4.1.3	Mandela Day: "Education and Literacy: Adapting books" – 17 July	15
4.1.4	Fofa project	16
4.1.5	Afrikaans translation of Blissymbolics vocabulary	17
<b>5.</b>	<b>DISSEMINATION OF INFORMATION</b>	<b>18</b>
<b>6.</b>	<b>CONSULTATIONS</b>	<b>21</b>

<b>7.</b>	<b>PRESENTATIONS AT CONFERENCES AND SEMINARS</b>	<b>22</b>
<b>8.</b>	<b>CONFERENCES, SEMINARS, WORKSHOPS AND OTHER TRAINING SESSIONS ATTENDED</b>	<b>25</b>
<b>9.</b>	<b>RESEARCH VISITS BY STAFF TO OTHER INSTITUTIONS</b>	<b>28</b>
<b>10.</b>	<b>VISITORS TO THE CAAC</b>	<b>29</b>
<b>11.</b>	<b>ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT</b>	<b>32</b>
11.1	Staff Achievements	32
11.2	Student Achievements and Awards	32
<b>12</b>	<b>PROFESSIONAL ACADEMIC ACTIVITIES</b>	<b>33</b>
12.1	Involvement with other universities as external examiners	33
12.2	Referee duties	33
12.3	Other duties	33
12.4	Policy documents	33
<b>13.</b>	<b>MEDIA</b>	<b>34</b>
<b>14.</b>	<b>STAFF</b>	<b>35</b>
14.1	CAAC staff funded by the University of Pretoria	35
14.2	Extraordinary Professors	35
14.3	CAAC staff funded from outside funds	35
14.4	External examiners	35
<b>15.</b>	<b>OBJECTIVES FOR 2016</b>	<b>37</b>
15.1	UP Strategic Goal – Leading Research in Africa	37
15.2	UP Strategic Goal – Excellence in Teaching and Learning	37
15.3	UP Strategic Goal – Impact on SA Economic and Social Development	37
15.4	UP Strategic Goal – Strengthen International Profile	37
	<b>ACKNOWLEDGEMENTS</b>	<b>38</b>

## THE CAAC'S VALUES

- Innovation, Excellence
- Respect, Diversity
- Teamwork, Integrity

## 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

## ACKNOWLEDGEMENTS

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## MESSAGE FROM THE DIRECTOR

Welcome to the Centre for AAC's annual report for 2015, which showcases a year's worth of work by an innovative team.

Reflecting on the year is like reading a book: some chapters are happy, some are exciting and some are sad. When we start writing this book, we never know what the next chapter has in store.

Who would have thought that on 3 April we would have to say a final goodbye to Dr Cival Mills, a colleague from whom we learned so much about tenacity, creativity and dedication? We were shocked and saddened by his unexpected death, but find courage in knowing that a life which touches others, as his did, goes on forever. It is not about the length of a person's life but the depth of it.

The teaching chapter of our 2015 book proved to be an exciting one. At the Centre we are committed to providing the best possible inquiry-led teaching to ensure a meaningful learning experience for our **127** students from the Honours degree level to the PhD level. We consistently strive to incorporate cutting-edge, evidence-based teaching practices into our four blended learning degree courses, and received a Scholarship of Teaching and Learning Grant to conduct research on our pedagogy, which will continue to strengthen the quality of our teaching.

During 2015 we also expanded our students' exposure to international research projects, thereby delivering graduates who are problem solvers with a desire for accountable decision-making based on increased reasoning skills. The excitement was also evidenced by the fact that we had a bumper PhD year that exceeded our expectations, with five PhD students graduating! This bodes well for South Africa's budding academic community.

We now turn to the practice chapter of our book, as no university can afford to be insular in the 21st century. Over the years we have consistently



demonstrated the importance of linking teaching to practice in order to impact on socio-economic development by acknowledging that disability is both a cause and a consequence of poverty. Poverty will not be eradicated unless disability issues are prioritised in development. Therefore, we focussed on training the most vulnerable members of our society, namely individuals with little or no functional speech, and their families and service providers.

In 2015 we reached approximately **500** individuals through consultations, training for non-degree purposes, continuing professional development training, workshops and conference presentations. This involvement demonstrates our focus on being socially responsive to the challenges that face all South Africans with disability.

As a university centre, our mission is not only to translate, share, apply and preserve knowledge, but also to generate new knowledge. This is achieved through extensive involvement in research – a stimulating chapter in our book. We were able to increase our research outputs in 2015, and almost all of our papers were published in peer-reviewed ISI-accredited

journals, resulting in an upward citation trend. Moreover, many papers were published with international researchers, bearing the fruits of sustained international collaboration.

Among the chapters in our book you will notice that the Centre is all about strategic partnerships and networks. It is about people and about teams. Therefore, I would like to thank every person involved in the activities of the Centre in any way: our funders, colleagues, current students and alumni, local and international research and/or training participants, persons who use AAC and their families. Thank you for providing us with the opportunity to realise our mission. Your continued involvement enriches our scholarly endeavours by making them real.

However, without the focussed engagement of the Centre team, which works selflessly towards

fulfilling our mission, the ambitious targets that we set for 2015 would have remained a mere chimera. Thank you!

As you turn the different pages of this annual report, it will become evident that the Centre staff do not see “involvement” as an adjective but rather, as a verb. It signifies our hard work and commitment to teaching, community service and last, but definitely not the least, to research, as we believe that that is the pathway to creating meaningful and sustainable change in a society hungry for knowledge.

I would thus like to encourage you to read on and discover more about the Centre’s innovative and exciting research, teaching and learning and community engagement projects.

May you be inspired!



**PROF JUAN BORNMAN**  
**DIRECTOR**

**JUNE 2016**

# 1. THE YEAR IN REVIEW: 2015 IN A NUTSHELL

## 1.1 UP Strategic Goal – Leading Research in Africa

### Objectives

- To increase the number of full-time academic staff with a PhD qualification by one.
- To support academic staff to apply for research funding through various funding channels.
- To participate in two projects as part of the Mellon-funded Faculty Research Theme on enhancing the well-being of vulnerable children.
- To apply for an internationally funded research project on Mobile Health and Children with Developmental Delay.
- To participate in a collaborative international research project on engagement in the preschool context (5-country initiative).
- To strengthen our research visibility and reach by increasing citations and joint publications with international peers.

### Outcomes

- Achieved. All **five** full-time academic staff (four UP-funded and one on outside funding) have PhDs.
- **Seven** successful grants: Dr S Dada (2) , Dr K Tönsing (2), Dr E Johnson (2) and Prof J Bornman (1).
- **One** PhD student and **one** Master's student graduated. Training of police officers resulted in a publication. Communication boards translated in 26 languages.
- Successful. Project will commence in 2016 once ethics approval has been obtained.
- Funding was secured for part of the project for 2016; looking at cultural adaptation of the CY-PEM measure.
- **Three** ISI publications with international peers appeared in high-impact journals and **six** were submitted.

## 1.2 UP Strategic Goal – Excellence in Teaching and Learning

### Objectives

- To graduate **four** PhD students and enrol **two** new students.
- To graduate **eight** M (AAC) students and enrol **six** new students into the programme.
- To graduate **fifteen** M (ECI) students and enrol **sixteen** new students.
- To secure bursaries for at least **12** postgraduate students.

### Outcomes

- **Five** PhD students graduated and **two** new students were enrolled.
- **Nine** M (AAC) students completed with **five** new enrolments.
- **Sixteen** M (ECI) graduates and **13** new enrolments.
- **Fourteen** postgraduate students received bursaries from different sources.

## 1.3 UP Strategic Goal – Impact on SA Economic and Social Development

### Objectives

- To source tenders for the “Disability and Etiquette” training in the workplace.
- To apply for funding for the Fofa project in order to ensure its sustainability.
- To source two AAC tenders in the Health and Education domains.
- To identify a strategic African partnership with a sister university.

### Outcomes

- Presented the “Disability and Etiquette” training in the workplace to one corporate institution.
- Applied, but outcome is still pending.
- One tender in the Education domain was successful.
- The East African Speech Therapy Conference in Tanzania was cancelled due to the elections in that country. This objective will be re-explored in 2016.

### 1.4 UP Strategic Goal – Strengthen International Profile

#### Objectives

- Host **three** international researchers.

#### Outcomes

- **Five** international researchers were hosted for a period of at least one week each (Dr K Boshoff, Prof B Louw, Prof R Koul, Prof R Schlosser and Dr D Donohue).



*Prof Juan Bornman, Prof Ralf Schlosser and Dr Shakila Dada*



*Prof Brenda Louw and Prof Juan Bornman*



*Standing: Miss Refilwe Morwane, Prof Raj Koul, Mrs Enid Moolman, Dr Kerstin Tönsing  
Seated: Dr Dana Donohue, Dr Rubini Pasupathy, Prof Juan Bornman, Dr Liezl Schlebusch,  
Dr Shakila Dada*

## 2. REFLECTION ON ACTIVITIES DURING 2015

### 2.1.1 Teaching

### 2.1.2 Academic programmes

**Table 1**

*Summary of academic programmes and student profile*

DEGREE PROGRAMME	STUDY YEAR AND NUMBER OF STUDENTS		OUTCOMES
<b>PhD</b>	Graduates:	5	Tracy Naudé and Kirsty Bastable graduated at the April 2015 ceremony. Alida Naudé, Liezl Schlebusch and Ensa Johnson graduated at the September 2015 ceremony. Two new PhD students were accepted into the programme. All are progressing satisfactorily and benefited from doing a systematic review.
	4 <sup>th</sup> year:	2	
	3 <sup>rd</sup> year:	3	
	2 <sup>nd</sup> year:	2	
	1 <sup>st</sup> year:	2	
<b>Master's in Augmentative and Alternative Communication MA (AAC)</b>	Graduates:	2	Robyn White (research) and Elizabeth van Niekerk (course work) graduated at the April 2015 ceremony. Five students successfully completed their first year of study. Nine students (two research and seven course work Master's students) successfully completed their second year of studies and will graduate in 2016.
	2 <sup>nd</sup> year:	9	
	1 <sup>st</sup> year:	5	
<b>Master's in Early Childhood Intervention M (ECI)</b>	Graduates:	16	16 students graduated in April 2015 at the Autumn ceremony. Eight students were enrolled for the second year, with 13 students in the first year. All students progressed satisfactorily, with all second-year students completing their studies.
	2 <sup>nd</sup> year:	8	
	1 <sup>st</sup> year:	13	
<b>Honours in Augmentative and Alternative Communication BA Honours (AAC)</b>	Graduates:	15	15 students graduated in April 2015. A total of 25 students were in their second year in 2015, of which 15 successfully completed their studies and will graduate in April 2016. All 20 first-year students who were enrolled successfully moved on to their second year of study, possibly due to introduction of new teaching pedagogy. This will be explored with the Scholarship of Teaching and Learning Grant.
	2 <sup>nd</sup> year:	25	
	1 <sup>st</sup> year:	20	



*PhD, M AAC and BA Honours (AAC) students at the April graduation*



*Prof Juan Bornman, Dr Kirsty Bastable, Dr Tracy Naudé and Dr Shakila Dada at the April graduation*

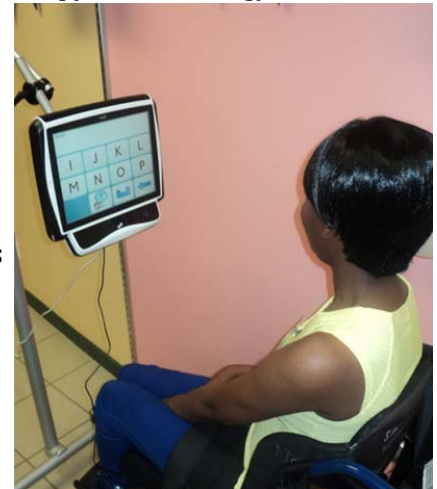


*Dr Ensa Johnson, Dr Alida Naudé, Dr Liezl Schlebusch at the September graduation*

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

Mrs E Moolman presented a first semester module (KMP 310) to 67 undergraduate students in their third year of B (Communication Pathology). This group included both the Speech-Language Therapy students and Audiology students. Two students failed the module and will have to repeat it next year. Nine students passed with distinction.

On Wednesday, 27 May 2015, the third-year Speech-Language Therapy and Audiology students had the opportunity to put theory into practice by participating in a practical session on the use of speech-generating devices (SGDs). CAAC staff members demonstrated to the students the use of a number of speech-generating devices, ranging from electronic low-technology to high-technology devices such as the **MyTobii eye gaze system**. Christel van Dyk, a Grade 9 learner from New Hope School who is unable to communicate through speech, participated in the day's activities. Christel uses a low-technology communication book in which she points to words and letters to spell out her message. Carla van Nieuwenhuizen, who also communicates through augmentative and alternative communication, addressed the students using her notebook with The Grid 2 software. Christel and Carla truly inspired the students and the latter stated that they once again realised the privilege of being able to speak and communicate.



### 2.1.3 CAAC involvement in academic programmes of other universities

On Tuesday, 24 February 2015, 19 final-year students in Speech-Language Pathology and Audiology from the Sefako Makgatho Health Sciences University attended a 2-hour lecture and practical workshop to introduce them to AAC technology. The lecture was presented by Dr Kerstin Tönsing and practical sessions were facilitated by various staff members of the CAAC. Two persons and staff members of the CAAC who use AAC shared their personal stories (Miss Constance Ntuli and Dr Cival Mills). Students were able to observe high-technology AAC being used during the presentations and gained skills in operating the technology during the practical training session. Most importantly, the students' expectations of and attitudes towards people with severe communication disabilities changed, as is reflected in the feedback from one of the students:

*The visit to the Centre has given me a new-found respect for the disabled; initially I used to think they are people incapable of being independent and that they are not normal, now I've found that this is not true. With the right help and access to assistive devices they are just like everyone else.*

*I think that the work that the CAAC is doing is extremely important and that it should continue growing. It would be nice to see other centers such as this one being established in other areas around the country, as a future speech therapist and audiologist the work that they do encourages me to play my part in changing the lives of the disabled community by making communication easier for them using augmentative and alternative communication. I am very grateful for the opportunity to visit the CAAC and wish them the best for their future plans.*

**Andy Makakane (fourth-year SMU student)**

#### 2.1.4 Lectures by staff at other institutions

- Mills, C.** (2015, February). *Living life to the full as a person using AAC*. Lecture presented to Speech-Language Pathology and Audiology students of the Sefako Makgatho University, Pretoria, South Africa.
- Ntuli, C.** (2015, February). *AAC – a personal perspective*. Lecture presented to Speech-Language Pathology and Audiology students of the Sefako Makgatho University, Pretoria, South Africa.
- Tönsing, K.M.** (2015, February). *AAC technology*. Lecture presented to Speech-Language Therapy students, University of the Witwatersrand, Johannesburg, South Africa.
- Bornman, J. & Tönsing, K.M.** (2015, March). *The use of AAC across language contexts*. Discussions with Masters and PhD students in Orthopedagogics at the BSI Symposium, Radboud University, The Netherlands.
- Ntuli, C.** (2015, March). *AAC – a personal perspective*. Lecture presented to Speech-Language Pathology Therapy students of the Sefako Makgatho University, Pretoria, South Africa.
- Bornman, J.** (2015, May). *Assessment and Intervention of children with Challenging Behaviour*. University of Jönköping, Sweden.
- Johnson, E.** (2015, June). *Pain vocabulary: AAC implementation*. Lecture presented to CHILD International Masters Students at Jönköping University, Jönköping, Sweden.
- Johnson, E.** (2015, June). *Proposed model for selecting vocabulary for sensitive topics*. Lecture presented to CHILD International Masters Students at Jönköping University, Jönköping, Sweden.
- Van Niekerk, K.** (2015, June). *Introduction to AAC*. Lecture presented to Master's students in Occupational Therapy (Paediatric Neurology), University of the Witwatersrand, Johannesburg, South Africa.
- Dada, S.** (2015, November). *Graphic Symbols in language learning*. Lecture presented to Master's students at the Manchester Metropolitan University, Manchester, UK.

#### 2.1.5 CAAC international visitors' involvement in academic programmes in other departments and universities

- Schlosser, R. (2015, February) from Northeastern University, Boston, USA, a KIC-grant holder, presented a seminar on Evidence-Based Practice to the students and staff at the Discipline of Speech-Language Pathology, KwaZulu-Natal University.
- Louw, B. (2015, March) from East Tennessee State University, USA, a Carnegie Diaspora fellow, presented a lecture to 3<sup>rd</sup> year B ComPath students entitled *"Using the ICF-CY as a framework for assessment, clinical goal setting and intervention planning: a hands-on approach"*.
- Koul, R. (2015, August) from Texas Tech USA, Fulbright fellow, presented a lecture entitled *Efficacy of Augmentative and Alternative Communication for persons with acquired*

*neurogenic communication disorders* to the 4<sup>th</sup> year B.SL-T students at Sefako Makgatho and 4<sup>th</sup> year B. SL-T students at the Witwatersrand Universities.

Pasupathy, R. (2015, August) from Texas Tech USA, presented a paper entitled: "*Clinical self-efficacy of graduate speech-language pathology students*" to 3rd-year B.SL-T students at the Sefako Makgatho University.



*Prof Brenda Louw lecturing to students*

### 3. RESEARCH

#### 3.1 Publications

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

##### 3.1.1 ISI-, IBSS- and DoHE-accredited journal articles

**Alant, E.**, Geyer, S., & Verde, M. (2015). Developing empathetic skills among teachers and learners in high schools in Tshwane: An inter-generational approach involving people with dementia. *Perspectives in Education*, 33(3), 5-22. Impact factor: 0.279

**Erasmus, A., Bornman, J., & Dada, S.** (2015). Afrikaans-speaking parents' perceptions of the rights of their children who have mild to moderate intellectual disabilities: A descriptive investigation. *Journal of Child Health Care. First online*. doi:10.1177/1367493515569326. Impact factor: 0.97

Huus, K., Granlund, M., **Bornman, J.**, & Lyngnegård, F. (2015). Human rights of children with intellectual disabilities: Comparing self-ratings and proxy ratings. *CHILD: Care, Health and Development. Early online*. Impact factor: 1.832

**Johnson, E.**, Nilsson, S., & Adolfsson, M. (2015). Eina, ouch, eish! How pain in children with cerebral palsy is communicated in South African school settings. *Augmentative and Alternative Communication*, 31(4), 325–335. doi:10.3109/07434618.2015.1084042. Impact factor: 2.588

**Tönsing, K.M.** (2015). Supporting the production of graphic symbol combinations by children with limited speech: A comparison of two AAC systems. *Journal of Developmental and Physical Disabilities. Early online*. doi:10.1007/s10882-015-9425-5. Impact factor: 1.557

**White, R., Bornman, J., & Johnson, E.** (2015). Testifying in court as a victim of crime for persons with little or no functional speech: Vocabulary implications. *Child Abuse Research: A South African Journal*, 16(1), 1-14. Impact factor: 1.83

##### 3.1.2 Peer-reviewed journal articles

**Van Niekerk, K., & Tönsing, K. M.** (2015). Eye gaze technology: A South African perspective, *Disability and rehabilitation: Assistive Technology*, 10(4), 340–346. doi:10.3109/17483107.2014.974222

##### 3.1.3 Accepted for publication

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

\***Bastable, K., Dada, S., & Uys, K.** (2016). The effect of non-powered, self-initiated mobility on engagement of young children with severe motor impairment. *Physical & Occupational Therapy in Paediatrics*.

\***Bornman, J., Bryen, D.N., Moolman, E., & Morris, J.** (2016). Use of consumer wireless devices by South Africans with severe communication disability. *African Journal of Disability*, 5(1), <http://dx.doi.org/10.4102/ajod.v5i1.202>

\***Hansen, M., Harty, M., & Bornman, J.** (2016). Exploring sibling attitudes towards participation when the younger sibling has a severe speech and language disability. *South African Journal of*

*Child Health.*

**\*Pettit, L.K., Tönsing, K.M., & Dada, S.** (2016). The perspectives of adults with aphasia and their team members regarding the importance of ICF domains for rehabilitation. *Topics in Stroke Rehabilitation*.

**\*Schlebusch, L., Samuels, A., & Dada, S.** (2016). South African families raising children with autism spectrum disorders: Relationship between family routines, cognitive appraisal and family quality of life. *Journal of Intellectual Disability Research*.

**3.1.4 Submitted for publication**

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

Adolfsson, M., **Johnson, E.**, & Nilsson, S. Pain management of children with cerebral palsy in school settings in two cultures: Action and reaction approaches.

**Bornman, J., Donohue, D.K., Maré, N., & Dada, S.** Comparing two response modes in a mathematics test for learners with severe physical disabilities: A South African example.

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

**Horn, T., Dada, S., Samuels, A., & Schlosser, R.** Children's attitudes toward interaction with an unfamiliar peer with Complex Communication Needs (CCN): Comparing high- and low-technology devices.

Huus, K., **Dada, S., Bornman, J.**, & Lyngnegård, F. Primary caregivers' perceptions of children's rights in a South African context.

**Naudé, T., Dada, S., & Bornman, J.** The effect of a mathematical-aided language stimulation programme on subtraction word-problem solving of children with intellectual disabilities.

**Naudé, A., & Bornman, J.** Ethical sensitivity in the therapeutic sciences: Development of a measuring instrument.

Nilsson, S., **Johnson, E.**, & Adolfsson, M. Professionals' perceptions about the need for pain management of children with cerebral palsy in South African school settings.

**Samuels, A., & Bornman, J.** Investigating adolescent parenting through a co-parenting lens: The importance of a mentoring approach.

**van der Merwe, C., Bornman, J., Donohue, D., & Harty, M.** (2016). The attitudes of typically developing adolescents towards their sibling with Autism Spectrum Disorder: A South African example.

**3.1.5 Chapters in books**

**Bryen, D.N., & Moolman, E.** (2015). Mobile phone technology for all: Towards reducing the digital divide. In Z. Yan (Ed.), *Encyclopaedia of mobile phone behaviour* (Volume 3, pp. 1456-1470). Hershey, PA: IGI Global. doi:10.4018/978-1-4666-8239-9.

**Dada, S., Kathard, H., Tönsing, K.M., & Harty, M.** (2016 in press). Severe communication disabilities in

South Africa: challengers and enablers. In S. Halder & S.C. Assaf (Eds.), *Global disability and inclusion*.

### **3.1.6 Publications to raise public awareness**

Harty, M., **Johnson, E.**, & Smit, T. (2015). Dedicated communication devices. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 9.6-9.13). Pretoria: Centre for AAC, University of Pretoria.

**Johnson, E.** (2015). Fun activities for the AAC classroom. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 6.12-6.13). Pretoria: Centre for AAC, University of Pretoria.

**Johnson, E.** (Ed.) (2015). Centre for AAC/Interface Newsletter (May, December 2015).

**Moolman, E.**, & Herold, M. (Eds.). (2015) *AAC Resource Manual* (second edition). Pretoria: Centre for AAC, University of Pretoria.

**Moolman, E.** (2015). Symbol assessment: How to make your own basic symbol assessment kit. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 2.40 – 2.44). Pretoria: Centre for AAC, University of Pretoria.

**Moolman, E.** (2015). Symbol assessment: How to perform a basic symbol assessment. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 2.45 – 2.50). Pretoria: Centre for AAC, University of Pretoria.

**Moolman, E.** (2015). Symbol assessment: How to assess symbol use in context and perform an advanced symbol assessment. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp 2.51 – 2. 55). Pretoria: Centre for AAC, University of Pretoria.

**Moolman, E.**, & **van Niekerk, K.** (2015).Assessment of motor skills for the use of an AAC system: Direct selection. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp 2.26 – 2.32). Pretoria: Centre for AAC, University of Pretoria.

**Tönsing, K.M.** (2015). AAC technology: The Grid 2 and Boardmaker. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 9.6 – 9.13). Pretoria: Centre for AAC, University of Pretoria.

**Van Niekerk, K.**, & **Moolman, E.** (2015). Assessment of motor skills for the use of an AAC system: Overview. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual* (pp. 2.26 – 2.32). Pretoria: Centre for AAC, University of Pretoria.

## **3.2 Research projects**

### **3.2.1 NIH-funded (R21) project: Using Mobile Health Technology to Optimise Communication Outcomes for South African Children with Developmental Disorders (PI: Prof J Bornman)**

This project aims to enhance the South African health care service delivery system by remediating communication disorders in children with developmental disorders (DD) and to better serve families across diverse language backgrounds by augmenting existing services through mobile technology. The application was successful, and the project will commence in January 2016.

**3.2.2 Mellon-funded Faculty Research Project: Enhancing the well-being of vulnerable children****a) Project 1 (PI: Prof J Bornman): Development of means for children with severe communication disabilities to disclose sexual abuse and acts of crime against them**

This multifaceted project aims overall to ensure that persons with disabilities have access to justice. One Master's student and one PhD student graduated under this project. Their research was related to vocabulary needed for children to testify in court and a sexuality training programme for young women with intellectual disabilities respectively. One new PhD student who is working on the training of police officers to take statements from persons with communication disabilities was added to the project. The book *"Stop violence against people with disabilities: An International Resource"* edited by Prof Bornman and Prof Bryen (extraordinary Professor affiliated with the Centre for AAC) was launched on 14 May 2015, and breaks new ground in ensuring access to the criminal justice system for one of the most vulnerable groups in the disability sphere – those who have little or no speech.

**b) Project 2 (PI: Dr S Dada and Dr A Samuels): Trauma experienced by South African young children**

This project aimed at identifying trauma experiences of South African children aged birth to 6 years commenced in 2015. It was envisaged as a 2-year project for the Master's in Early Childhood Intervention students. The first phase of the study (2015) was completed and involved a systematic review on the most prevalent trauma experiences of young children in South Africa over the past 10 years. The second phase of the study which was informed by the systematic review was also completed and involved semi-structured interviews with key informants on the types of trauma young children in South Africa experience. Interviews were conducted with 15 key informants. This systematic review is currently being finalised with Prof Cindy Crusto from Yale University as co-author and advisor. A paper on the second phase of the study has also been accepted for presentation at the Conference of the International Society on Early Intervention in Stockholm (8-10 June 2016).

**3.2.3 SANORD-funded project on participation of children with disabilities in preschool environments (PI: Prof J Bornman)**

This project forms part of a five-country collaboration (Australia, Sweden, US, Portugal and South Africa) that aims to document the participation of children with disabilities in preschool environments and understand the multifactorial influences on their participation. Currently, a cultural validation of the CY-PEM scale is undertaken through the use of focus groups and cognitive interviews with caregivers of children with disabilities.

**3.2.4 SoTL-funded project on Honours students' experience of online learning (PI: Dr E Johnson)**

The aim of the project is to determine how students in the BA Honours (AAC) programme (often more mature students who live in more rural areas) experience the online learning component of the programme. The data will be used to improve course design. Data collection and the transcription of focus group discussions was completed in 2015.

**3.2.5 Pain management of children with cerebral palsy (PI: Dr E Johnson)**

The aim of the project was to describe the pain management of learners with cerebral palsy in school by school staff in two countries (Sweden and South Africa). Dr Johnson collaborated with Prof S Nilsson and Dr M Adolfsson in Sweden. Data was collected from South African and Swedish

school staff. One manuscript on the South African data was published, with another two papers submitted. Four papers on this study have been accepted for presentation in Sweden: two at the International Conference on Cerebral Palsy and other Childhood-onset Disabilities in Stockholm, Sweden (1-4 June 2016) and two at the Conference of the International Society on Early Intervention (8 – 10 June 2016), Stockholm, Sweden. .

### **3.2.6 Thuthuka-RDP-funded project (PI: Dr K Tönsing)**

#### **a) Project 1: Perceptions of teachers at special schools regarding the implementation of augmentative and alternative communication systems**

The aim of this project is to understand how teachers view the implementation of AAC systems in classrooms. Quantitative and qualitative data was collected by means of a questionnaire and interviews. The study has made apparent the complex nature of influencing factors with regard to the successful implementation of these systems to foster classroom participation for learners with little or no functional speech. A manuscript has been submitted.

#### **b) Project 2: Design of AAC systems for multilingual populations**

This project ultimately aims to ensure the development and implementation of AAC systems that are appropriate to multilingual persons who cannot speak. In 2015 a survey was developed and piloted with nine young adults who cannot speak to determine their perceptions and needs regarding AAC technology that enables them to function as multilingual persons. Dr Tönsing is collaborating with Dr G Schlünz from the Meraka Institute (Human Language Technologies Research Group) at the CSIR.

### **3.2.7 RDP-funded project (PI: Dr S Dada)**

#### **Attitudes towards AAC devices**

The aim of this study was to determine teachers' and peers' attitudes towards mobile and low-technology AAC devices. The main study was conducted in 2015 and used a quantitative cross-over survey design. Data was collected from teachers and peers in a special school in the Eastern Cape.

#### **Children's identification of graphic symbols**

A pilot study was conducted on two children to ensure that the vignettes and overlays with graphic symbols were appropriate for children aged 6.00 to – 7.11 years. Data was collected from 40 children with typical development between the ages of 6.00 and 7.11 years in terms of their ability to identify certain graphic symbols. It is important to understand how typical children process these symbols prior to applying it to children with disabilities. This data will allow for a comparison with the data obtained from children with autism in collaboration with Prof Erna Alant at Indiana University and Extra-ordinary Professor in the CAAC.



## 4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

### 4.1 Community engagement projects

#### 4.1.1 Drama production: “*Strings Theory*” – 13 and 14 May

Dr Kerstin Tönsing and Dr Shakila Dada, together with other staff members from the Centre for AAC collaborated with the UP Drama Department (Mr Rian Terblanche and third-year students) in an event to raise awareness about people who are unable to communicate. The Drama production “*Strings Theory*” by third-year Drama students explored the theme of inability to speak and how the violence of silence can be broken by changing “SILENT” to “LISTEN”. The title of the production alludes to Stephen Hawking’s ground-breaking ‘*Theory of everything*’ or ‘*Strings Theory*’ on fundamental forces and forms of matter, which was formulated by a man who was forced into silence by a debilitating progressive condition.



The production was presented as part of a morning event where a group of junior phase learners from St Mary’s DSG as well as learners of Pathways Learning Centre for Children with Disabilities were able to meet and get to know each other through games, quizzes and interaction time.

The production was also presented as part of a soiree to an open audience. In addition to the production, the soiree included a presentation by Miss Constance Ntuli (staff member and person using AAC) and the launch of the book *Stop violence against people with disabilities* edited by Prof Bornman. The evening was enjoyed by all. The audience gained an inside perspective into the inability to speak and new insight into how the silence can be broken.

#### 4.1.2 Book launch: “*Stop the violence against people with disabilities: An international resource*” – 14 May

Prof Juan Bornman co-edited the book *Stop the violence against people with disabilities: An international resource* with Diane Bryen, Professor Emerita from Temple University in Philadelphia, USA, and Extra-ordinary Professor in the CAAC. The book breaks new ground in ensuring access to the criminal justice system for one of the most vulnerable groups in the disability sphere – those who have little or no functional speech. Their voices have been silent for too long. The book provides an international perspective on violence against children and adults with disabilities. It focuses on promising practices and approaches that can reduce the risks and occurrence of violence while providing intervention and access to justice. In addition, it increases awareness, knowledge and understanding of the violence, rape and sexual abuse committed against people with disabilities, with the emphasis on people who have little or no functional speech.



#### 4.1.3 Mandela Day: “*Education and Literacy: Adapting books*” – 17 July

*‘Disabled children are equally entitled to an exciting and brilliant future.’*

These words were spoken by Mr Nelson Mandela during the opening of the First Annual South African Junior Wheelchair Sports Camp in Johannesburg, South Africa, on 4 December 1994.

In honour of Mr Mandela, the CAAC Master's students spent their '67 minutes' on Mandela Day, 18 July 2015, adapting children's books for children with disabilities. This project is consistent with the Mandela Day theme of *'Education and Literacy'*.

*'In a world where knowledge truly is power, education and literacy are the basic building blocks that unlock the gates of opportunity and success. We all have a responsibility as parents, as caregivers, as educators, as leaders and as citizens, to instil in individuals, children and communities, the critical drive for literacy and learning so that we can give them the chance to fulfil their dreams.'*

— Nelson Mandela Foundation, 2015

Books are wonderful tools to introduce young children – also those with disabilities – to literacy. Books can open up whole new worlds to older disabled children, who can through what they read have experiences that they may never have themselves. The Master's students added page 'fluffers' (items that enlarge the spaces between pages) and various textures and picture communication symbols to the children's books. These books were donated to Zodwa School for learners with severe intellectual disabilities in Atteridgeville, Pretoria.

All the staff and students at the CAAC are inspired by Nelson Mandela's legacy and hope that this small contribution to Zodwa School will change the lives of these children.

#### 4.1.4 Fofa project

The annual FOFA project was held from 7 to 11 September 2015. This was the tenth consecutive year that the project was held and it was generously funded by Momentum.

The theme for this year was *'Words and beyond'* and the focus fell on self-expression through various media, including photography and creative writing. Seven young adults from five provinces (together with their personal assistants) were hosted on campus for a week. Two of them had previously completed the programme and acted as mentors. The week was filled with training, workshops, presentations and, of course, social events. At the beginning of the week, final-year students from the Tshwane University of Technology's Department of Visual Communication: Photography (headed by Dr W Bussiahn), facilitated a photo story activity, aimed at helping the participants to express who they are and how others see them through photographs. Marlene Le Roux from Artscape Theatre in Cape Town, gave a thought-provoking presentation about how to express yourself through dance and about embracing your disability as an ability. Graham Clarke, a person who has been using AAC for more than 15 years, gave a motivating talk via Skype that inspired all participants and care-givers. The three mentors each gave encouraging and informative talks about *'Why writing skills are important'*, *'Social media: Do's and don'ts'* and *'Living life to the full'*.

Master's students from the Department of English, at the University of Pretoria (headed by Prof M Brown) presented exciting creative writing workshops throughout the week – on topics such as poetry, crafting powerful descriptions through words and joint story writing – to arouse the participants' inner writers and poets. They even aroused the inner poets in the participants' personal assistants and the CAAC staff members. These workshops afforded them new ways of expressing who they are and sharing their thoughts, dreams and ideas with others.

The participants received a special, glamorous make-over by the talented Ranaa Patel, followed by a glitzy photo shoot by the brilliant photographer, Mariki Uitenweerde from EyeScape Corporate

Photography. The day ended with a 'fine-dining' experience at EAT@UP, where the participants enjoyed a lovely evening filled with delicious food, soft music and pleasant company.

On the last day of the Fofa week, the young adults presented their creative works (photographs, poems and stories) to an open audience, showcasing their creative abilities.

Together with additional contributions from other individuals who use AAC and stakeholders in the field, the creative works will be published in a coffee-table book that showcases the talents of people who, despite not being able to speak, can share who they are through various media.

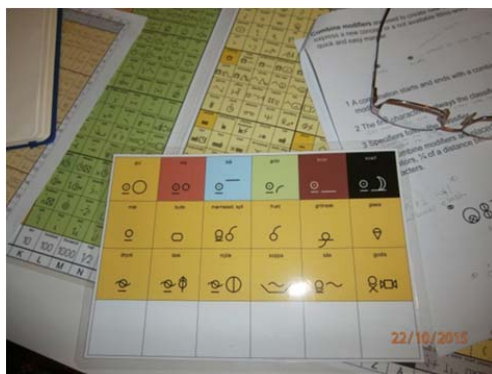


*Fofa participants and CAAC staff at the presentation of their creative work*

#### 4.1.5 Afrikaans translation of Blissymbolics vocabulary

Blissymbolics is a symbol system that currently consists of 5,588 graphic symbols. It was originally designed by Charles K. Bliss, who was inspired by Chinese symbols. Each of these symbols represents an entity or concept.

All the symbols can be used in combination to create symbols with new meaning. Due to its symbolic nature, Blissymbols can be read and understood in any language. New suggested symbols (as new terminology arises) from countries all over the world must first be accepted by the Blissymbolics Communication International (BCI) board. Blissymbolics International contacted the Centre for AAC to assist with the translation of a Blissymbolics vocabulary list from English into Afrikaans.



Mrs Louisa Alberts, a former BA Honours (AAC) graduate and a teacher at the Platorand School in Belfast, Mpumalanga, together with Miss Kristin van der Merwe, a PhD student in Linguistics at Rhodes University translated the English Blissymbolics vocabulary into Afrikaans. The translated Afrikaans vocabulary was then edited by Dr Ensa Johnson, a lecturer at the CAAC, whereafter Mr Mats Lundälv, President of the BCI Board approved it for publication on Bliss online ([www.blissonline.se](http://www.blissonline.se)). Afrikaans will now be one of the many languages (glosses) one can choose from that will appear underneath or above the Bliss graphic symbol as you type.

## 5. DISSEMINATION OF INFORMATION

**Table 2**

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

DATE AND PLACE	AFFILIATION OF THE PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
29 January Johannesburg	Prof J Bornman Dr M Sefotho Miss C Ntuli	54 delegates consisting of HR managers, wellness officers, HR business partners (senior advisors and managers) and Real Estate team (managers and staff)	Training of Eskom employees on disability etiquette	The training was conducted at Megawatt Park. Training objectives were geared towards guiding the participants and equipping them with the necessary skills to deal with people with disabilities in the work environment. Feedback from the participants were positive, with many reporting that they acquired a wealth of knowledge from the training, and would welcome follow-up training.
5 March Johannesburg	Dr S Dada Dr K Tönsing	AAC interest group, comprising 15 hospital-based therapists	Training of therapists in Gauteng hospitals on AAC assessment in hospital settings	The process of assessment within a hospital context was explained. Focus remained on children and adults who use AAC including those who may need AAC temporarily.
18, 25 March Pretoria	Dr E Johnson	20 Lecturers, Department of Informatics	Training of academic staff on how to conduct a systematic review	Lecturers were inspired to utilise this research methodology and to start implementing it. They also wanted to explore its use with students.
20 March Johannesburg	Miss C Ntuli	30 Speech Language Therapy students at the	Inviting AAC users to share personal experiences on	Students benefited from the discussions and realised the importance of AAC intervention for

DATE AND PLACE	AFFILIATION OF THE PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
		University of the Witwatersrand	being an AAC user	people with complex communication needs.
16 April Pretoria	Dr E Johnson	29 Nurses from Unitas Hospital	Providing feedback on PhD study to the primary stakeholder group	Participants found the outcomes of the PhD study relevant and applicable to their context. They expressed interest in further collaboration.
13 May Pretoria	Dr S Dada Dr K Tönsing Third-year Drama students (UP) Miss R Morwane Mrs R White Miss C Ntuli Mr T Mahlangu	54 Grade 3 learners from St Mary's DSG and 23 learners from Pathways Learning Centre for Children with Disabilities	Creating awareness and facilitating interaction between learners through games and activities, <i>String theory</i> Drama production by third-year Drama Students from UP students to 77 school children	The aim of the day was to facilitate interaction between the typically developing children and their peers with special needs. There were a variety of joint group activities that children participated in. A drama production entitled <i>Strings Theory</i> illustrated to children that inability to speak does not need to be a barrier to getting to know someone and interacting. Children learnt to communicate with manual signs and pictures.
14 May Pretoria	Dr K Tönsing Dr S Dada Prof J Bornman Third-year Drama students (UP) Miss C Ntuli Mrs E Rossetti-Siefe Mrs E Moolman Miss R Morwane Mrs R White Mr T Mahlangu	Open audience of about 60 guests	Raising awareness about the challenges and opportunities faced by people using or in need of AAC. Book launch of <i>Stop violence against people with disabilities: An International Resource</i>	Attendees said that they understood for the first time how debilitating a lack of speech is. They were also inspired by the fact that the word "SILENT" can be reorganised to become "LISTEN" and that listening is one of the first steps towards reducing violence against this vulnerable population.

DATE AND PLACE	AFFILIATION OF THE PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
1 June Pretoria	Dr K Tönsing	40 teachers and therapists	Training teachers and therapist at schools regarding classroom implementation of the graphic symbol-based AAC systems.	Participants found the lecture very informative and indicated that they felt more comfortable in attempting AAC implementation in classrooms. The PowerPoint presentation given was featured on an international website concerned with AAC implementation. . This was part of the FUNDA lecture series.
28 September – 2 October Mpumalanga	Dr E Johnson Miss R Morwane	30 teachers	Training to teachers and five departmental officials was conducted to empower the teachers to put into practice the statement by Nelson Mandela that <i>'disabled children are equally entitled to an exciting and brilliant future'</i> !	Training using the principles of adult learning, focused on 'Introduction to AAC', 'AAC assessment', 'AAC technology' and 'Implementation of AAC in the classroom'. Practical activities were implemented to give the teachers hands-on experience in accommodating learners with communication disabilities in the classroom.



**Mrs Robyn White, Miss Refilwe Morwane and Dr Ensa Johnson attending the annual research seminar**

## 6. CONSULTATIONS

In 2015, staff members of the CAAC conducted **18** 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 (graphic symbols, manual signs, assistive communication aids, techniques and strategies) for the client and his/her team, based on their needs, capabilities and resources.

In addition, **6** medico-legal consultations with regard to quantum trials were conducted.



*Dr Shakila Dada, Carla van Nieuwenhuizen and Virginia Patosi*

## 7. PRESENTATIONS AT CONFERENCES AND SEMINARS

**Table 3**

*Conference and seminar presentations by CAAC staff members and students*

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
<b>INTERNATIONAL</b>		
10 March	Prof J Bornman Dr K Tönsing Prof M A Ronski Prof R Sevcik	Paper: <i>Speech and language development in children with neuro-developmental disorders across language contexts.</i> BSI Symposium, Radboud University, Nijmegen, The Netherlands
13 March	Prof MA Ronski Pro. R Sevcik Prof J Bornman Dr K Tönsing	Paper: <i>Communication Assessment in Contexts of Linguistic and Cultural Diversity: Challenges and Strategies.</i> International Conference for Psychological Sciences, Amsterdam, The Netherlands
1 June	Prof J Bornman	Keynote address: <i>Multi-lingual issues and considerations in AAC assessment and intervention.</i> Invited keynote speaker at the DART Centre for Augmentative and Alternative Communication and Assistive Technology, University of Gothenburg, Sweden
1 June	Dr E Johnson	Paper: <i>AAC in the hospital setting: An introduction on the use of AAC in hospital settings.</i> AlAin, United Arab Emirates
2 June	Prof J Bornman	Keynote address: <i>The Role of AAC in ensuring equal access to justice for persons with severe communication disabilities.</i> Invited keynote speaker at the DART Centre for Augmentative and Alternative Communication and Assistive Technology, University of Gothenburg, Sweden
9 October	Prof J Bornman	Invited paper: <i>Tele-Practices – AAC Services in Rural and Underserved Areas.</i> 9 <sup>th</sup> Clinical AAC Research Conference, University of Virginia, Curry School of Education, US (Via Go-to-Meeting)
23 November	Dr S Dada	Paper: <i>Graphic symbols in language learning in the South African context.</i> Manchester Metropolitan University, UK
26 November	Dr S Dada	Paper: <i>AAC intervention in the South African context.</i> Barnsley Hospital, UK
<b>NATIONAL</b>		
5 May	Dr E Johnson Dr S Nilsson Dr M Adolfsson	Paper: <i>Pain communication and management of children with CP in South African school settings.</i> 2015 NAPCP Annual Conference, Krugersdorp
8 May	Prof J Bornman	Paper: <i>The challenges of realising inclusive education in South Africa, Inclusive education – making good on the</i>

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
		promises from policy to practice, Disability awareness workshop, EU Education Initiative, Centre for AAC, University of Pretoria
31 July	Prof J Bornman	Paper: <i>Where does language come from? Exploring our early origins.</i> Annual Research Seminar, CAAC, University of Pretoria
31 July	Dr S Dada Dr K Bastable Prof K Uys	Paper: <i>The effect of non-powered, self-initiated mobility on engagement of young children with severe motor impairment.</i> Annual Research Seminar, CAAC, University of Pretoria
31 July	Miss R Morwane	Paper: <i>Shared storybook reading interactions between Sotho-speaking pre-schoolers with complex communication needs and their primary caregivers.</i> Annual Research Seminar, CAAC, University of Pretoria
31 July	Mrs E Moolman	Paper: <i>Use of consumer wireless devices by South Africans with severe communication disability.</i> Annual Research Seminar, CAAC, University of Pretoria
3 September	Mrs R White	Paper: <i>Testifying in court as a victim of crime: Vocabulary required by illiterate individuals with little or no functional speech.</i> Humanities Research Day, University of Pretoria.
3 September	Dr E Johnson	Paper: <i>An exploration of the common pain-related vocabulary typically developing children use: implications for children who use augmentative and alternative communication.</i> Humanities Research Day, University of Pretoria
3 September	Dr A Naudé	Paper: <i>Exploring ethical sensitivity in the South African context.</i> Humanities Research Day, University of Pretoria
3 September	Dr L Schlebusch	Paper: <i>Families raising children with autism spectrum disorder.</i> Humanities Research Day, University of Pretoria
3 September	Dr K Tönsing	Session chair: <i>Vulnerabilities and Therapeutic Interventions.</i> Humanities Research Day, University of Pretoria
15 October	Mrs R White	Paper: <i>Testifying in court as a victim of crime: Vocabulary required by illiterate individuals with little or no functional speech.</i> Faculty Humanities Cluster Research Seminar, University of Pretoria
30 October	Dr S Dada	Invited workshop presentation: <i>Augmentative and Alternative Communication in the Intensive Care Unit,</i> ENT/SAAA/SASHLA Congress, Durban
4 September	Dr S Dada Dr A Samuels	Paper: <i>Trauma in Children in South Africa,</i> First Early Childhood Conference, Soweto, Johannesburg

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
4 September	Mrs K van Niekerk Mrs E Moolman	Paper: <i>Empowering teams through transdisciplinary AAC assessment</i> . First Early Childhood Conference, Soweto, Johannesburg
1 November	Dr K Tönsing Dr S Dada	Poster: <i>The implementation of augmentative and alternative communication aids in schools for learners with special educational needs</i> . ENT/SAAA/SASHLA Congress, Durban
2 November	Prof J Bornman	Invited keynote address: <i>Human Rights and Social Justice: A Legacy worth leaving</i> , ENT/SAAA/SASHLA Congress, Durban
2 November	Dr S Dada Dr T Naudé Prof J Bornman	Paper: <i>A Mathematical-Aided language Stimulation Programme for Subtraction Word-Problem Solving for Children with Intellectual Disabilities</i> , ENT/SAAA/SASHLA Congress, Durban
2 November	Dr K Tönsing Miss K Brewis Dr S Dada	Paper: <i>Use of a speech-generating device versus a communication board: comparative effect on the production of symbol combinations and vocalisations</i> . ENT/SAAA/SASHLA Congress, Durban
3 November	Prof J Bornman	Invited keynote address: <i>The role of AAC in ensuring equal access to justice for persons with severe communication disabilities: A case discussion</i> . ENT/SAAA/SASHLA Congress, Durban
2 November	Dr S Dada, Mrs T Horn Dr A Samuels	Poster: <i>Children's attitudes toward interaction with an unfamiliar peer with Complex Communication Needs (CCN): Comparing high- and low-technology AAC devices</i> . ENT/SAAA/SASHLA Congress, Durban
3 November	Miss R Morwane	Poster: <i>Shared storybook reading interactions between Sotho-speaking pre-schoolers with complex communication needs and their primary caregivers</i> . ENT/SAAA/SASHLA Congress, Durban
3 November	Dr S Dada	Paper: <i>An Auto-ethnographic Exploration: Postgraduate research supervision</i> . Occupational Therapy Department, University of KwaZulu-Natal



## 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
1 October 2014 – 30 June 2015	Structured Training for African Researchers (STARS), Association of Commonwealth Universities (Online and face-to-face sessions at University of Pretoria). <b>Attended by:</b> Dr E Johnson
16 January	Systematic reviews, Centre for AAC, University of Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Dr E Johnson, R Morwane, R White, K van Niekerk, E Moolman
26 & 27 January	Flexible Futures: Shaping E-Learning for Higher Education Conference, University of Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr M Sefotho
2 February	The ISibalo Annual Lecture Series – Data revolution. University of Pretoria, Pretoria. <b>Attended by:</b> Prof J Bornman, Dr K Tönsing, Dr M Sefotho, Dr E Johnson
3 February	Seminar: The Child and the Story, University of Pretoria, Pretoria. <b>Attended by:</b> Dr E Johnson, Dr K Tönsing
3 February	ClickUP – Review. <b>Attended by:</b> Mrs R White
4 February	UP Strategy workshop, University of Pretoria, Pretoria. <b>Attended by:</b> Prof J Bornman
26 February	Evidence-based practice, Centre for AAC, University of Pretoria, Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Dr E Johnson, Mrs E Moolman, Mrs K van Niekerk, Miss R Morwane
27 February	Autism and AAC, Centre for AAC, University of Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Dr E Johnson, Mrs E Moolman, Mrs K van Niekerk, Miss R Morwane
12 & 13 March	The Ultimate Personal Assistant, CBM Training, Sandton Convention Centre, Johannesburg. <b>Attended by:</b> Mrs EJC Rossetti-Siefe
17 March	Time Management workshop, University of Pretoria, Pretoria. <b>Attended by:</b> Mrs K van Niekerk
21 March	ICF-CY seminar, Centre for AAC, University of Pretoria, Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr E Johnson, Mrs R White, Miss R Morwane, Mrs E Moolman, Mrs K van Niekerk
25 – 27 March	SONA Conference, Durban. <b>Attended by:</b> Prof J Bornman

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
24 February	Interaction with various forms of media. <b>Attended by:</b> Miss Refilwe Morwane
26 – 27 March	Writing workshop, University of Pretoria, Pretoria. <b>Attended by:</b> Miss R Morwane
8 May	European Union Delegation forum discussion. Centre for AAC, University of Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Miss R Morwane, Dr E Johnson, Mrs R White
18 & 19 May	7 <sup>th</sup> Annual Trauma Conference, Miriam Amoeba Hall, UNISA Main Campus. <b>Attended by:</b> Mrs R White
21 May	The Art and Science of Empathetic Communication. Department of Education, Groenkloof Campus, University of Pretoria. <b>Attended by:</b> Dr S Dada
21 & 22 May	Office Management course. CBM Training, Edenvale, Johannesburg. <b>Attended by:</b> Mrs EJC Rossetti-Siefe
29 May	Eye Tracking Training – Inclusive Solutions, Johannesburg. <b>Attended by:</b> Mrs K van Niekerk, Mrs E Moolman
8 June	Inclusive Solutions new technology. Centre for AAC, University of Pretoria, Pretoria. <b>Attended by:</b> Mrs K van Niekerk, Dr K Tönsing
30 June	Writing a Good Research Grant Proposal, Dr Robin Drennan, Department of Research Innovation and Support, University of Pretoria. <b>Attended by:</b> Dr E Johnson
31 July	26 <sup>th</sup> Annual AAC Research Seminar and Neville Cohen memorial lecture, Centre for AAC, University of Pretoria, Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Dr E Johnson, Miss R Morwane, Mrs R White, Mrs K van Niekerk, Mrs Enid Moolman
4 August	Inaugural address by Prof R Tirvassen (Modern European Languages): Reflecting critically on the conceptualisation of diversity in sociolinguistics <b>Attended by:</b> Dr K Tönsing
5 August	Re-a-bua Dialogue Session, University of Pretoria <b>Attended by:</b> Dr K Tönsing
13 August	Re-a-bua Dialogue Session, University of Pretoria <b>Attended by:</b> Dr E Johnson
13 August	Acquired neurogenic communication disorders: clinical practice and science presented by Prof R Koul, Centre for AAC, University of Pretoria. <b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Mrs R White, Mrs K van Niekerk, Mrs E Moolman, Miss R Morwane
14 August	Advances in AAC technology for acquired neurogenic communication disorders. Presented by Prof R Koul, Centre for AAC, University of Pretoria.

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
	<b>Attended by:</b> Prof J Bornman, Dr S Dada, Dr K Tönsing, Dr E Johnson, Mrs R White, Mrs K van Niekerk, Mrs E Moolman, Miss R Morwane
18 August	South African Human Rights Commission Conference and launch of Human Rights Watch's new report, "Complicit in Exclusion: South Africa's failure to guarantee an inclusive education for children with disabilities". Constitution Hill, Johannesburg. <b>Attended by:</b> Prof J Bornman, Mrs R White
25-26 August	Online surveys. <b>Attended by:</b> Mrs K van Niekerk, Miss R Morwane
3 September	Humanities Research Day, Faculty of Humanities, University of Pretoria, Pretoria. <b>Attended by:</b> Dr S Dada, Dr K Tönsing, Dr E Johnson, Mrs R White, Miss R Morwane, Mrs K van Niekerk, Mrs EJC Rossetti-Siefe, Mrs E Moolman
4 September	Early Childhood Intervention Conference, Funda Ujabule School, UJ Soweto Campus, Johannesburg. <b>Attended by:</b> Dr S Dada, Mrs E Moolman, Mrs K van Niekerk and 3 Master's in ECI students
5-7 October	Using Mixed Methods in Education Research, University of Pretoria, Groenkloof Campus. <b>Attended by:</b> Dr S Dada, Dr K Tönsing, Dr E Johnson, Mrs R White, Mrs K van Niekerk, Miss R Morwane and PhD students
3 November	Conference on the rights of children and youth with disabilities in Africa, Centre for Human Rights, Faculty of Law, University of Pretoria, Pretoria. <b>Attended by:</b> Mrs R White
9 November	Flexible Futures Conference, University of Pretoria, CSIR, Pretoria. <b>Attended by:</b> Dr E Johnson
10-13 November	SPSS training, University of Pretoria. <b>Attended by:</b> Dr K Tönsing
23 November	Ministerial roundtable discussion on disability with the theme: No Child Left Behind, Department: Basic Education, Pretoria. <b>Attended by:</b> Dr E Johnson
24 November	Cognitive Behavioural Development and the Prevention of Violence Against Women and Children: The case of the "First Thousand Days" – Human Sciences Research Council, Pretoria. <b>Attended by:</b> Prof J Bornman, Dr E Johnson, Mrs R White
16 November	Ethical considerations within the multi-disciplinary team – FUNDA: Pretoria CP school. <b>Attended by:</b> Mrs K van Niekerk and Mrs E Moolman
26 November	Early childhood development knowledge building seminar: UNICEF, Pretoria <b>Attended by:</b> Miss R Morwane

## 9. RESEARCH VISITS BY STAFF TO INTERNATIONAL INSTITUTIONS

Staff member name	Institution name	Date
Prof J Bornman	Radboud University, Nijmegen, The Netherlands	10-11 March
Dr K Tönsing	Radboud University, Nijmegen, The Netherlands	10-11 March
Prof J Bornman	Jönköping University, Sweden	25 -30 May
Prof J Bornman	DART Centre for Augmentative and Alternative Communication and Assistive Technology, Sweden	31 May – 3 June
Dr E Johnson	Jönköping University, Sweden	8-15 June
Dr S Dada	Manchester University, United Kingdom and Barnsley Hospital UK	13-27 November



*Prof J Bornman and Dr K Tönsing at Radboud University, The Netherlands*



*Prof J Bornman at DART in Sweden*



*Dr Shakila Dada (middle) with Prof Juliet Goldbart, Dr Julie Marshall and Dr Janice Murray at the Manchester Metropolitan University, United Kingdom*

## 10. VISITORS TO THE CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

**Table 5**

*Purpose of international visitor and outcomes*

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
9 to 22 January	Dr Kobie Boshoff, University of South Australia, Adelaide, Australia	To share her expertise and knowledge in the field of Systematic Reviews.	Centre's staff, PhD students and librarian gained valuable information on how to start conducting systematic reviews. Dr Boshoff also presented a Systematic Review seminar at the CAAC which was attended by a wide range of academic staff at the University of Pretoria.
23 February to 9 March	Prof Ralf Schlosser, Northeastern University, Boston, USA	To build international collaboration and plan a research project with Dr S Dada. To serve as an advisory consultant for two PhD and two Master's students, as well as three staff members whose research is aligned with his expertise; also to host two seminars and develop capacity in research methods in AAC.	Prof Schlosser provided mentorship and guidance to PhD and Master's students. He presented two seminars at the CAAC. The first seminar focused on evidence-based practice for AAC and the second on the evidence base regarding AAC and children with autism. The seminar dispelled some of myths around AAC intervention and areas for future research were also highlighted. Fifty participants from various schools, professions as well as parents, attended the seminar. Prof Schlosser also visited the University of KwaZulu-Natal for two days. He presented a one-day seminar on Efficacy Research at the Health Sciences Department at UKZN. The seminar was attended by 45 people. In addition Prof Schlosser consulted with 5 PhD students at UKZN to discuss their research.
8 to 21 March; 12 August	Prof Brenda Louw, East Tennessee State University, USA	To present a seminar and lecture to third-year students in Speech-Language and Audiology and BA (Honours) in AAC on "Using the ICF-CY as a framework for assessment, clinical goal setting and intervention	The seminar was attended by approximately 40 therapists and 20 Honours students and aimed to disseminate information and increase the skills of South African practitioners regarding the ICF-CY, as well as to share the clinical measures that are used as part of the project (FOCUS-34 and SPAA-C). Presented a lecture to 65 third-year KMP students as well as to 20 BA (Honours) in AAC students. Prof Louw

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
		<p>planning: a hands-on approach" (CEU activity)</p> <p>To act as the external examiner for a PhD student, discuss the Carnegie African Diaspora Fellowship programme and create the draft report.</p>	<p>also obtained current textbooks from Pearson Publishers which she distributed as book prizes. She completed the 3-person forward translation of two clinical measures, namely FOCUS and SPAA-C into Afrikaans, as well as the blind back translation. Drafted a publication on Knowledge transfer.</p>
26, 27 May	Prof Erna Alant, Dr Beth Samuelson and Miss Lindsey Ogle, Indiana University, Bloomington, USA	<p>To discuss an analysis for the construct on empathetic communication and its application to AAC. Videos of natural communication between AAC users and their communication partners were made in order to facilitate the discussion and analysis of the construct.</p>	<p>The interests and discussions focused on issues of literacy and inter-cultural narratives. Prof Alant (Extra-ordinary Professor at the CAAC) discussed her current research interest of empathetic communication by highlighting theoretical perspectives relevant to empathy and communication.</p>
20 July – 21 August	Prof Rajinder Koul, Department of Speech, Language, and Hearing Sciences at Texas Tech USA	<p>To present the Neville Cohen Memorial Lecture as well as two workshops, visit hospitals and mentor Master's and PhD students. Prof Koul's visit was made possible by a Fulbright Fellowship.</p>	<p>Prof Koul provided mentorship and guidance to PhD and Master's students; visited and gave presentations at Chris Hani Baragwanath Hospital, George Mukhari Hospital, Sefako Makgatho University and at the University of the Witwatersrand. He also presented three seminars at the CAAC and two seminars about neurogenic communication disorders. He received the Neville Cohen Memorial Award for his outstanding contribution in the field of AAC and severe disability and consequently presented the Neville Cohen Memorial lecture at the 26th Annual AAC Research Seminar, entitled '<i>Experimental and non-experimental research in behavioural sciences: Implications for practice</i>'.</p>

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
19 July – 7 August	Dr Dana Donohue, Northern Arizona University, USA	To present a paper at the Annual Research Seminar and assist with statistical analysis of research projects.	Presented a paper at the annual research seminar, assisted with the data analysis of Master's and PhD student research and acted as a mentor to PhD and Master's students.
30 July – 11 August	Dr Rubini Pasupathy, Department of Speech, Language, and Hearing Sciences at Texas Tech USA	To presentation a paper at the Annual Research Seminar.	Presented a paper at the annual research seminar and visited Sefako Makgatho Health Sciences University to discuss how clinical self-efficacy beliefs affect service delivery.
19 October	Prof Ulrike Lüdtkke (Head of Speech Language Therapy Department) and Dr Birgit Barden-Läuffer (Head of International office), Leibniz University Hannover, Germany	To discuss possible collaborations	Prof Lüdtkke presented her programme and explored possible collaboration with the Centre, through the involvement of students. The possibility of Erasmus Mundus funding for this project was explored. Prof Lüdtkke is already involved at other universities in Africa, e.g. Makerere University in Uganda. This project will be explored further in 2016 in line with UP's strategic initiative on leading research in Africa.
20 October	Prof Cindy Crusto Yale University	To discuss the project on trauma in young children in South Africa	Prof Crusto discussed the data obtained from the systematic review and qualitative interviews.



**Standing:** Prof Rajinder Koul, Prof Brenda Louw, Mrs Robyn White, Prof Juan Bornman, Mrs Karin van Niekerk and Miss Refilwe Morwane  
**Seated:** Mr Terrence Mahlangu, Dr Shakila Dada, Mrs Liza Rossetti-Siefe and Dr Kerstin Tönsing

## 11. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

### 11.1 Staff Achievements

- Prof Juan Bornman and Prof Brenda Louw were awarded the Carnegie African Diaspora Fellowship grant.
- Mrs Enid Moolman and Prof Diane Bryen's chapter published in the Encyclopaedia of Mobile Phone Behaviour was featured at the ALA Annual Conference and Exhibition in San Francisco.
- Prof MaryAnn Ronski, an Extraordinary Professor, was awarded the Honours of the Association by the American Speech-Language-Hearing Association (ASHA).
- Dr Ensa Johnson (project leader), Dr Shakila Dada and Miss Refilwe Morwane received the Scholarship of Teaching and Learning Grant.
- Dr Shakila Dada received the Knowledge Interchange and Collaboration (KIC) NRF grant to host international visitor Prof R Schlosser, Northeastern University, Boston, USA.
- Dr Shakila Dada was promoted to Associate Professor (effective as of 1 January 2016).
- Miss Refilwe Morwane received the Knowledge Interchange and Collaboration (KIC) NRF grant to host international visitor Dr Kobie Boshoff from the University of South Australia.
- Dr Kerstin Tönsing received a Y2 rating from the NRF (2016 – 2021).
- Dr Kerstin Tönsing received a 10-year long service award.
- Dr Kerstin Tönsing was promoted to Senior Lecturer as of 1 January 2015.
- Mrs Liza Rossetti-Siefe was promoted to Senior Management Assistant as of 1 January 2015.

### 11.2 Student Achievements and Awards

- Dr Sadna Balton (PhD alumna) was appointed Chairperson of the Professional Board of Speech, Language and Hearing of the HPCSA.
- The ***Semantic Compaction Systems Award*** for the best AAC research on a Master's or PhD level project completed during 2015 was awarded to **Dr Alida Naudé**.
- The ***Inclusive Solutions Award*** for the best Honours student was awarded to **Analette Smit**.
- Dr Alida Naudé was invited to present her PhD research at the first national '3 Minute Thesis' competition in South Africa held at the University of the Free State, 26-27 August 2015 under the title *Measuring instrument for ethical sensitivity in the therapeutic sciences*.
- The following PhD students were awarded bursaries: A Mantri, M Ramaahlo, I Greyvenstein, K Dlamini and N Mbanda.
- The following MA (AAC) students were awarded a postgraduate UP bursary: N Sowah, K Mogomotsi and J Mngomezulu.
- Mrs J Mngomezulu and Miss K Brewis MA (AAC) students received NRF grant-holder-linked support bursaries (through a grant held by Dr Tönsing).
- Mrs J Mngomezulu received a bursary for her Master's in AAC through the Oppenheimer Trust Fund.
- The following M (ECI) students were awarded a postgraduate UP bursary: K Smith, T Baartman and S le Roux.

***Dr Alida Naudé received the award for best AAC research on a PhD level project.***



## 12. PROFESSIONAL ACADEMIC ACTIVITIES

### 12.1 Involvement with other universities as external examiners

<b>Dr S Dada</b>	External examiner for the Speech and Hearing Therapy Department of the University of KZN (Module SPPA 4007)
<b>Dr S Dada</b>	External examiner for the Speech and Hearing Therapy Department of the University of the Witwatersrand (Module CPSL453)
<b>Dr S Dada</b>	External examiner for Master's thesis – University of the Witwatersrand External examiner for PhD thesis – University of the Witwatersrand
<b>Dr K Tönsing</b>	External examiner of a Master's mini-thesis for the Speech and Hearing Therapy Department of the University of KZN
<b>Dr K Tönsing</b>	External examiner for the Department of Speech-Language Pathology and Audiology, Sefako Makgatho University (Module SLPA 401)

### 12.2 Referee duties

<b>Prof J Bornman</b>	International Journal of Disability, Development and Education Journal of Global Research in Education and Social Science Journal of Policy and Practice in Intellectual Disability Augmentative and Alternative Communication Disability and Rehabilitation Journal of Personality Assessment Journal of Applied Research in Intellectual Disability
<b>Dr S Dada</b>	American Journal of Speech-Language Pathology Augmentative and Alternative Communication
<b>Dr K Tönsing</b>	American Journal of Speech-Language Pathology

### 12.3 Other duties

Staff members serve on a variety of different committees:

<b>Prof J Bornman</b>	Co-Chair of Transformation Committee: Faculty of Humanities Post-graduate Teaching and Learning Committee: Faculty of Humanities BUILD Committee of the International Association for Augmentative and Alternative Communication (ISAAC)
<b>Dr S Dada</b>	Research Committee: Faculty of Humanities Chair of Departmental Research Committee
<b>Dr E Johnson</b>	Teaching and Learning Committee: Faculty of Humanities
<b>Dr K Tönsing</b>	Research Committee of the International Association for AAC (ISAAC) Editor-in-chief: CPD programme: South African Speech-Language-Hearing Association (SASHLA) Postgraduate Committee: Faculty of Humanities
<b>Miss R Morwane</b>	CPD contributing editor for SASLHA
<b>Mrs R White</b>	Web and Marketing Committee: Faculty of Humanities

### 12.4 Policy documents

Dr Shakila Dada, Dr Alecia Samuels and Mrs Karin van Niekerk, as well as graduates from the Master's in Early Childhood Programme submitted comments on the Draft National Policy on Early Childhood Development.

## 13. MEDIA

- Miss C Ntuli was interviewed on SABC 1 in the programme *Bophelong* – televised on Sunday 24 & 25 January
- Prof J Bornman was interviewed by *Carte Blanche* – broadcasted on 21 February
- Prof J Bornman and Dr S Dada were interviewed for *Sixty Seconds* Australia
- Dr K Tönsing conducted two radio interviews on Pretoria FM in February and September
- Miss C Ntuli and Friend made a video demonstrating *Empathetic Communication* with Prof Erna Alant
- Dr S Dada and Prof Alant made a video for You Tube entitled “*Empathetic Communication in AAC*”



*Beauty Phama, Kwakha Phama and Dr Kerstin Tönsing*

## 14. STAFF

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

<b>Professor &amp; Director:</b>	Prof J Bornman (40 hours per week)
<b>Senior Lecturer:</b>	Dr S Dada (40 hours per week)
<b>Senior Lecturer:</b>	Dr K Tönsing (40 hours per week)
<b>Lecturer:</b>	Dr A Samuels (40 hours per week) (Currently Post-doctoral fellow at Jönköping University in Sweden - January 2015 to December 2016)
<b>Senior Management Assistant:</b>	Mrs EJC Rossetti-Siefe (40 hours per week)
<b>Clerical administrative assistant:</b>	Mr T Mahlangu (40 hours per week)

### 14.2 Extraordinary Professors

<b>Extraordinary Professor:</b>	Prof E Alant	(2015 - 2017)
<b>Extraordinary Professor:</b>	Prof D Bryen	(2013 - 2015)
<b>Extraordinary Professor:</b>	Prof M Ronski	(2014 - 2016)
<b>Extraordinary Professor:</b>	Prof R Schlosser	(2015 - 2017)

### 14.3 CAAC staff funded from outside funds

<b>Lecturer:</b>	Dr E Johnson (40 hours per week)
<b>Lecturer:</b>	Miss R Morwane (40 hours per week)
<b>Lecturer:</b>	Mrs R White (25 hours per week)
<b>Lecturer:</b>	Mrs K van Niekerk (20 hours per week)
<b>Lecturer:</b>	Mrs E Moolman (15 hours per week)
<b>Administrative Assistant:</b>	Miss C Ntuli (15 hours per week)
<b>Disability Consultant:</b>	Dr PC Mills (5 hours per week) 1 January to 3 April

### 14.4 External examiners

#### PhD (AAC)

Prof B Louw Prof R Sevcik	Dissertation: A Naudé (AAK 990 & AAK 900)	East Tennessee State University, USA Georgia State University, USA
Prof K Huus Prof K Drager	Dissertation: E Johnson (AAK 990 & AAK 900)	Jönköping University, Sweden Penn State University, USA
Prof A Kaiser Dr S Castro	Dissertation: L Schlebusch (AAK 990)	Vanderbilt University, USA University of Roehampton, London, UK
Prof M Granlund Prof C Trivette	Dissertation: L Moodley (AAK 990 & AAK 900)	Jönköping University, Sweden East Tennessee State University, USA

**MA (AAC)**

Prof R Schlosser	Dissertation: K Brewis (AAK 890)	North Eastern University, USA
Prof R Koul	Dissertation: I Oosthuizen (AAK 890)	Texas Tech University, USA
Dr M de Klerk	Mini-dissertation: S Govender; O Abiodun (AAK 895)	Hope School
Prof A Havenga	Mini-dissertation: M Gropp (AAK 895)	University of South Africa
Dr A Naudé	Mini-dissertation: E Barry; A Jones (AAK 895)	Private practice
Mrs M Coetzee	Mini-dissertation: A Roos; V Madima (AAK 895)	Private practice
Mrs A Tyranes	AAK 805 (course work)	Private practice
Miss A Gonasillan	AAK 806 (course work)	Private practice
Mrs A Beringer	AAK 807 (course work)	Private practice
Dr M Herold	AAK 809 (course work)	Private practice
Dr M Herold	AAK 810 (course work)	Private practice

**M (ECI)**

Mrs F Firferey	ECI 801 ECI 872	Department of Occupational Therapy, University of the Western Cape
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**BA HONOURS (AAC)**

Miss C Strydom	AAK 705 AAK 707	University of Stellenbosch
Dr M Mophosho	AAK 713	University of the Witwatersrand
Mrs V Madima	AAK 701	Sefako Makgato Health Sciences University
Mrs S Karrim	AAK 702	University of KwaZulu-Natal
Mrs T Horn	AAK 703	Private Practice
Prof CJE Uys	AAK 715	University of KwaZulu-Natal
Miss K van der Merwe	AAK 712	Rhodes University
Mrs C van der Westhuizen	AAK 708	Pretoria School

## 15. OBJECTIVES FOR 2016

### 15.1 UP Strategic Goal – Leading Research in Africa

- To support part-time academic staff (on outside funding) to obtain a PhD qualification
- To support four academic staff members to apply for research funding through various funding channels
- To actively participate in the Faculty Research Theme on *Enhancing the well-being of vulnerable children* and publish one paper.
- To commence with Stage 1 of an international research project on Mobile Health
- To strengthen research visibility through increasing citations and publications with international peers

### 15.2 UP Strategic Goal – Excellence in Teaching and Learning

- To graduate **three** PhD students and enrol **two** new students
- To graduate **five** MA (AAC) students and enrol **six** new students
- To graduate **13** M (ECI) students and enrol **16** new students
- To secure bursaries for at least **12** postgraduate students
- To conduct research on the blended learning approach used in the BA Honours (AAC) programme, and present results at a local conference

### 15.3 UP Strategic Goal – Impact on SA Economic and Social Development

- To apply for funding for the Fofa programme to ensure its sustainability
- To conduct **eight** medico-legal consultations
- To source **one** tender in the Health or Education domain
- To initiate a strategic Africa partnership with a sister university
- To develop tailor-made programmes for target groups with an online focus

### 15.4 UP Strategic Goal – Strengthen International Profile

- Host **two** international researchers
- Attract **two** post-doctoral fellows
- Share research findings with international peers (at least **eight** presentations)

## Acknowledgements

***The following foundations and departments that financially supported the activities of the CAAC during 2015 are hereby acknowledged. Thank you for inspiring our great team through your contributions.***

Momentum  
Carnegie Diaspora Fellowship Grant  
Fulbright Fellowship programme  
EyeScape Corporate Photography  
National Research Foundation (NRF)  
Eastern Cape Department of Education  
Mpumalanga Department of Education

***Appreciation is also expressed towards the following companies for donating two cash awards to outstanding students:***

Semantic Compaction Systems  
Inclusive Solutions

***The following associations and institutions are 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!***

Sefako Makgatho Health Sciences University  
University of Limpopo – Medunsa Campus  
Manchester Metropolitan University, UK  
University of South Australia, Australia  
Radboud University, The Netherlands  
Tshwane University of Technology  
Northern Arizona University, USA  
University of Jönköping, Sweden  
University of the Witwatersrand  
East Tennessee State University  
University of Roehampton, UK  
University of the Western Cape  
Georgia State University, USA  
University of KwaZulu-Natal  
Leibniz University, Germany  
University of the Free State  
University of Virginia, USA  
University of South Africa  
University of Cape Town  
Stellenbosch University  
Northeastern University  
Indiana University, USA  
North West University  
Penn State University  
Texas Tech University  
Vanderbilt University  
Yale University, USA  
Rhodes University  
DART, Sweden

***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 their excellent work and support. We are fortunate to call you our colleagues and to benefit from your contributions on a daily basis.*

Prof C de la Rey (Vice-Chancellor and Principal)  
Prof Vasu Reddy (Dean: Faculty of Humanities)  
Prof H Stander (Acting Dean: Faculty of Humanities)  
Academic Administration (Humanities and Health Sciences)  
Department of Residence Affairs and Accommodation  
Drama Department  
House Humanities  
Client Service Centre  
Facilities Management  
Department of Finance  
Department of English  
Centre for Human Rights  
Department of Child Health  
Department of Informatics  
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  
Disability Unit  
EAT@UP

A warm word of appreciation is extended to **each and every student** who decided to continue his/her academic life at the centre. Thank you for trusting us and choosing to be on this exciting journey with us – as we all know, learning is not a spectator sport! You are the heart and soul of what we do.

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

# Thank you



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