



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomo

Centre for Augmentative and
Alternative Communication
(CAAC)

Annual Report 2016

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

**ANNUAL REPORT
2016**

2016 Students



PhD students



M (ECI) first-year students



M (ECI) second-year students



MA (AAC) first-year students



MA (AAC) second-year students



BA Honours (AAC) first-year students



BA Honours (AAC) second-year students

CENTRE FOR AUGMENTATIVE AND ALTERNATIVE COMMUNICATION STAFF



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

MEMBERS OF THE ADVISORY BOARD

- Prof J Bornman (Director: CAAC)
- Prof S Dada (CAAC Staff Representative)
- Mr M Tshivhase (Acting Director-General: Department of Health)
- Ms K Chikane (Stakeholder Relationships Manager for CSIR Meraka Institute)
- Prof V Reddy (Dean: Faculty of Humanities)
- Ms S Matsebula (Disability Consultant)
- Prof A Skelton (Centre for Child Law)
- Ms C Ntuli (Person who uses AAC)

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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

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MESSAGE FROM THE DIRECTOR

The year 2016 will be remembered in South African history as the year in which higher education changed irrevocably due to the #FeesMustFall student campaigns across the country. This turbulence certainly brought about many challenges and uncertainty – as is reflected in the drop in numbers of visiting international scholars to the Centre when compared to other years – but this *kairos* year also brought about new opportunities.

One such opportunity was related to rethinking our teaching and learning practices. In December 2016, the CAAC-team received international recognition when we were named the winners of the prestigious Reimagine Education 2016 Wharton Regional Awards for Africa for our innovative teaching and learning practice. Our project “Enhancing Post-Graduate Student Achievement: From Honours to PhD” was applauded for the hybrid model which it follows, built on the 5 A’s framework. This framework proposes that all education needs to be available, accessible, adaptable, acceptable and affordable to the learner.

Availability is achieved by focusing on face-to-face and online learning opportunities, as well as on engagement platforms and resources that we created and now use with our students to ensure a sustained community of inquiry. The accessibility of learning facilitators and mentors who act as co-constructors of new meaning and as collaborative problem solvers with our students enables deeper learning. Adaptability is provided through asynchronous learning opportunities that were created by a hybrid learning approach (such as online discussions) and that allow our students to participate when feasible for them, even after hours, without compromising on joint engagement. Acceptability of real-life, contextually grounded learning material, such as case studies supported by video material, ensures that our students have the necessary skills set to address local problems whilst remaining internationally relevant. Finally, affordability is prioritised as the flexibility of the hybrid learning model allows students the opportunity to grow professionally through postgraduate study while still working full time. In 2016 we graduated 40 postgraduate students.

Besides milestones in our teaching and learning, our research reached a new level of acknowledgement as is reflected in the high number of publications in international peer-reviewed indexed journals. Research is at the heart of our mission – all our staff members have been highly productive investigating cutting-edge challenges in the fields of augmentative and alternative communication, severe disability and early childhood intervention. We have been running no less than ten large-scale funded research projects. In 2016, we intensified our impact locally and around the world, and have earned greater visibility and recognition – as is proved by the many individual awards received by our staff, the invitations to present lectures and keynote addresses internationally, as well as the high number of international conference presentations by our staff and students. This attests to a commitment to knowledge translation and sharing with peers and advancing the AAC field. Furthermore, we are committed to developing a new generation of talented scholars, as is evident from the large number of student publications with support from staff. However, leading and advancing research with students is dependent on funding, and in 2016, 44 students received bursaries, some linked to staff’s individual research projects and some related to student achievement.

The United Nation’s 2030 Sustainable Development Goals to end poverty, protect the planet, and ensure prosperity for all imply a disability inclusive agenda. Persons with disabilities or disability are specifically mentioned 11 times and persons in vulnerable situations are mentioned six times. We thus need to prepare and equip students to meet the social and economic development demands of contemporary South Africa and address the 2030 agenda.

We also need to deliver engaging, thought-provoking and accessible programmes for non-degree purposes in which communities can be skilled as part of a broader community engagement initiative.

This report is testimony to the huge amount of research, teaching and learning activity generated by CAAC to ensure that we not only conduct leading research internationally, but also make an impact on economic and social development locally. I would like to thank our Advisory Board and the management and executive of the University for the steadfast support they provided to our Centre over the year in review. Sincere appreciation also goes to all my colleagues at the Centre, our alumni, current students, local and international partners, colleagues and peers for making possible all the work showcased in this Annual Report.

As we look to the future, flexibility, innovation and responsiveness are the maxims for 2017. It is a privilege to be part of a university centre with so much potential at this specific time in our country's history, and I look forward to CAAC's continued growth in so many areas.

Our best is yet to come!



PROF J BORNMAN
DIRECTOR: CAAC

MARCH 2017

CAAC AT A GLANCE	
4	UP-funded academic staff members
6	Outside funded staff members
2	UP-funded support staff
122	Post graduate students
40	Post graduate graduandi
44	Student bursaries
9	Funded research projects
26	Publications

1. THE YEAR IN REVIEW: 2016 IN A NUTSHELL

1.1 UP Strategic Goal – Leading Research in Africa

Objectives

- To support 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's research theme on *Enhancing the well-being of vulnerable children* and to publish one paper
- To commence with Stage 1 of an international research project on Mobile Health
- To strengthen research visibility and react through increasing citations and joint publications with international peers

Outcomes

- Contingency planning was put in place to support Mrs K van Niekerk. Ms R Morwane enrolled.
- Prof J Bornman, Prof S Dada, Dr K Tönsing, Dr E Johnson, Mrs R White, Ms R Morwane and Mrs K van Niekerk obtained funding to support various research activities and conference attendance.
- Three papers were published, with a fourth submitted for review. Two papers were presented at international conferences and two papers at local conferences.
- Conducted two focus group discussions (one with SLPs and one with primary caregivers) to perform a needs analysis. Presented findings at three different international conferences.
- Put specific strategies in place to increase research visibility (e.g. social media and joint publications). Ensure ORCID identifiers for all academics.

1.2 UP Strategic Goal – Excellence in Teaching and Learning

Objectives

- To graduate three PhD students and enrol two new students
- To graduate nine MA (AAC) students and enrol six new students
- To graduate eight M (ECI) students and enrol 16 new students
- To graduate 12 BA (Honours) 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

Outcomes

- Three PhD students graduated and three new students were enrolled.
- Nine MA (AAC) students graduated, with eight new enrolments.
- All eight M (ECI) students graduated, with 20 new enrolments and three discontinuing.
- Twelve BA (Honours) students graduated.
- A total of 44 bursaries were secured: 11 PhD, 7 M(AAC), 26 M(ECI)
- Completed research, submitted one scholarship of teaching publication and presented a paper at two different local conferences

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

Objectives

- To apply for funding for the Fofa programme to ensure its sustainability
- To conduct eight medico-legal consultations
- To source two tenders 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

Outcomes

- Eight donors were approached. One application was unsuccessful. Others are pending.
- Six consultations were conducted with two scheduled for January 2017.
- One tender was conducted for the Mpumalanga Department of Education and another is planned for 2017.
- Outreach projects to different African countries: Lesotho (Human Rights Watch), Kenya (Kenyatta University), Ethiopia (African Union) and Mauritius (University of Mauritius)
- Partnerships are still developing and initial training was conducted for NPA. Curriculum development for the Department of Justice is in progress.

1.4 UP Strategic Goal – Strengthen International Profile

Objectives

- To act as host for two international researchers
- To attract one postdoctoral fellow
- To share research findings with international peers (i.e. at least eight conference presentations)

Outcomes

- Hosted Prof Brenda Louw (East-Tennessee State University), Prof Rhea Paul (Sacred Heart University, Connecticut) and Dr Mary Wickenden (University College, London). Other scheduled international visits were postponed due to campus instability.
- Two postdoctoral fellows were attracted: Dr Alida Naudé and Dr Liezl Schlebusch.
- Altogether 45 presentations were made at international conferences by different staff members. Fifteen UP front page articles focused on CAAC activities. Increased information dissemination occurred via social media. Facebook followers increased by 254 from 581 to 835.



MA (AAC) students at the Autumn graduation in April



M (ECI) students at the Autumn graduation



Graduation of Dr T Kyarkanaye at the Spring graduation in September



BA Honours (AAC) students at the Autumn graduation



Dr L Moodley and Dr L Rathbone at the Autumn graduation ceremony

2. REFLECTION ON ACTIVITIES DURING 2016

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:	3	L Rathbone and L Moodley graduated at the April ceremony and T Kyarkanaye at the September ceremony. Fourth-year students are progressing well and expected to graduate in 2017. All students are actively involved in various phases of their research. Publications during studies are increasing and becoming the new norm. Both first-year students successfully applied for ethics approval.
	4 th year:	2	
	3 rd year:	2	
	2 nd year:	4	
	1 st year:	2	
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates:	9	Nine students graduated at the April graduation ceremony, two from the research programme and seven from the course work programme. Three of the second-year students are expected to graduate in April 2017 and two in September 2017. One first-year student discontinued, while seven are progressing well and will enter their second year in 2017.
	2 nd year:	5	
	1 st year:	7	
Master's in Early Childhood Intervention M (ECI)	Graduates:	8	Eight students graduated in April. All 13 students successfully completed their second year and will graduate in 2017. Portfolio assignments indicated substantial growth by students. Seventeen students will enter their second year of study in 2017.
	2 nd year:	13	
	1 st year:	17	
Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates:	20	Twenty students graduated at the Autumn graduation ceremony, while 15 successfully completed their second year and will graduate in 2017. Nine passed their first year and in January 2017 four will write supplementary exams and two will write aegrotat examinations.
	2 nd year:	15	
	1 st year:	15	

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

During the second semester of the year, Mrs Enid Moolman was involved in the Human Communication (KMP 320) lectures of the third-year Speech-Language Pathology and Audiology students. Mrs Moolman presented the first part of the KMP 320 module, which highlighted Augmentative and Alternative Communication. The second part of the module, which focused on secondary professional functions, was presented by the Department of Speech-Language Pathology and Audiology. Mrs Moolman's 21 lectures on Augmentative and Alternative Communication were spread over seven weeks and involved three periods per week. A total of 57 students, of whom 23 were Speech-Language Therapy students and 34 Audiology students, attended these lectures. All students achieved 60% or more in the stringent assessment process and hence no exams were written in 2016.

Dr Ensa Johnson and Dr K Mostert-Wentzel co-supervised five third-year Physiotherapy students (S Bosch, L Eksteen, K Satekge, E Oosthuizen and M Vos) on their research project. The students completed their proposal during 2016 and will complete their final data collection in 2017.

2.1.3 CAAC involvement in academic programmes of other universities

On 5 April, 15 students (enrolled for their final year in Speech-Language Pathology and Audiology at Sefako Makgatho University) visited the Centre for AAC together with their lecturer, Prof Anna-Marie Wium. Two persons using AAC (Carla van Nieuwenhuizen, aged 25, and Zainab Omar, aged 12), shared their experiences and expertise with the students. Zainab indicated that people's impatience when communicating with a person using AAC was a major barrier to interaction. Students were made aware that persons who use AAC have a lot to share, including their emotions! Carla challenged students to look beyond the disability and see the person. She shared how using AAC had helped her to fulfil a public relations and advocacy position for a stimulation centre for children with disabilities. Students were also given a brief introduction to AAC technology and provided with the opportunity to handle and use some of the communication aids and interact with Carla and Zainab. By all accounts, students found the exposure inspiring and helpful. In reflecting on the visit, one student (Mr T Lekgoro) commented:

"This trip on its own illustrated the multicomponent element that rests at the Centre of what AAC is; multidisciplinary with the client as the sailor of the ship. I was excited to be in the midst of the users more than anything. Seeing them in action while demonstrating the use of their systems, and communicating effectively brought new life to my understanding of the theoretical work I and others in class have had our noses in, in attempts to understand. ...I love AAC and who knows, perhaps I might just specialise in it."

2.1.4 Lectures by staff at other institutions

On 15 June, Mrs K van Niekerk presented a lecture to the students doing their Master's degree in Occupational Therapy at the University of the Witwatersrand. Six students attended the lecture entitled "An introduction to AAC: The role of the Occupational Therapist" as part of the on-site week training. Students were exposed to various types of AAC and they expressed their interest in the application within their daily working environments.

3. RESEARCH

3.1 Publications

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

3.1.1 Journal articles in peer-reviewed, accredited journals

- Bastable, K., Dada, S., & Uys, K.** (2106). The effect of non-powered, self-initiated mobility on engagement of young children with severe motor impairment. *Physical & Occupational Therapy in Pediatrics*, 36(3), 272–291. doi.org/10.3109/01942638.2015.1126879.
- Bornman, J., Bryen, D. N., Morris, J., & Moolman, E.** (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>.
- Bornman, J., Donohue, D. K., Maré, N., & Dada, S.** (2016). Comparing two response modes in a mathematics test for learners in Foundation Phase with severe physical disabilities: A South African example. *International Journal of Educational Science*, 14(1,2), 37–44.
- Bornman, J., & Rathbone, L.** (2016). A sexuality and relationship training programme for women with intellectual disabilities: a social story approach. *Sexuality and Disability*, 34(3), 269–288. doi:10.1007/s11195-016-9450-z.
- Bornman, J., White, R., Johnson, E., & Bryen, D.** (2016). Identifying barriers in the South African criminal justice system: Implications for individuals with severe communication disability. *Acta Criminologica: Southern African Journal of Criminology*, 29(1), 1–17. doi.org/reference.sabinet.co.za/document/EJC198539.
- Dada, S., Horn, T., Samuels, A., & Schlosser, R. W.** (2016). Children's attitudes toward interaction with an unfamiliar peer with complex communication needs: Comparing high- and low-technology devices. *Augmentative and Alternative Communication*, Early online. doi:10.1080/07434618.2016.1216597.
- 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*, 20(2), 234–42. doi: 10.1177/1367493515569326.
- 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*, 10(1), 47–51.
- Huus, K., Dada, S., Bornman, J., & Lyngnegård, F.** (2016). The awareness of primary caregivers in South Africa of the human rights of their children with intellectual disabilities. *Child: Care, Health & Development*, Early online. doi10.1111/cch.12358.
- Johnson, E., Bornman, J., & Tönsing, K. M.** (2016). An exploration of pain-related vocabulary: Implications for AAC use with children. *Augmentative and Alternative Communication*, 32(4), 249–260. doi:10.1080/074346182016.1233998.
- Nilsson, S., Johnson, E., & Adolfsson, M.** (2016). Professionals' perceptions about the need for pain management interventions for children with cerebral palsy in South African school settings. *Pain Management Nursing*, 17(4), 249–261. doi:10.1016/j.pmn.2016.03.002.

- Pettit, L. K., Tönsing, K. M., & Dada, S.** (2016). The perspectives of adults with aphasia and their team members regarding the importance of nine life areas for rehabilitation: A pilot investigation. *Topics in Stroke Rehabilitation*, Early online. doi:10.1080/10749357.2016.1207148.
- 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*, 60(5), 412–423. doi:10.1111/jir.12292.
- Smith, M., Beukelman, D., **Bornman, J.**, & Light, J. C. (2016). Reflections from Fellows of ISAAC. *Augmentative and Alternative Communication*, Early online, 1–8. doi.org/10.1080/07434618.2016.1252947.
- Tönsing, K. M.** (2016). Supporting the production of graphic symbol combinations by children with limited speech: A comparison of two AAC systems. *Journal of Developmental and Physical Disabilities*, 28, 5–29. doi:10.1007/s10882-015-9425-5.
- Tönsing, K. M., & Dada, S.** (2016). Teachers' perceptions of implementation of aided AAC to support expressive communication in South African special schools: A pilot investigation. *Augmentative and Alternative Communication*, 32(4), 282–304. doi.org/10.1080/07434618.2016.1246609.
- Viljoen, E., Bornman, J., Wiles, L., & Tönsing, K. M.** (2016). Police officer disability sensitivity training: a systematic review. *Police Journal: Theory, Practice and Principles*, Early online, 1–8. doi.org/10.1177/0032258X16674021.

3.1.2 Peer-reviewed publications

- Alant, E.** (2016). Ethics, dementia and severe communication problems. *Humanities and Social Sciences*, 4(2–1), 37–40. http://doi.org/10.11648/j.hss.s.2016040201.16.
- Bryen, D. N.** (2016). Ethical issues in conducting research involving persons with disability: A view from the past and some new challenges. *Humanities and Social Sciences*, 4(2–1), 53–59. doi.org/10.11648/j.hss.s.2016040201.18.
- Naudé, A., & Bornman, J.** (2016). A measuring instrument for ethical sensitivity in the therapeutic sciences. *Humanities and Social Sciences*, 4(2–1), 29–36. doi.org/10.11648/j.hss.s.2016040201.15.

3.1.3 Editorials

- Naudé, A., & Bornman, J.** (2016). Editorial: Ethical sensitivity – a multidisciplinary approach. *Humanities and Social Sciences*, 4(2–1), 1–4. doi.org/10.11648/j.hss.s.2016040201.11.

3.1.4 Journal articles accepted for publication

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

- Dada, S. (Commentary author)** Synthesis of interventions using high-technology communication devices suggests these devices are promising, but the synthesis is limited. *Evidence-Based Communication Assessment and Intervention*.

Tönsing, K. M. (Commentary author) Using AAC devices to facilitate requesting in children with ASD: What is the evidence? *Evidence-Based Communication Assessment and Intervention*.

3.1.5 Manuscripts submitted for publication

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

Alant, E., Zheng, W., Dada, S., & Ogle, L. Recognition of graphic symbols depicting emotions: Comparing children with autism and typically developing peers.

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

Bryen, D. N., Bornman, J., Morris, J., Moolman, E., & Sweatman, W. M. Use of mobile technology by adults who use AAC.

Dada, S., Samuels, A., & Crusto, C. Perspectives of professional service providers on the psychological trauma experienced by young South African children.

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

Johnson, E., Morwane, R. E., Dada, S., Pretorius, G., & Lotriet, M. Adult learners' perspectives on their engagement in a hybrid learning Honours programme at a South African university.

Kyarkanaye, T., & Samuels, A. Team collaboration in ECI: Caregiver perspectives.

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

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

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

Naudé, A., & Bornman, J. Etiese sensitiviteit van audioloë in praktyk. {Ethical sensitivity of practising audiologists}

Oosthuizen, I., Dada, S., Bornman, J., & Koul, R. Message Banking: Comparing perceptions of people with MND, significant others and speech therapists.

Ramaahlo, M., Tönsing, K. M., & Bornman, J. Disability policy provisions for South African tier one Universities: A critical analysis.

Schlebusch, L., Dada, S., & Samuels, A. Family quality of life of South African families raising children with autism spectrum disorder.

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

Van Niekerk, K., Dada, S., Tönsing, K. M., & Boshoff, K. Factors perceived by Health Care Professionals to influence the provision of Assistive Technology: A systematic review.

White, R., Bornman, J., & Johnson, E. From silence to justice: Implications for people with little or no functional speech accessing criminal justice.

3.1.6 Books

Bornman, J., & Rose, J. (2016). *Believe that all can achieve. Increasing classroom participation in learners with special support needs* (2nd ed.). Pretoria: Van Schaik.

3.1.7 Chapters in books

Bornman, J. (2016 in press). Human rights of children with disability: Exploring the role of the ICF-CY. In S. Castro & O. Palikara (Eds.). *An emerging approach for Education and Care: Implementing a world-wide classification of functioning and disability*. London: Routledge.

Bornman, J. (2016 in press). Developing inclusive literacy practices in South African schools. In Milton, M. *Inclusive Principles and Practices in Literacy Education*. Emerald Publishing & Bingley UK.

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3.1.8 Publications to raise public awareness

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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)**

The main aim of this project is to remediate speech and language disorders in the lives of South African children with developmental delay by enhancing the health care service delivery system to better serve families across diverse language backgrounds. The project builds upon our long-term research collaboration and Fogarty funding (TW008999) through the Global Brain Disorders Initiative. In 2016, ethics approval was obtained from the University of Pretoria as well as IRB approval from Georgia State University (US) to conduct this project. A focus group discussion was conducted with parents of children with developmental disabilities on mobile technology development, as part of a needs analysis. Results were presented at the 17th biennial conference of the International Society for Augmentative and Alternative Communication (ISAAC), Toronto, Canada. Two further focus group discussions were conducted: one with speech-language pathologists and one with parents on APP development and content. The results obtained were presented at the 2016 mHealth Network Meeting in Washington DC (24 October), as well as at the SRCD Meeting on Technology and Media in Child Development, Irvine, California (27-30 October).

3.2.2 **Sweden (Science and Technology Research Collaboration (STINT))/South Africa (NRF) Science and Technology Research Collaboration (PI: Prof S Dada)**

This collaborative project led by Prof Shakila Dada and Prof Karina Huus (CHILD group at Jönköping University) aims to promote scientific and technical cooperation between the two universities. The aim of the project is to implement joint research and to arrange student and staff exchange. As part of this project, a group of four doctoral students and a postdoctoral fellow from the Centre for Augmentative and Alternative Communication (CAAC) attended a week-long research seminar at Jönköping University in Sweden (5-18 June). The aim of the visit was to explore the exchange of ideas through interaction among postgraduate students and researchers, and to attend a research seminar on conducting systematic reviews. Dr Liezl Schlebusch completed a three-month postdoctoral visit (October 2016– January 2017) during which she also focused specifically on conducting systematic reviews.



The participants commented on the seminar as follows:

'This wonderful experience opened my eyes to the benefits of collaborative research and how effective it can be in impacting the lives of people around the world. I learnt about the similarities and differences between the South African and Swedish practices applied to support children living with disabilities, and the opportunity to collaborate with other researchers to enhance my own study revived my enthusiasm for my research topic and inspired new ways of thinking. Despite differences in the stages of development of different countries, health practices all over the world experience similar problems. This made me realise that with regard to its applicability, my research need not be limited to the South African setting only. I am inspired by the prospect of doing research that cuts across continents.'

Njabulo Mbanda, doctoral candidate

'The week spent in Sweden was an exceptional and eye-opening experience. Being able to present my PhD study to other students was rewarding as I received critical feedback and valuable suggestions. The experience gained through working with international students broadened my knowledge and inspired me to

put in the necessary effort to improve my research projects. It was also wonderful to learn how major collaborative research projects are planned and developed.'
Refilwe Morwane, doctoral candidate

'First and foremost, I want to thank Prof Shakila Dada for selecting me for this most rewarding academic opportunity and for her unwavering dedication to supporting young academics. The experience gained in Sweden and the collaboration with academics from the Jönköping University was productive and stimulating. Their expertise, dedication and enthusiasm for research were both contagious and motivational. This collaboration served and continues to serve as a source of guidance for me, especially at this stage of my PhD journey and for future academic undertakings. I would also like to express my appreciation for the inputs and camaraderie of my South African fellow students and colleagues who participated in this collaboration. Thank you very much! Or, as they say in Sweden: "Tack så mycket!"

Maria Ramaahlo, doctoral candidate

'The week we spent at Jönköping University with Prof Karina Huus and her colleagues was beneficial in so many ways. Not only did the discussions and debates stimulate our critical thinking and clarify our ideas, but it also fostered social and academic relationships that go well beyond the scope of this project. The week-long collaboration created an environment of active, involved and exploratory learning that encouraged diverse perspectives and we were able to develop ideas that were more complete and comprehensive.'

Liezl Schlebusch, postdoctoral fellow

3.2.3 Mellon-funded Faculty Research Project: Enhancing the well-being of vulnerable children

Development of means for children with severe communication disabilities to disclose sexual abuse and acts of crime against them (PI: Prof J Bornman)

The aim of this project is to develop a means of communication for children with severe communication disabilities to disclose sexual abuse and acts of crime against them as part of the faculty research theme on traumatised children. In 2016, one of the PhD students involved in the project, Dr Liezel Rathbone, graduated at the April graduation ceremony. Three publications were completed with a fourth one submitted for review. Three international conference presentations were delivered at the 17th Biennial ISAAC conference in Toronto, Canada, as part of this project.

3.2.4 SANORD-funded research project: Participation environments of young children with disability: Ensuring cross-cultural equivalence and validity of the YC-PEM measure for the South African context (PI: Prof J Bornman)

The aim of this project was to culturally adapt and evaluate the properties of the YC-PEM for use by primary caregivers and parents of South African children with and without disabilities between the ages of 3 and 5 years. Twenty-four participants took part in the two 90-minute focus groups discussions - one with nine primary caregivers of typically developing children, and one with nine parents of children with disability - as well as six cognitive interviews. Results indicated that the majority of activities were culturally relevant for the South African context. However, the primary caregivers of both groups expanded the lists of activities and wanted to add specific aspects.

In total, new examples were added for about 42% of the items, and revisions of item definitions were made for about 7% of the items. The results from this study are currently being analysed in depth and a joint manuscript between the South African and Swedish collaborators is being prepared for publication in a peer-reviewed accredited journal.

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

The aim of the project is to implement the results from the first SoTL grant on students' perspectives on their engagement in the BA Hons (AAC) hybrid learning programme as guidelines to design further online engagement activities in the BA Hons (AAC) programme. Main findings of the first study were that adult learners had intermediate to low computer literacy skills, which affected their own self-efficacy towards an ability to study and use technology. As they became more confident in the use of technology, their self-efficacy improved. The social engagement from the side of lecturers, especially their support to students, was also important for the participants. Other factors such as Internet access, power failures and financial constraints hampered their access to online activities. Results were presented at two different conferences: a paper presentation at the 10th Annual University Teaching and Learning Higher Education Conference in Durban, and a poster presentation at the combined ICED (The International Consortium for Educational Development)/HELTASA (Higher Education Learning and Teaching Association of Southern Africa) Conference in Cape Town. A manuscript was also submitted.

3.2.6 National Institute for the Humanities and Social Sciences (NIHSS) and Indian Council of Social Science Research (ICSSR) (PI: Prof S Dada)

The South African National Institute for the Humanities and Social Sciences (NIHSS), and the Indian Council of Social Science Research awarded a research grant to Associate Professors Shakila Dada and Santoshi Halder (University of Calcutta, India).

The aim of this programme is to promote and strengthen research cooperation between these two countries in the humanities and social sciences through a funded joint research project that focuses on exploring the perspectives of children with intellectual disabilities in a post-liberal South Africa.

The grant includes a postgraduate bursaries component that was awarded to 18 Master's students in Early Childhood Intervention who participated in the research project. Data was collected on 112 children with intellectual disabilities in five provinces and in four languages in South Africa. This data will be analysed in depth in 2017 and prepared for publication. Prof Halder will also visit the Centre in 2017.



Students preparing for data collection

3.2.7 Carnegie African Diaspora Fellowship Programme to Support Projects in Africa: FOCUS-34 (PI: Prof J Bornman)

The Focus on Outcomes of Communication Under Six-34 (FOCUS-34) was translated into Afrikaans by a group of researchers (Prof Brenda Louw from East Tennessee State University, Prof Bornman, Mrs Van Niekerk and Mrs Moolman) as the first step in making Focus-34 available in different African languages. To socially validate the Afrikaans translation, two focus group discussions were held, one with SLPs and one with parents of children with communication disorders under the age of six. Lively discussion and enthusiastic participation characterised both groups. A colloquium was presented and attended by speech-language therapists, social work students, social workers, teachers and parents. (Note that the Focus-34 tool (including its Afrikaans translation) is freely available on the web at <http://research.hollandbloorview.ca/outcomemeasures/focus>).



Attendees at the colloquium held on 18 May

3.2.8 NRF-funded project (Thuthuka postdoctoral grant) (PI: Dr K Tönsing)

a) Project 1: AAC intervention for multilingual clients: Service provider perspectives

The aim of the project is to explore the perceptions of AAC service providers in respect of AAC intervention with multilingual persons. Three focus group discussions were held with AAC service providers and qualitative analysis of the results revealed five themes. The results were presented at the ISAAC conference in Toronto and also at the ENT/SAAA/SASLHA conference in Johannesburg. A manuscript is being prepared.

b) Project 2: Communication practices and needs of multilingual persons using AAC

The aim of this project is to determine the communication practices and needs of multilingual persons in need of AAC. To date, data has been collected from 25 persons using AAC by means of a questionnaire. Data analysis is currently under way.

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

a) Project 1: Augmented input

The aim of this project is to conduct a systematic review of augmented input strategies. A grant holder-linked bursary was awarded to a Master's student to work on this project. The student together with the PI and collaborator Professor Ralf Schlosser developed a systematic review protocol that has since been registered with PROSPERO. A pilot scoping search has been conducted and the implementation of the protocol has commenced.

b) Project 2: Current augmentative and alternative communication practices: South African speech-language pathologists' perceptions

This project aims to investigate SLPs' perceptions regarding their current AAC practices, specifically, their assessment and intervention practices, graphic symbols selected and the layout used for displays. A total of 182 potential participants were reached, but only 77 SLPs met the selection criteria and eventually participated in this study. The findings were presented at the ISAAC Conference in Toronto as well as at the Annual AAC Research Seminar in SA.

3.2.10 RDP-funded projects

a) The effect of an AAC training programme comprising augmented input (PI: Prof S Dada)

An AAC training programme comprising an augmented input strategy and using an iPad™ with AAC software on the receptive language abilities of children with little or no functional speech was developed and piloted. Data collection with six children with LNFS was completed.

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

The main aim of this project is to investigate South African healthcare professionals' perspectives on the use of AAC strategies in intensive care settings in order to suggest possible AAC strategies suitable for implementation in private and government hospitals in South Africa. This project is conducted in collaboration with Dr Tanya Heyns (Department of Nursing Science, UP) and Prof Stefan Nilsson (University of Gothenburg).



4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

4.1 Community engagement projects

4.1.1 Mandela Day: *“Education and Literacy: Adapting books”*

On Mandela Day, 18 July, the CAAC and its Master’s students in Early Childhood Intervention gave their 67 minutes and adapted children’s books for children with disabilities, in keeping with one of the Mandela Day themes, 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 educational and powerful tools to develop the literacy of young children with disabilities. The MECI students added page fluffers (which are used to enlarge the space between pages for children with disabilities who struggle to turn pages), textures and picture communication symbols to the children’s books. On 14 September the books were donated to Chrysalis Preschool for young learners with special needs in Pretoria. The preschool provides adapted schooling and intensive therapy to children with a variety of disabilities (including physical and psychosocial) from ages 3 to 6 years. Chrysalis Preschool’s goal is to enhance the quality of life of children with disabilities and that of their families through providing various interventions, a supportive environment, caring and committed staff, and an attitude of perseverance and gratitude.



All our staff and students at the CAAC are inspired daily by Nelson Mandela’s legacy and we made this small contribution to Chrysalis Preschool in the hope that it will change the lives of these young children with disabilities.

4.1.2 Casual day: *“Up your Game”*

On 2 September, the CAAC hosted a “Mini-Olympics” in line with the year’s Casual Day theme *“Up your game”*. Casual Day is South Africa’s foremost fundraising campaign for persons with disabilities and it is the flagship project of the National Council for Persons with Physical Disabilities in SA (NCPDPSA). The CAAC staff and students were joined by the third-year Speech-Language Pathology and Audiology students as part of their KMP 320 lectures. All joined in the fun and games in aid of raising awareness for people with disabilities. By hosting this event on the lawn outside the CAAC and broadcasting on TUKS FM, UP students’ general awareness of people with disabilities was increased.



4.1.3 Devices practical day

Third-year Speech-Language Pathology and Audiology students attended a devices practical day on 2 September, as part of their module on AAC.



CAAC staff demonstrated various speech-generating devices to the students and the latter also had the opportunity to try out the devices themselves. Mrs Lisa Ellis from Inclusive Solutions joined us on the day and inspired the students with demonstrations of various eye-tracking systems, as well as a short information session on the use of technology with individuals with disabilities.

Two non-speaking individuals who use AAC on a daily basis, Ms Carla van Niewenhuizen and Ms Constance Ntuli, addressed the students and gave them a whole new insight into what it is like to be non-speaking and living with a disability. Their enthusiasm for life was a true inspiration to all.

4.1.4 Fofa Communication Empowerment Programme



The Fofa Communication Empowerment Programme was presented from 18-24 September by the Centre for AAC, under the leadership of Dr Kerstin Tönsing. Participants came from five provinces and included four new participants, two returning ones and two alumni of the programme who acted as mentors. All the participants have severe communication disabilities. Many come from disadvantaged backgrounds and have experienced a lack of agency and self-determination. Together with their personal assistants, they were hosted at the University and engaged daily in workshops, presentations and social activities aimed at encouraging them to optimise their use of AAC and to start voicing their own dreams and hopes for the future. The Fofa Programme, the first of its kind in Africa, commenced in September 2005, and is based on the Augmentative Communication and Empowerment Supports (ACES) programme developed by Prof Emerita Diane Nelson Bryen at Temple University, Philadelphia, as a method to teach participants about AAC and disability rights (Bryen, Sleseransky & Baker, 1995).

The week started off with AAC systems checks and optimisation. Much of the week was then spent on a series of workshops by CAAC staff under the banner “Daring to Dream”, whereby participants were encouraged to express and visualise their Big Dream – the one life goal most important to them at the moment. This ranged from professional training, employment and career choices to entrepreneurial business ventures. Participants were encouraged to put action plans in place that would assist them in working towards the fulfilment of their dreams, and to complete at least one first step during the week. Daring to Dream: Turning Dreams into Future Realities was developed by Professor Emerita Diane Nelson Bryen (Bryen, 2012).

Mr Ramaari Booi from Khano Consulting gave an engaging presentation on how to navigate the job market and alerted participants to various forms of employment and income-generating opportunities. On Wednesday, we hit the streets of Hatfield to have lunch at the Wimpy – a learning

experience for some of the participants who ordered their own meals for the first time, and certainly a learning experience for many of the Wimpy staff who had to take orders being placed through AAC.

On the final day, participants shared their dreams and goals, as well as the insights they gained, with an open audience, using their AAC devices. They convinced their audience that, although they may have difficulty speaking, they have many ambitious dreams and goals for their life and are determined to reach them. In spite of the challenges that many of them experienced, they were determined to spread their wings and fly.

As part of the AAC awareness month activities, five YouTube videos were released, each featuring a short extract from the speeches given by the participants. An overall summary video can be found at <http://www.up.ac.za/en/centre-for-augmentative-alternative-communication/article/25835/fofa-communication-empowerment-programme>

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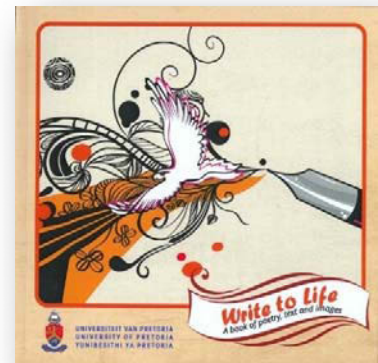
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4.1.5 Book launch: “Write to Life”

On Friday, 23 September, the Centre for AAC launched a book of poetry, text and images entitled ‘*Write to Life*’. The book is a compilation of creative expressions primarily from people who use augmentative and alternative communication. Through poetry and images, they shared their thoughts, impressions and perceptions in a way that speech does not allow them to.

‘*Write to Life*’ particularly profiles the seven young adults with severe communication disabilities who participated in the 2015 Fofa Communication Empowerment Programme project week entitled ‘*Words and Beyond*’, which focused on creative writing, self-expression through photography and a formal photo shoot. Through these avenues, the young adults who are so often side-lined, kept silent or disregarded by society found a voice to express themselves. The book also contains poems by other younger and older writers with disabilities and stakeholders in the field of AAC, including alumni of the Fofa Programme, parents of persons with disabilities and service providers.

The book production was supported by many individuals who freely gave their time and talents to ensure that this publication saw the light. The CAAC staff are extremely grateful to each person who contributed towards ‘*Write to Life*’.



4.1.6 AAC Awareness

On 27 October, Mrs Madima and Ms Ntuli from the CAAC visited the Department of Social Development's Disability Unit and gave a workshop entitled *Introduction to AAC & AAC technology* to 60 enthusiastic delegates in Lenasia. This was another great workshop given in AAC Awareness Month.

The participants enjoyed participating in the "Who wants to be a millionaire?" game that tapped their knowledge on AAC issues. A practical session in which participants were taught the manual signs for a song produced many smiles and much laughter. Stringing signs together to form a song is definitely more difficult than it looks!



Mrs Vuledzani Madima and Ms Constance Ntuli creating AAC awareness among the participants at the Department of Social Development

5. DISSEMINATION OF INFORMATION

Table 2

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

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
15 July Pretoria	Dr E Johnson Mrs R White Mrs VP Madima	National Persecuting Authority of South Africa's court preparation officers, prosecutors	Providing information about disability and AAC	Workshop was useful and informative and attendees planned to implement the knowledge gained when assisting an individual with a communication disability during the court preparation process.
25-29 July Badplaas, Mpumalanga	Dr E Johnson Ms R Morwane	35 educators and district officials	Introduction to AAC	The teachers found the content useful and planned to implement the strategies used and share the knowledge acquired with colleagues at their schools.
29 August, Pretoria CP School	Prof J Bornman	50 therapists and teachers	Challenging Behaviour: An AAC approach to management	All participants found the strategies enlightening and practical and were interested in the fact that behaviour could be viewed from a communication perspective by stimulating discussion with a lively Q & A session.
12 September Pretoria CP School, Pretoria	Dr E Johnson	40 staff members (therapists and teachers)	Providing feedback to the staff on the CP research project conducted at the school	Attendees were grateful for the feedback and the information on pain- related vocabulary that they could use and implement at their school.

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
15 September Chrysalis Preschool, Pretoria	Dr K Tönsing	15 parents of children with severe disabilities who attend Chrysalis Preschool	Providing information about AAC and services offered by the CAAC	Parents were very interested in different AAC options and in the consultation service offered by the Centre for AAC.



Dr Kerstin Tönsing, Dr Ensa Johnson, prof Juan Bornman and Mrs Robyn White at the 17th Biennial ISAAC Conference in Toronto

6. CONSULTATIONS

Altogether **17** consultations for persons with little or no functional speech and their support teams (family and service providers) were conducted. The aim of these consultations was to suggest appropriate AAC solutions (symbols, aids, techniques and strategies) for the client and his/her team, based on their needs, capabilities and resources. The consultations also assisted in developing new tools and resources to be used in student training.

In addition, **six** new medico-legal consultations about quantum trials were conducted, as well as **one** re-evaluation to prepare for court.



Dr Kerstin Tönsing and Mrs Karin van Niekerk in consultation with a client

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		
25 May	Prof J Bornman Dr A Naudé	Paper: <i>Case study approach to teaching and measuring ethics in the therapeutic sciences.</i> Logroño, Spain.
26 May	Prof J Bornman Dr A Naudé	Paper: <i>Measuring intercultural sensitivity and implications for ethics training.</i> 4IAEE Ethics Education & Intercultural Encounter Conference, Logroño, Spain.
30 May	Prof J Bornman	Invited guest lecture: <i>Using AAC to disclose violence: implications for vocabulary and symbols.</i> DART, Gothenburg, Sweden.
1 June	Prof J Bornman	Invited keynote address: <i>Human rights of children with disability: reality or fantasy.</i> International Conference on Cerebral Palsy and other childhood-onset Disabilities. Challenge the Boundaries Conference, Stockholm, Sweden.
3 June	Dr E Johnson Prof S Nilsson ¹ Dr M Adolfsson ²	Paper: <i>Professionals' Perceptions of Pain Communication of Children with Cerebral Palsy in South African School Settings.</i> International Conference on Cerebral Palsy and other childhood-onset Disabilities. Challenge the Boundaries Conference, Stockholm, Sweden.



Prof Juan Bornman and
Dr Alida Naudé in Spain

¹ University of Gothenburg, Sweden

² Jönköping University, Sweden

3 June	Prof S Nilsson ¹ Dr E Johnson Dr M Adolfsson ²	Paper: <i>Professionals' Perceptions of Pain Management of Children with Cerebral Palsy in South African School Settings.</i> International Conference on Cerebral Palsy and other childhood-onset Disabilities. Challenge the Boundaries Conference, Stockholm.
3 June	Profs M Granlund ² , K Huus ² , S Dada, Drs A Samuels ² , B Adair ³ , B Björkman ² , M Björk ² , M Adolfsson ² , K Enskär ² L Almqvist ³ , M Sjöman ² H Danielsson ⁴ , L Darcy ² , A-K Axelsson ² , E Björck- Akesson ² , F Lygnegård ² & Prof R Simeonsson ⁵	Mini symposium: <i>Involving children with long-term health conditions and disabilities as participants in longitudinal studies.</i> International Conference on Cerebral Palsy and other childhood-onset Disabilities. Challenge the Boundaries Conference, Stockholm, Sweden.
4 June	Prof J Bornman	Invited symposium: <i>Find the way: Overcoming Sociocultural Barriers that impact wellbeing of children with disabilities.</i> International Conference on Cerebral Palsy and other childhood-onset Disabilities. Challenge the Boundaries Conference, Stockholm, Sweden.
7 June	J Bornman	Invited presentation: <i>Research meeting CeDDR (Centre for Disability and Development Research).</i> Stockholm University.
8 June	Dr T Kyarkanaye Dr A Samuels Prof S Dada	Paper: <i>Team collaboration in Early Childhood Intervention Services in South Africa: Caregiver perspectives.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
8 June	Dr L Schlebusch Dr A Samuels Prof S Dada	Paper: <i>South African families raising children with autism spectrum disorder: Relationship between family routines, cognitive appraisal, and family quality of life.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
9 June	Mrs K van Niekerk Prof S Dada Dr K Tönsing	Paper: <i>Factors perceived by health care professional to influence the provision of Assistive Technology: A systematic review.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
9 June	Dr E Johnson Prof S Nilsson ¹ Dr M Adolfsson ²	Paper: <i>The Rights of Children with Cerebral Palsy to Use Alternative Means when Communicating Pain.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
9 June	Dr M Adolfsson ² Dr E Johnson Prof S Nilsson ¹	Paper: <i>Cultural Impact on Environmental Conditions for Pain Management of Children with Cerebral Palsy in School Settings.</i> International Society on Early Intervention Conference, Stockholm, Sweden.

³ Mälardalen University, Sweden⁴ Jönköping University, Sweden⁵ University of North Carolina, Chapel-Hill, US

9 June	Dr L Schlebusch Dr A Samuels Prof S Dada	Paper: <i>Family quality of life of South African families raising children with autism spectrum disorder.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
10 June	Dr A Samuels ² Prof S Dada Prof C Crusto ¹²	Paper: <i>Trauma in Children in South Africa.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
10 June	Dr A Samuels ² Prof M Granlund ² Prof S Dada, Prof K Huus ² Dr B Adair ³ Dr M Björk ² Dr L Almqvist ⁴ Dr P Ragavendra ⁶ Dr J Cadima ⁷	Paper: <i>A systematic review of how change in activities and participation has been conceptualised in longitudinal studies of children and youth with long-term health conditions.</i> International Society on Early Intervention Conference, Stockholm, Sweden.
8 August	Dr E Johnson Prof J Bornman Dr K Tönsing	Paper: <i>Model for vocabulary selection of sensitive topics: An example from pain-related vocabulary.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Dr E Johnson Prof S Nilsson ¹ Dr M Adolfsson ²	Paper: <i>Pain communication of children with cerebral palsy in South African school settings: AAC implications.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Mrs I Oosthuizen Prof S Dada Prof J Bornman	Paper: <i>Message banking: Comparing perceptions of people with Motor Neuron Disease, significant others and speech therapists.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Mrs J Mngomezulu Dr K Tönsing Prof S Dada	Poster: <i>Core vocabulary for Zulu-speaking pre-schoolers in need of AAC.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Prof J Bornman Prof D Bryen Mrs R White	Paper: <i>Training police to obtain an effective statement from crime victims with Complex Communication Needs who use AAC.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Mrs M Gropp Prof J Bornman Dr E Johnson	Paper: <i>Nurses' perspectives toward patient communication using a low-tech communication board in an intensive care unit.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
8 August	Dr K Tönsing Ms K Brewis Prof S Dada	Paper: <i>Comparative effects of two AAC Systems on vocal productions of children with Motor Speech Disorders.</i> International Society of AAC, 17 th Biennial Conference,

⁶ Flinders University, Australia⁷ University of Porto, Portugal

Toronto, Canada.		
9 August	Dr K Bastable Prof S Dada	Paper: <i>The effect of non-powered mobility on the engagement of young children with severe mobility impairment.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
9 August	Dr K Tönsing Prof S Dada	Poster: <i>Implementation of AAC aids in schools for students with special educational needs: teacher's perceptions.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
9 August	Ms Y Murphy Prof S Dada Dr K Tönsing	Paper: <i>Current augmentative and alternative communication practices: South African speech-language pathologists' perceptions.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
9 August	Prof J Bornman Prof M Ronski ⁸ Prof R Sevcik ⁹ Mrs V Madima	Poster: <i>AAC services via mobile health technology applications: Speech-language therapists and caregiver perceptions in rural South Africa.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
10 August	Mrs R White Prof J Bornman Dr E Johnson	Paper: <i>Testifying in court: Vocabulary required by illiterate individuals with complex communication needs.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
11 August	Prof S Dada Mrs K van Niekerk Dr K Tönsing	Paper: <i>Systematic review of factors influencing health care professionals in provision of assistive technology to children.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
11 August	Dr K Tönsing Dr G Schlünz ⁹ Mrs K van Niekerk Ms I Wilken ¹⁰	Paper: <i>Communication practices and needs of multilingual persons in need of/using AAC.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
11 August	Ms G Kaldes ⁹ Prof M Ronski ⁹ Prof R Sevcik ⁹ Dr K Tönsing Ms M King ⁹	Poster: <i>Emergence of graphic symbol combinations by toddlers in parent-coached AAC language intervention.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
11 August	Mrs E Nel Prof J Bornman Dr K Tönsing	Paper: <i>Fight, flight or fright: Understanding police officers' perceptions when interviewing individuals with complex communication needs who report being the victim of a crime.</i> International Society of AAC, 17 th Biennial Conference, Toronto, Canada.
6 & 7 September	Prof J Bornman	Invited Paper: <i>Learning from existing practices in the area of communication.</i> Regional Expert meeting on support services

⁸ Georgia State University, US⁹ CSIR, Pretoria

for persons with disabilities, Addis Ababa, Ethiopia.

13 September Ms R Morwane
Dr S Sefotho
Prof J Bornman

Paper: *Constructing hephrapreneurial careers via the Fofa project.* Communication Matters, Leeds, United Kingdom.

24 October Prof M Ronski⁹
Prof J Bornman
Dr R Sevcik⁹
Dr K Tönsing
Mrs V Madima &
Dr M King⁹

Paper: *Using Mobile Health Technology to optimise Communication Outcomes for South African Children with developmental disorders.* Fogarty International Centre, mHealth Network meeting, Washington DC, US.

24 October Prof M Ronski⁹
Prof J Bornman
Dr R Sevcik⁹,
Dr K M Tönsing,
Mrs V Madima
Dr M King⁹

Poster: *Using Mobile Health Technology to optimise Communication Outcomes for South African Children with developmental disorders.* Fogarty International Centre, mHealth Network meeting. Washington DC, US.

10 November Prof J Bornman

Invited plenary: *Children's rights and childhood intervention.* CHILD: 10 years at Jönköping University, Celebration Senior Series, Sweden.

18 November Prof B Louw¹⁰
Prof J Bornman

Paper: *The ICF-CY as Framework for International Collaboration to Improve Services for Children with Communicative Disorders.* ASHA Convention, Philadelphia, US.



Prof Juan Bornman in Ethiopia



CAAC Staff and students at the 17th Biennial ISAAC Conference, Toronto

¹⁰ East Tennessee State University, US

NATIONAL

20 July	Prof J Bornman	Paper: <i>Human rights of children with disability: Reality or fantasy.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Prof S Dada Prof C Crusto ¹¹ Dr A Samuels	Paper: <i>Trauma experiences of young children in South Africa.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Dr E Johnson Prof S Nilsson ¹ Dr M Adolfsson ²	Paper: <i>The Rights of Children with Cerebral Palsy to Use Alternative Means when Communicating Pain.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Mrs K van Niekerk	Paper: <i>Systematic review of factors influencing health care professionals providing assistive technology to children with disability.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Dr L Schlebusch	Paper: <i>South African families raising children with Autism Spectrum Disorder: Relationship between family routines, cognitive appraisal and family quality of lives.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Dr T Kyarkanaye	Paper: <i>Team collaboration in early childhood intervention services in South Africa: Comparing professional and caregiver perspectives.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.
20 July	Ms R Morwane	Paper: <i>PhD student experience at an International Conference.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
24 August	Dr K Tönsing	Invited Plenary: <i>Finding a voice, shattering the silence.</i> Enabling (rural) children and youth with disability: Work Conference, Gelukspan District Hospital, Mafikeng.
21 September	Prof J Bornman	Invited presentation: <i>Identifying and understanding communication barriers in accessing justice and their impact on investigation and testimony for both victims and accused.</i> Access to Justice Open Society (OSISA), Johannesburg.
21 September	Dr E Johnson Mrs M Lotriet Ms R Morwane Mrs G Pretorius Prof S Dada	Paper: <i>Adult learners' perspectives on their engagement in a hybrid learning Honours programme at a South African university.</i> UKZN 10 th Annual Teaching and Learning Higher Education Conference, Durban.
29 September	R Morwane	Paper: <i>Constructing hephrapreneurial careers via the Fofa project.</i> ECI Research Seminar, Centre for AAC, University of Pretoria.

¹¹ Yale University, US

29 September	Dr K Tönsing Mrs K van Niekerk Dr G Schlünz ¹⁰ Ms I Wilken ¹⁰	Paper: <i>Communication practices and needs of multilingual persons in need of/using AAC.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Ms E Nel Prof J Bornman Dr K Tönsing	Paper: <i>Fight, Flight or Fright: Understanding police officers' perceptions when interviewing individuals with complex communication needs who report being the victim of a crime.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Prof J Bornman	Paper: <i>Training police to obtain an effective statement from crime victims with complex communication needs who use AAC.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Ms I Oosthuizen Prof S Dada Prof J Bornman	Paper: <i>Message banking: Comparing perceptions of people with Motor Neuron Disease, significant others and speech therapist.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Mrs M Gropp Prof J Bornman Dr E Johnson	Paper: <i>Nurses' perspectives toward patient communication using a low-tech communication board in an intensive care unit.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Ms Y Murphy Prof S Dada Dr K Tönsing	Paper: <i>Current AAC practices: South African speech language pathologists' perceptions.</i> Annual AAC research Seminar, Elim Church, Pretoria
29 September	Prof J Bornman Prof M Ronski ⁹ Prof R Sevcik ⁹ Mrs V Madima	Poster: <i>AAC services via a mobile health technology application.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Mrs J Mongomezulu Dr K Tönsing Prof S Dada	Poster: <i>Core vocabulary for Zulu-speaking pre-schoolers in need of AAC.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Dr K Tönsing Prof S Dada	Poster: <i>Implementation of AAC aids in schools for students with special educational needs: Teacher's perceptions.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
29 September	Ms R Morwane Dr M Sefotho Prof J Bornman	Paper: <i>Constructing hephapreneurial careers for people with complex communication needs in the FOFA project.</i> Annual AAC Research Seminar, Elim Church, Pretoria.
8 October	Dr K Tönsing Mrs K van Niekerk Dr G Schlünz ¹⁰ Ms I Wilken ¹⁰	Paper: <i>AAC services for multilingual populations in SA: Service provider perspectives.</i> ENT/SAAA/SASLHA Congress 2016, Sandton Convention Centre, Johannesburg.

9 October	Ms R Morwane Dr K Tönsing	Poster: <i>Literacy for children with cerebral palsy who need AAC: What is the role of the speech-language therapist?</i> ENT/SAAA/SASLHA Congress 2016, Sandton Convention Centre, Johannesburg.
9 October	Mrs I Oosthuizen Prof S Dada Prof J Bornman	Paper: <i>Message banking: Comparing perceptions of people with Motor Neuron Disease, significant others and speech therapists.</i> ENT/SAAA/SASLHA Congress 2016, Sandton Convention Centre, Johannesburg.
3 November	Mrs R White	Paper: <i>Access to the criminal justice system in the cities: Implications for people with communication disabilities.</i> Capital Cities Conference, Pretoria.
3 November	Dr M Sefotho Ms R Morwane	Paper: <i>Disability Pathways to Resilience through Career Construction for Hephapreneurship.</i> Dialogue and Ideas Lab Series on Resilience Research. Building resilient communities: Science dialogue for resilience in challenged context, Centre for Resilience, University of Pretoria.
24 November	Ms R Morwane Ms G Pretorius Dr E Johnson Ms M Lotriet Prof S Dada	Poster: <i>Ethical considerations in the development of a blended learning programme.</i> HELTASA Conference, Cape Town.



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
19 January	<i>Logical Framework Approach.</i> European Union. Attended by: Dr E Johnson
1-2 February	<i>Centre for Sexualities, AIDS & Gender – supported by the HEAIDS and HIV training programme.</i> University of Pretoria. Attended by: Mrs V Madima
10 February	<i>Early Career Orientation Programme.</i> Department of Research & Innovation (DRIS), University of Pretoria. Attended by: Ms R Morwane & Mrs V Madima
03 March	<i>Starting your PhD.</i> Department of Research & Innovation (DRIS), University of Pretoria. Attended by: Ms R Morwane
5 April	<i>Mapping Key Legal Issues relating to the Rights of Children with Disabilities.</i> Centre for Child Law and SA Federation for Mental Health, Randburg. Attended by: Prof J Bornman & Mrs R White
14 April	<i>Performance management.</i> University of Pretoria. Attended by: Mrs E Moolman
18 & 19 April	<i>First Aid level 1 & 2 for safety representatives.</i> University of Pretoria. Attended by: Mr T Mahlangu
21 April	<i>The orthopaedics approach to paediatrics foot complications.</i> Dr G Firth, SANDTA North-Gauteng, Neurodevelopmental Therapy Association, Constantia Park, Pretoria. Attended by: Mrs E Moolman & Mrs K van Niekerk
May - December	<i>Strengthening Doctoral Postgraduate Supervision Course.</i> University of Pretoria. Attended by: Dr E Johnson
18 May	<i>Engaging children and their families in goal setting to optimise their participation in everyday functional activities.</i> Colloquium, Prof Brenda Louw, CAAC, University of Pretoria. Attended by: Prof J Bornman, Mrs V Madima, Mrs E Moolman, Dr K Tönsing & Mrs R White
26 May	<i>Stress Management.</i> University of Pretoria. Attended by: Mrs EJC Rossetti-Siefe
30 May	<i>NIHSS, SABTT-ICSSR workshop.</i> National Institute for Humanities and Social Sciences (NIHSS), Johannesburg. Attended by: Prof S Dada

DATE	CONFERENCE, SEMINAR, WORKSHOP AND/OR TRAINING
30 May	<i>The Afrika Tikkun Empowerment Programme Child Protection Dialogue.</i> Braamfontein. <u>Attended by:</u> Mrs V Madima & Mrs R White
31 May	<i>New developments in AAC and other assistive technology.</i> Mrs D Pillay, Inclusive Solutions, Centre for AAC, University of Pretoria. <u>Attended by:</u> Prof S Dada, Dr K Tönsing, Mrs E Moolman, Ms R Morwane, Mrs K van Niekerk, Mrs R White & Mrs V Madima
7 – 10 June	<i>International Society on Early Intervention Conference.</i> Stockholm, Sweden. <u>Attended by:</u> Prof J Bornman & Ms R Morwane
30 June	<i>Universal Access.</i> South African Employers 4 Disability, Johannesburg. <u>Attended by:</u> Mrs R White
5 July	<i>Wikipedia Workshop.</i> Afrikaanse Akademie vir Wetenskap en Kuns, Akademia, Centurion. <u>Attended by:</u> Prof J Bornman & Dr E Johnson
17 August	<i>iSchool Africa Inclusion programme breakfast.</i> iStore Auditorium, Sandton. <u>Attended by:</u> Mrs V Madima & Mrs E Moolman
30 August	<i>Feeding a Hungry World: Can Africa achieve the Sustainable Development Goals of 2030?</i> The National Research Foundation, the DST/NRF Centre of Excellence Food Security and the University of Pretoria. <u>Attended by:</u> Dr K Tönsing
01 September	<i>Write Now: Getting more done through a winning group.</i> DRIS, University of Pretoria. <u>Attended by:</u> Mrs V Madima
7 September	<i>Disability Indaba. Gender-based Violence among Women with Disabilities: Towards achieving SDG5 and Agenda 2063 – Aspiration 6.</i> UNISA, Pretoria. <u>Attended by:</u> Mrs R White
7 September	<i>E-Learning for Academics.</i> Department of Education Innovation, University of Pretoria. <u>Attended by:</u> Mrs V Madima
13 September	<i>Communication Matters,</i> Leeds, United Kingdom <u>Attended by:</u> Ms R Morwane
27 September	<i>Productive Writing Workshop.</i> Department of Research and Innovation Support, University of Pretoria. <u>Attended by:</u> Mrs V Madima
29 September	<i>AAC Research Seminar.</i> CAAC, University of Pretoria. <u>Attended by:</u> Mrs K van Niekerk, Mrs E Moolman, Ms R Morwane & Mrs R White

4 October	<i>Comparison of two intervention approaches to improve speech production in children with autism.</i> Prof Rhea Paul, Centre for AAC, University of Pretoria. <u>Attended by:</u> Prof J Bornman, Dr K Tönsing, Dr E Johnson, Mrs V Madima & Ms R Morwane
8 - 10 October	ENT/SASLHA/SAAA Conference, Johannesburg. <u>Attended by:</u> Mrs V Madima
12 October	<i>An approach for collaborating with and influencing others: Ethical implications in the clinical context,</i> presented by Dr A Naudé, Centre for AAC, University of Pretoria. <u>Attended by:</u> Prof J Bornman, Dr K Tönsing, Dr E Johnson, Mrs E Moolman, Mrs V Madima & Ms R Morwane
17 & 18 October	<i>Participation in play occupations for children with Cerebral Palsy.</i> SANDTA workshop, Pretoria. <u>Attended by:</u> Mrs E Moolman & Mrs K van Niekerk
20 October	<i>Pillars of transformation, Diversity and Inclusion.</i> South African Employers 4 Disability, Johannesburg. <u>Attended by:</u> Mrs R White
27 October	<i>Research Africa Training.</i> DRIS, University of Pretoria. <u>Attended by:</u> Mrs R White
1 November	<i>Stakeholder engagement on a civil society shadow report – South Africa's implementation of article 24, inclusive education, of the United Nations Convention on the Rights of Persons with Disabilities.</i> (UNCRPD), Cape Town. <u>Attended by:</u> Dr K Tönsing
2 November	<i>Conference on cities represented, remapped, lived and revisioned: Reflections on and engagement with spartial (in)justice.</i> University of Pretoria. <u>Attended by:</u> Mrs R White
3 November	<i>Dialogue and Ideas Lab Series on Resilience Research. Building resilient communities: Science dialogue for resilience in challenged context.</i> Centre for Resilience, University of Pretoria. <u>Attended by:</u> Ms R Morwane
9 November	<i>Capital Cities Conference.</i> Pretoria. <u>Attended by:</u> Mrs R White
23 November	<i>AAC Celebration Day.</i> Inclusive Solutions, Bedfordview, Johannesburg. <u>Attended by:</u> Mrs R White
7 December	<i>Lancet ECD launch.</i> CSIR Convention Centre, Pretoria. <u>Attended by:</u> Dr K Tönsing & Mrs K van Niekerk

9. RESEARCH VISITS BY STAFF TO INTERNATIONAL INSTITUTIONS

STAFF MEMBER	INSTITUTION	DATE
Dr A Samuels	Jönköping University, Sweden	1 January – 30 November
Prof S Dada	Swedish Foundation for International Cooperation in Research and Higher Education (STINT), Stockholm, Sweden	7 - 12 February
Prof J Bornman	Gothenburg, DART, Sweden	30 May
Prof S Dada	Jönköping University, Sweden	5 – 18 June
Prof J Bornman	Georgia State University, Atlanta, US	18 – 26 October
Prof J Bornman	Jönköping University, Sweden	7 – 13 November
Prof S Dada	Jönköping University, Sweden	8 – 10 December



DART, Gothenburg, Sweden

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
11 – 26 May	Prof Brenda Louw, East Tennessee State University, USA	Present a colloquium and do research on the FOCUS-34	Cultural validation of the Focus on Outcomes of Communication Under Six-34 (FOCUS-34) with stakeholders. Present a colloquium to 50 therapists and students. Focus-34 made available for free on web.
4 October	Prof Rhea Paul, Sacred Heart University, Fair Field, Connecticut	Present results of research to staff and discuss strategies to enhance publications	Prof Paul shared the results of a recent study comparing two intervention approaches to increase spoken language of children with autism. She also gave input on the draft manuscripts of two staff members.
2 December	Dr Mary Wickenden, University College of London	Discussions about possible research collaborations	Dr Wickenden shared information about her recent work in community-based rehabilitation measurement as well as work about the inclusion of children with disabilities in research and community development. Collaboration opportunities will be further explored.



Seated: Mrs Vuledzani Madima, Prof Juan Bornman, Prof Rhea Paul and Dr Ensa Johnson
Standing: Mrs Liza Rossetti-Siefe, Ms Refilwe Morwane and Dr Kerstin Tönsing



Ms Refilwe Morwane, Prof Juan Bornman, Dr Kerstin Tönsing, Dr Mary Wickenden and Prof Shakila Dada



Prof Brenda Louw and Prof Juan Bornman

11. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

11.1 Staff Achievements and Awards

- The Centre for AAC was awarded the Wharton Re-Imagine Education Award Gold winner for the Africa region in Philadelphia, US.
- Prof Juan Bornman and Prof Brenda Louw were awarded a second Carnegie African Diaspora Fellowship grant.
- Prof Juan Bornman was awarded the International Society for AAC Fellow Award.
- Prof Shakila Dada was selected to participate in the PAL programme with GIBS.
- Dr Kerstin Tönsing was nominated as the chairperson of the ISAAC Research Committee.
- Dr Alecia Samuels successfully completed the scholarship requirements of 2015-2016 Teaching Advancement at University (TAU) programme and became a HELTASA TAU Fellow.
- Mrs Robyn White was awarded the Fellow for TUKS Young Research Leader Programme (TYRLP).

11.2 Student Achievements and Awards

1. The *Semantic Compaction Systems Award* for the best AAC research on a Master's or PhD level project was awarded to Thilen Kyarkanaye.
2. The *Inclusive Solutions Award* for the best Honours student was awarded to Anel McDowell.
3. The following nine PhD students were awarded UP postgraduate bursaries: C Wepener, E Nel, A Mantri, K van Niekerk, R Morwane, S Davis, K Dlamini and M Ramaahlo. N Mbanda was awarded the NIHSS Sahuda Scholarship and K van Niekerk received a grant holder-linked postgraduate bursary (Prof S Dada).
4. The following MA (AAC) students were awarded bursaries: C Flores (NRF Thuthuka grant holder-linked postgraduate bursary: Prof S Dada); J Mngomezulu and R Everett (NRF Thuthuka grant holder-linked postgraduate bursary: Dr K Tönsing); J Mngomezulu (Oppenheimer Memorial Trust); N Stockley, K Mogomotsi and J Mngomezulu (UP postgraduate bursary).
5. The following nine M(ECI) students were awarded UP postgraduate bursaries: K Smith, S le Roux, N Coetzee, A Smith, P Abrie, L Marlow, J Courtney, M Richter and J Tarr.
6. A total of 17 M(ECI) students each received a bursary (NIHSS/ICSSR grant holder-linked post graduate bursary: Prof S Dada).



The CAAC won the
Wharton Re-imagine Education Award
for the Africa region in Philadelphia, US



Prof Juan Bornman was awarded the
ISAAC Fellow Award

12. PROFESSIONAL ACADEMIC ACTIVITIES

12.1 Involvement with other universities as external examiners

Prof J Bornman	External Examiner for thesis (University of KwaZulu-Natal)
Prof S Dada	External examiner for the Speech and Hearing Therapy Department of the University of KwaZulu-Natal (Module SPPA 4007) External examiner for the Speech and Hearing Therapy Department of the University of the Witwatersrand (Module CPSL453) External examiner for Master's dissertation – University of Cape Town
Dr K Tönsing	External examiner for Master's dissertation – University of KwaZulu-Natal External examiner of a Master's dissertation for the Department of Speech-Language Pathology and Audiology – University of KwaZulu-Natal External examiner for the Department of Speech-Language Pathology and Audiology – Sefako Makgatho University (Module: MSLB 041) External examiner for the Department of Interdisciplinary Health Sciences: Speech-Language and Hearing Therapy – University of Stellenbosch (Module: Speech Pathology 411) External examiner for the Department of Speech-Language Pathology and Audiology – University of KwaZulu-Natal (Module CPSL453)
Mrs V Madima	External examiner for the Department of Speech-Language Pathology and Audiology – University of KwaZulu-Natal (CPSL341)

12.2 Referee duties

Prof J Bornman	Augmentative and Alternative Communication South African Journal of Occupational Therapy South African Journal of Education Clinical Archives of Communication Disorders (Editorial Board)
Prof S Dada	American Journal of Speech-Language Pathology Augmentative and Alternative Communication Image and Text NRF Thuthuka applications
Dr K Tönsing	American Journal of Speech-Language Pathology Journal of Physical and Developmental Disabilities International Journal of Developmental Disabilities Augmentative and Alternative Communication
Dr E Johnson	Humanities and Social Sciences Journal Reviewer of Thuthuka application
Mrs V Madima	Journal of Child Language Teaching and Therapy

12.3 Panel Discussions

Ms R Morwane	Transformation in the profession: SASLHA/SAAA/ENT Conference
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12.4 Other duties

Staff members serve on a variety of professional committees:

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



13. MEDIA

Radio interviews

- Dr Ensa Johnson - 8 February – Pretoria FM on “*Kinders se leeservaringe tuis*”
- Dr Kerstin Tönsing - 20 October – Pretoria FM on promoting AAC awareness month
- Ms Constance Ntuli - 26 October TUKS FM on promoting AAC Awareness month

Talks

- Mrs Robyn White - TEDx Cape Town on “*Giving a voice to the voiceless*” on 15 October.



14. STAFF

14.1 CAAC staff funded by the University of Pretoria

Professor & Director:	Prof J Bornman (40 hours per week)
Associate Professor:	Prof S Dada (40 hours per week)
Senior Lecturer:	Dr K Tönsing (40 hours per week)
Lecturer:	Dr A Samuels (40 hours per week) <i>(Currently postdoctoral fellow at Jönköping University in Sweden - January 2016 to December 2016)</i>
Lecturer:	Dr E Johnson (40 hours per week) <i>(replacement for Dr A Samuels)</i>
Senior Management Assistant:	Mrs EJC Rossetti-Siefe (40 hours per week)
Clerical Administrative Assistant:	Mr T Mahlangu (40 hours per week)

14.2 Extraordinary Professors

Extraordinary Professor:	Prof E Alant	(2015 - 2017)
Extraordinary Professor:	Prof DN Bryen	(2016 - 2018)
Extraordinary Professor:	Prof M Ronski	(2014 - 2016)
Extraordinary Professor:	Prof R Schlosser	(2016 - 2017)

14.3 CAAC staff funded from outside funds

Lecturer:	Ms R Morwane (40 hours per week)
Lecturer:	Mrs V Madima (40 hours per week)
Lecturer:	Mrs R White (1 January to 30 June, 25 hours per week) (1 July – 31 December, 30 hours per week)
Lecturer:	Mrs K van Niekerk (20 hours per week)
Lecturer:	Mrs E Moolman (15 hours per week)
Administrative Assistant:	Ms C Ntuli (15 hours per week)

14.4 External examiners

PhD (AAC)

Prof A Hesselink	Dissertation: L Rathbone	University of South Africa (UNISA)
Prof DN Bryen	(AAK 990 & 900)	Temple University, USA
Prof RA McConkey		University of Ulster, UK
Prof A Pinto	Dissertation: T Kyarkanaye	Porto University, Portugal
Dr Z Hossain	(AAK 990 & 900)	University of Sydney, Australia

MA (AAC)

Mrs M Coetzee	AAK 811 (course work)	Private practice
Mrs M de Klerk	AAK 811 (Course work)	Private practice
Mrs A Beringer	AAK 807 (Course work)	Private practice
Mrs M Herold	AAK 810 (Course work)	Private practice
Mrs T Horn	AAK 809 (Course work)	Educator

Dr K Huus	Mini-dissertation: N Sowah, K Mogomotsi	Jönköping University, Sweden
Dr F Lyngnegård	Mini-dissertation: K Lekabe, T Osemwekae	Jönköping University, Sweden

M (ECI)

Ms M Knopjes	ECI 851, ECI 867	Free State Department of Health
Ms P Gretschesl	ECI 852, ECI 872	University of Cape Town
Ms G Els	ECI 853, ECI 874	University of Witwatersrand, Private Practice
Dr K Bastable	ECI 871, ECI 873	Private Practice

BA HONOURS (AAC)

Mrs M Mophosho	AAK713	University of the Witwatersrand
	AAK712	
Mrs G Ledwaba	AAK701	University of South Africa (UNISA)
	AAK703	
Mrs S B Karim	AAK702	University of KwaZulu-Natal
Mrs O Mahura	AAK714	University of Cape Town
Prof CJE Uys	AAK715	University of KwaZulu-Natal
Mrs M Mophosho	Dissertation: J Mngomezulu	University of the Witwatersrand



15. OBJECTIVES FOR 2017

15.1 UP Strategic Goal – Leading Research in Africa

- To support one academic staff member (on outside funding) to complete her PhD studies
- To support five academic staff members to apply for funding
- To actively participate in the Faculty Research Theme: *Justice and Humanity: Challenging world (in-) equalities*
- To collect data for Phase 2 of the international research project on Mobile Health with GSU
- To initiate a strategic Africa partnership with a sister university (Kenyatta University and the National University of Lesotho)
- To participate in the International Society for Augmentative and Alternative Communication (ISAAC) initiative for emerging countries, BUILD, by serving on the committee

15.2 UP Strategic Goal – Excellence in Teaching and Learning

- To graduate one PhD student and enrol four new PhD candidates
- To graduate five MA (AAC) students and enrol 10 new students
- To graduate 13 M(Ed) students and enrol 20 new students
- To graduate 12 BA (Honours) students and enrol 20 new students
- To secure at least 12 postgraduate bursaries
- To secure bursaries linked to NIHSS grant
- To produce at least one publication on the scholarship of teaching

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

- To apply for funding for the Fofa programme
- To conduct six medico-legal consultations
- To secure two tender training projects
- To collaborate on the African tier of the African Human Rights Watch programme
- To develop tailor-made programmes for target groups with an online focus

15.4 UP Strategic Goal – Strengthen International Profile

- To strengthen research visibility and react through increasing citations and publications with international peers
- To participate in setting an international AAC research agenda by participating in the International Society for Augmentative and Alternative Communication (ISAAC) research committee
- To host four international researchers
- To host at least one postdoctoral fellow
- To share research findings with peers at international conferences through at least six presentations
- To attract at least two international postgraduate students

ACKNOWLEDGEMENTS

The following foundations and departments that financially supported the activities of the CAAC during 2016 are hereby acknowledged. Thank you for inspiring our great team through your contributions.

UNICEF
Momentum
Carnegie Diaspora Fellowship Grant
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 three cash awards to outstanding students:

Semantic Compaction Systems
Inclusive Solutions
Edit Microsystems

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 creates mutual benefit!

University of North Carolina, Chapel Hill, US
Sefako Makgatho Health Sciences University
University of Limpopo – Medunsa Campus
Tshwane University of Technology
Jönköping University, Sweden
University of the Witwatersrand
University College of London, UK
University of Sydney, Australia
East Tennessee State University
University of the Western Cape
Porto University, Portugal
University of KwaZulu-Natal
University of the Free State
Georgia State University, US
North Eastern University
University of South Africa
Sacred Heart University, US
University of Cape Town
University of Ulster, UK
University of Gothenburg
University of Stellenbosch
North West University
Temple University, US
Indiana University, US
Yale University, US
University of Calcutta
DART, Sweden
CSIR

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)
Academic Administration (Humanities and Health Sciences)
Department of Speech-Language Pathology and Audiology
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 Educational Psychology
Department of Occupational Therapy
Department of Human Nutrition
Department of Nursing Science
Department of Physiotherapy
Department of Social Work
Disability Unit
TuksFM

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.

Our sincere gratitude also goes to the CAAC 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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