



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities

Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

Centre for Augmentative
and Alternative Communication
(CAAC)

Annual Report 2017



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

ANNUAL REPORT 2017



2017 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



Front row: Ms Constance Ntuli, Dr Alecia Samuels, Prof Shakila Dada, Prof Juan Bornman, Ms Refilwe Morwane, Dr Kerstin Tönsing, Mr Terrence Mahlangu
Back row: Mrs Robyn White, Mrs Liza Rossetti-Siefe, Mrs Karin van Niekerk, Dr Ensa Johnson and Mrs Enid Moolman

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

Mr M Tshivhase (Acting Director-General:
 Department of Health)
 Ms K Chikane (Stakeholder Relationships Manager
 for CSIR Meraka Institute)
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THE CAAC'S VALUES

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

MISSION STATEMENT

To make a sustainable impact on the lives of individuals and families through multi-professional hybrid postgraduate teaching and learning, socially responsible research and customised non-degree training in the fields of:

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

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Editor: Toni Muir

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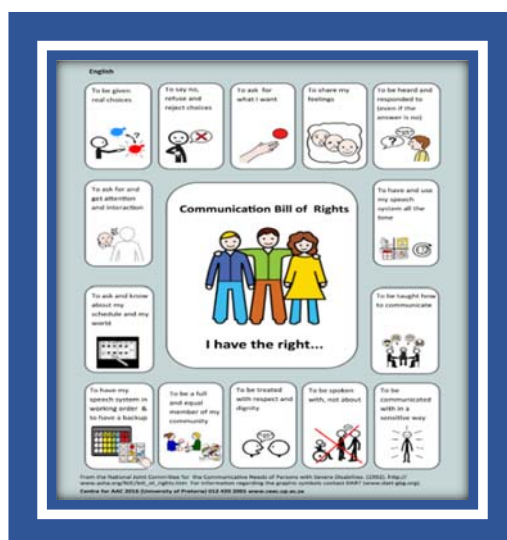
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From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). http://www.asha.org/NJC/bill_of_rights.htm.

For information regarding the graphic symbols contact DART (www.dart-qbg.org) or Centre for AAC 2016 (University of Pretoria) 012 420 2001 www.caac.up.ac.za

ACRONYMS

AAC	Augmentative and Alternative Communication
APP	Application
ASD	Autism Spectrum Disorder
ATI	Advocacy Team for Inclusion
BA (Hons) AAC	Bachelors Honours degree in AAC
BUILD	BUILD is a committee of the International Society for AAC (ISAAC) that focuses on supporting the work of the AAC Emerging Countries
CRC	Convention on the Rights of the Child
CHILD	Children-Health-Intervention-Learning-Development
CP	Cerebral Palsy
CRIMSA	Criminological And Victimological Society of Southern Africa
CSIR	Council for Scientific and Industrial Research
DIA	Department of Institutional Advancement
DST-NRF	Department of Science and Technology - National Research Foundation
DoE	Department of Education
FOFA	Youth Empowerment project (which means “to fly” in Northern Sotho)
GSU	Georgia State University
HPCSA	Health Professions Council of South Africa
ICF	International Classification of Functioning, Disability and Health
ICF-CY	International Classification of Functioning, Disability and Health: Children and Youth Version
ICT	Information and Communication Technology
ICSSR	Indian Council of Social Science Research
IJES	International Journal of European Studies
IMFAR	International Meeting for Autism Research
ISAAC	International Society for Augmentative and Alternative Communication
KMP	Human communication module (offered in BA Speech-language pathology and BA Audiology degrees)
LAMI countries	Low and middle-income countries
LNFS	Little or no functional speech
MA (AAC)	Master’s with specialisation in Augmentative and Alternative Communication
M ECI	Master’s with specialisation in Early Childhood Intervention
NAMSLHA	Namibian Speech-Language-Hearing Association
NIH	National Institute of Health
NIHSS	National Institute for the Humanities and Social Sciences
NRF	National Research Foundation
NUL	National University of Lesotho
PACSA	Professional Administrators Conference South Africa
PAGEL	Partnerships for the Health Sector in Developing Countries
PCS	Picture Communication Symbols
PhD	Doctor of Philosophy
RIMS	Research Information Management System
RDP	Research Development Programme
SAHUDA	South African Humanities Deans' Association
SARChI	South African Research Chairs Initiative
SAE4D	South African Employers for Disability
SDGs	Sustainable Development Goals (Agenda 2030)
STINT	Swedish Foundation for International Cooperation in Research and Higher Education
TUKS	University of Pretoria (previously known as Transvaal University Kollege)
TYRLP	TuKS Young Research Leader Programme
UNICEF	United Nations Children's Fund
UP	University of Pretoria

MESSAGE FROM THE DIRECTOR

A journey of a thousand miles begins with a single step...

I would like to invite you, by means of this Annual Report, which uses the 2017-2021 UP Strategic Plan as a broad roadmap, to take that first step and join the 2017 journey of the Centre for AAC. This Annual Report is a key tool for sharing the journey through data points that provide insight into our recent progress with regards to research, teaching and learning, and community engagement projects, designed to impact on the economic and social development of persons with disabilities – especially those with significant communication disabilities. The information presented here is not merely a glimpse into our 2017 trajectory, however; it is also a testament to a longstanding commitment to our core values: respect, diversity, teamwork, and integrity.

Wherever improvements have occurred, they are due to the commitment of great people, and it is rewarding to see that many of the names in this Annual Report have not changed since the previous year, showing a high degree of continuity and stability in terms of our key initiatives, despite a period of change in the broader academic landscape. I thank my outstanding colleagues at the Centre, our committed students and loyal alumni, the generous local and international partners in academia, government, the private sector, and non-profit organisations, as well as our Advisory Board and the management and executive of the University, specifically our Dean, Prof Vasu Reddy, and the deputy deans, Prof Hennie Stander and Prof Maxi Schoeman – a truly dependable force. Together, they enable fact-based leadership, which is becoming increasingly important to the future of tertiary education.

The first point of pause on the journey is with the applied and translated research initiatives and the continuing pursuit of impact and merit by the researchers in the Centre who are all exceptional in their respective niche areas.

These include initiatives to boost research linkages between the Centre and leading institutions in Sweden, the United Kingdom,



India and the United States, as well as six funded projects supported by the Fogarty International Center and National Institute of Deafness and Other Communication Disorders Mobile Health Initiative, Swedish Science and Technology Research Collaboration, the National Research Foundation of South Africa, the National Institute for the Humanities and Social Sciences, and the Indian Council of Social Science Research. The value added through our global relationships and stature is not limited to research alone but also entwined with teaching and learning, and it is therefore rewarding to note that no less than 13 international visitors were hosted in 2017.

The graduation journey can be challenging, but our 137 enrolled students have the support of committed lecturers who are dedicated to cultivating a positive student experience – from Honours level all the way through to PhD level. We have enabled our students, who are typically working adults, to gain a career-relevant education through offering multi-professional hybrid post-graduate degree programmes, enabling them to become game-changing graduates.

This has opened new opportunities for them, with a ripple effect on their families and future generations. We therefore celebrate every one

of the 31 graduates and every member of our team who worked to support their success throughout the years. However, maintaining our appeal to dedicated, ambitious students and attracting more international students, specifically students from across the African continent, requires continued thoughtful planning and vigilance, and thus remains a focus area. Our staff and students compete strongly for external funding and therefore we are proud of the 24 highly competitive bursaries awarded to our students.

The Centre's journey also warrants a focus on our community engagement endeavours, which are seen as a natural outcome of our research and teaching and learning initiatives to ensure local relevance and impact of our offering. Persons with significant disability, their families and support networks, lie at the heart of our mission. While community engagement is often regarded as a student-driven activity, it is conceptualised and implemented in the Centre by staff who regard it as the sharing of our

professional knowledge and therefore it will remain high on our list of priorities. In 2017, 11 awareness-raising initiatives were conducted in South Africa and on the continent (including Namibia, Lesotho and Kenya). Sharing resources via social media (our website, Facebook, Twitter and email listservs) has also been highly successful and in 2017, we accumulated more than 1500 followers from across the globe.

We are confident that each one who reads this Annual Report will be met with a clear picture of our 2017 journey, showcasing a small team dedicated to relentless, continuous improvement – constantly striving towards creating a voice for the most vulnerable members of our society.

In the world of disability, silence can never be golden.



PROF JUAN BORNMAN
DIRECTOR

PRETORIA
MARCH 2018

CAAC AT A GLANCE

4	UP-funded academic staff members
6	Outside-funded academic staff members
2	UP-funded support staff
3	Extraordinary professors
137	Postgraduate students
31	Postgraduate graduandi
24	Student bursaries
6	Funded research projects
15	Peer-reviewed, accredited journal publications
13	International visitors

THE YEAR IN REVIEW: 2017 IN A NUTSHELL

1.1 UP Strategic Goal – Leading Research in Africa

Objectives

- To support one academic staff member (on outside funding) to obtain a PhD qualification
- To support five academic staff members to apply for funding
- To collect data for Stage 2 of the international research project on Mobile Health with GSU
- To initiate a strategic Africa partnership with a sister university (Kenyatta University in Nairobi and the National University of Lesotho (NUL) in Roma)
- To participate in the International Society for Augmentative and Alternative Communication (ISAAC) initiative for emerging countries, BUILD by serving on the committee.

Outcomes

- One staff member is expected to complete in 2018, with two more progressing well
- Academic staff have been effective in attracting different funding resources
- Focus group data was interpreted and formed the basis for the conceptualisation and development of the mobile health app
- Two visits to Kenyatta University and one to NUL were undertaken. The focus was on building research and teaching infrastructure through networking and support
- Three staff members serve on various ISAAC committees in a variety of capacities: ISAAC Build committee (member), ISAAC Council (member) and ISAAC Research Committee (Co-chair)

1.2 UP Strategic Goal – Excellence in Teaching and Learning

Objectives

- 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 (ECI) and enrol 20 new students
- To graduate 12 BA (Honours) and enrol 20 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.

Outcomes

- One PhD was completed and successfully defended with five new students enrolling
- Four students graduated, eight successfully completing their final year. Ten new enrolments
- Thirteen students graduated with 24 new enrolments
- Thirteen students graduated with 16 new enrolments
- Twenty-four UP postgraduate bursaries were received: 10 PhD; 13 MA (AAC); and 1 M(ECI)
- Four NIHSS research grants were awarded to PhD students
- One publication was submitted and is currently under review

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

Objectives

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

Outcomes

- One application was done by CAAC staff, and suggestions from the DIA were followed up, though this was regrettably inappropriate
- Six medico-legal consultations were done with 16 additional consultations
- Ten tenders were submitted, only one was secured for early 2018 for the Eastern Cape Department of Education
- A training event attended by more than 200 people was hosted in Maseru. It was initiated by the African Human Rights Watch
- A programme on disability etiquette was developed, while one on ethics in disability research is planned for 2018

1.4 UP Strategic Goal – Strengthen International profile

Objectives

- To strengthen research visibility through increasing citations and publications with international peers
- To participate in setting a global AAC research agenda by participating in the International Society for AAC research committee
- To host four international researchers
- To host at least one post-doctoral fellow
- To share research findings with peers at international conferences through at least six presentations
- To attract at least two international postgraduate students.

Outcomes

- Fifteen accredited publications, six accepted and three book chapters show an increase from 2016. All staff are actively involved
- Input into this committee provided a platform for diversifying the research voices and methodologies in the field
- Thirteen international researchers were hosted
- Dr L Schlebusch was appointed as a post-doctoral fellow funded by DST-NRF Centre of Excellence in Human Development
- Twenty-four conference presentations (including three invited keynotes) were done at 16 different conferences, of which eight were international
- A total of three international students enrolled for the PhD programme

Autumn Graduation: April 2017



BA Honours and MA (AAC) graduates



M (ECI) graduates

Spring Graduation: September 2017



MA (AAC) graduates

2. REFLECTION ON ACTIVITIES DURING 2017

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: 1 4 th year: 3 3 rd year: 4 2 nd year: 2 1 st year: 5	Inneke Greyvenstein completed her thesis and successfully defended it on 21 November 2017. Five new PhD students were accepted and successfully applied for ethics approval. Seven PhD publications (current PhD students and alumni) show an upward publication curve.
Master's in Augmentative and Alternative Communication MA (AAC)	Graduates: 4 2 nd year: 8 1 st year: 10	Two students from the coursework programme graduated in April, with two more in September. Eight students completed their final year of study (seven completed coursework and one the research master's) and will graduate in April 2018. All 10 first-year students are progressing well overall.
Master's in Early Childhood Intervention M (ECI)	Graduates: 13 2 nd year: 17 1 st year: 24	Thirteen students graduated in April. All 17 of the second-year students successfully completed their studies, with two students receiving distinctions. Of the 24 new students who enrolled, 22 successfully completed their first year.
Honours in Augmentative and Alternative Communication BA Honours (AAC)	Graduates: 13 2 nd year: 13 1 st year: 16	Thirteen students graduated in April. All 13 second-year students successfully completed. A total of 16 new first-year students enrolled.



Prof Shakila Dada, Prof Juan Bornman and Dr Kerstin Tönsing celebrating Inneke Greyvenstein's PhD oral defence with her

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



Mrs Enid Moolman teaches the section on AAC to the **third-year Speech-Language Therapy and Audiology students** (Department of Speech-Language Pathology and Audiology) during the second semester of the year. This section comprises seven weeks of teaching, with 21 periods. It forms part of the KMP 320 module entitled Human Communication. Sixty students were enrolled for the KMP 320 module; all students passed the module at the end of 2017, with 23 students obtaining a distinction for the completed module.

Dr Ensa Johnson is involved as co-supervisor with Dr Karien Mostert, from the Department of Physiotherapy at the University of Pretoria in undergraduate research studies of physiotherapy students. The fourth-year **Physiotherapy research group** (Ms S Bosch, Ms L Eksteen, Ms K Satekge, Ms E Oosthuizen, and Ms M Vos) successfully completed their project entitled "*Development of a visual schedule to improve understanding of a home exercise programme for chronic non-specific low back pain*". The third-year physiotherapy research group (Ms A Louw, Ms B Jacobs, Ms M Bone, Ms K Mogale and Ms T Magwai) completed and submitted their proposal, entitled "*Pictorial Aids to Enhance Exercise Performance in Communities of Pretoria, South Africa: A Randomised Controlled Trial*" to the Research Ethics Committee of the Faculty of Health. Ethics approval was received, and this group will continue with their project in their fourth year, with Dr Johnson as co-supervisor.

Dr Ensa Johnson acted as a teaching practice mentor lecturer for two **final-year BEd students** from the Department of Early Childhood Education, University of Pretoria (Ms K Bentley and Ms A Vorster).

Dr Alecia Samuels presented a lecture on *Early Childhood Play Based Assessment* to eight students enrolled in the **Master's in Social Work (Play-Based Intervention)** in the Department of Social Work and Criminology. The aim of the lecture was to give students knowledge about how to conduct an authentic play-based assessment for young children in need of intervention. The lecture was well received and the facilitator of the programme, Dr Liana Le Roux, has asked that it be repeated in 2018.

2.1.3 CAAC involvement in academic programmes of other universities

Twenty-two students (enrolled for their final year in Speech-Language Therapy and Audiology at **Sefako Makgatho University**) and their lecturer, Prof Anna-Marie Wium, visited the Centre on 25 April 2017 for a 'hands-on' session with AAC technology. Dr Kerstin Tönsing arranged and facilitated this interaction session. Three persons who use AAC shared their experiences and expertise with the students: Ms Constance Ntuli shared how AAC made it possible for her to find a job and shared about her new role as the mother of a baby girl; Carla van Nieuwenhuizen spoke about her passion to write poems, her completion of a make-up course and her business enterprises; and Zainab Omar explained how AAC makes it possible for her to participate in the school in her community and connect with friends. Zainab, who is only 13 years old, also warned that patience is needed in engaging with someone using AAC, and, sadly, people do not always have it!

Students were also given a brief introduction about AAC technology and then had the chance to handle and use some of the communication aids and interact with Constance, Carla and Zainab. The students always comment about the life-changing experience of seeing how people who use AAC live full lives and appreciate being given the opportunity to interact with them. One of the students, Ms Kambuhle, commented: "*From the beginning of the presentation where we were introduced to AAC users, I was blown away by the positive impact that AAC has on people's*

lives. This was an eye-opening experience in the sense that from this I saw the importance of my role as a speech therapist in assisting those that have communication difficulties through the use of AAC. It was really good to hear those who use AAC speak about their own personal experiences... It was really amazing to see people with a disability achieve so much."

As part of her ongoing collaboration with **Jönköping University** in Sweden, Dr Alecia Samuels taught and examined two online modules in the Interventions in Childhood Master's Programme hosted in the School of Education and Communication. In addition, she supervised two master's students, Lena Albrecht and Katarina Celic, who undertook systematic reviews as part of their thesis module in this programme. The theses, entitled *"Play interventions supporting the social and emotional development of preschool children with externalising emotional and behavioural difficulties"* and *"Teacher and parents implemented interventions targeting symbolic play of preschool aged children with Autism Spectrum Disorder"*, can be downloaded from Jönköping University Library.

Prof Juan Bornman presented a lecture on 15 November, entitled *"Children's Rights: Implications for young children in poverty settings"* to a group of education students who work with young children at **Jönköping University**. The lecture was followed by a panel discussion with questions from the students in the afternoon.

Ms Karin van Niekerk presented a guest lecture on 22 June at the **University of the Witwatersrand** to the Master's in Occupational Therapy students. The students were given an introduction to AAC and were also exposed to certain intervention aspects.

From 5 to 9 June, Prof Juan Bornman presented a series of lectures to postgraduate students (master's and PhD level) at the Department of Special Needs Education at **Kenyatta University** in Nairobi, Kenya, on AAC, research and academic writing. This project was sponsored by PAGEL.



Prof Juan Bornman presenting to students at the University of Kenyatta, Kenya



Prof Juan Bornman at Jönköping, Sweden

3. RESEARCH

3.1. Publications

3.1.1 Journal articles in peer-reviewed, accredited journals

- Adolfsson, M., **Johnson, E.**, & Nilsson, S. (2017). Pain management for children with cerebral palsy in school settings in two cultures: action and reaction approaches. *Disability and Rehabilitation, Early online*, 1–11. doi:10.1080/09638288.2017.1327987
- Bornman, J.** (2017). Preventing abuse and providing access to justice for individuals with complex communication needs: the role of augmentative and alternative communication. *Seminars in Speech and Language, 38*(4), 321–331. doi:10.1055/s-0037-1604279
- Dada, S., Murphy, Y., & Tönsing, K.** (2017). Augmentative and alternative communication practices: a descriptive study of the perceptions of South African speech-language therapists. *Augmentative and Alternative Communication, 33*(4), 189–200. doi:10.1080/07434618.2017.1375979
- De Clercq, H., Naudé, A., & Bornman, J.** (2017). Investigating nystagmus in patients with traumatic brain injury: a systematic review (1996 - 2016). *South African Medical Journal, 107*(11), 957–964. doi:10.7196/SAMJ.2017.v107i11.12472
- Johnson, E., Bornman, J., & Tönsing, K. M.** (2017). Model for vocabulary selection of sensitive topics: an example from pain-related vocabulary. *Seminars in Speech and Language, 38*, 276–285. doi: 10.1055/s-0037-1604275.
- Kyarkanaye, T., Dada, S., & Samuels, A. E.** (2017). Collaboration in early childhood intervention services in Gauteng: Caregiver perspectives. *Infants & Young Children, 30*(3), 238-254. doi:10.1097/IYC.0000000000000095
- Naudé, A.M. & Bornman, J.** (2017). Etiese sensitiviteit van praktiserende oudioloë {Ethical sensitivity of practicing audiologists} Tydskrif vir Geesteswetenskappe {Journal for Humanities}, 57 (2-2), 501 - 520. doi: 10.17159/2224-7912/2017/v57n2-2a2
- Naudé, A. M., & Bornman, J.** (2017). Ethical sensitivity in the therapeutic sciences: Development of a measuring instrument. *Journal of Clinical Ethics. 28* (4), p 296-308 doi: 10.11648/j.hss.s.2016040201.15
- Oosthuizen, I., Dada, S., Bornman, J., & Koul, R.** (2017). Message Banking: Comparing perceptions of people with MND, significant others and speech therapists. *International Journal of Speech-Language Pathology, Early online*, doi: 10.1080/17549507.2017.1356377
- Pettit, L. K., Tönsing, K. M., & Dada, S.** (2017). 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, 24*(2), 99–106. doi:10.1080/10749357.2016.1207148
- Schlebusch, L., Dada, S., Samuels, A.** (2017). Family Quality of life of South African families raising children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders, 47*(7), 1966-1977. doi:10.1007/s10803-017-3102-8
- Van der Merwe, C., Bornman, J., Donohue, D., & Harty, M.** (2017). The attitudes of typically developing adolescents towards their sibling with Autism Spectrum Disorder. *South African Journal of Communication Disorders, 64*(1), a184. doi: 10.4102/sajcd.v64i1.184

Van Niekerk, K., Dada, S., Tönsing, K.M., Boshoff, K. (2017). Factors perceived by rehabilitation professionals to influence the provision of assistive technology to children: a systematic review. *Physical & Occupational Therapy in Pediatrics*, Early Online, doi:10.1080/01942638.2017.1337661

Van Niekerk, K., Dada, S., & Tönsing, K. (2017). Influences on selection of assistive technology for young children in South Africa: perspectives from rehabilitation professionals. *Disability and Rehabilitation*, Early Online. doi:10.1080/09638288.2017.1416500

3.1.2 Peer-reviewed publications

Bryen, D. N., **Bornman, J.**, Morris, J., **Moolman, E.**, & Sweatman, F. M. (2017). Use of mobile technology by adults who use AAC: Voices from two countries. *Assistive Technology Outcomes and Benefits (ATOB)*, 11, 66-81. Available online: www.atia.org/atob

Viljoen, E., Bornman, J., Wiles, L., & **Tönsing, K. M.** (2017). Police officer disability sensitivity training: a systematic review. *The Police Journal: Theory, Practice and Principles*, 90(2) 143–159. doi:10.1177/0032258X16674021.

3.1.3 Journal articles accepted for publication

(Entries marked with * were accepted in accredited journals)

***Bornman, J., Ronski, M.A., Tönsing, K.M., Sevcik, R.A., White, R., Barton-Hulsey, A., & Morwane, R.** (in press). Adapting and translating the Mullen Scales of Early Learning for the South African context. *South African Journal of Communication Disorders*.

***Johnson, E., Boshoff, K., & Bornman, J.** (in press). Scoping review on children's pain vocabulary. *Canadian Journal for Speech-Language and Audiology*.

***Naudé, A.M. & Bornman, J.** (in press). Statistiese evaluering en voorspelling van woordherkenning-toetstellings van die Foneties Verteenwoordigende Eenlettergrepe Woordlyste in Afrikaans (FVEWA) [Statistical evaluation and prediction of word recognition test scores of the Foneties Verteenwoordigende Eenlettergrepe Woordlyste in Afrikaans (FVEWA)]. *Tydskrif vir Geesteswetenskappe*.

***Ramaahlo, M., Tönsing, K. M., & Bornman, J.** (in press). Disability policy provisions for South African tier one Universities: A critical analysis. *Disability and Society*.

***Ronski, M.A., Bornman, J., Sevcik, R.A., Tönsing, K.M., Barton-Hulsey, A., Morwane, R., Whitmore, A., & White, R.** (in press). Language profiles of children with neurodevelopmental disorders in South Africa. *American Journal of Speech-Language Pathology*.

3.1.4 Manuscripts submitted for consideration of publication

(For reasons of confidentiality, 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.

Gropp, M., Johnson, E., Bornman, J., & Koul, R. Nurses' perspectives about communication with patients in an intensive care setting by using a communication board.

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.

- Johnson, E., Heyns, T., & Nilsson, S.** Nurses' perspectives on the use of alternative communication strategies to support patient-centred communication in critical care units.
- Morwane, R. E., Dada, S., & Bornman, J.** Shared storybook reading interaction between children with complex communication needs and their caregivers.
- Naudé, T., Dada, S., & Bornman, J.** The effect of an aided language stimulation programme on subtraction word-problem solving for children with intellectual disabilities: A preliminary study.
- Sefotho, M. M., **Morwane, R. E. & Bornman, J.** (2017). Constructing hephapreneurial careers: Promoting aspirations through a youth empowerment project for persons with little or no functional speech.
- Tönsing, K. M., Van Niekerk, K., Schlünz, G. I., & Wilken, I.** AAC services for multilingual populations: South African service provider perspectives.
- White, R., Bornman, J., & Johnson, E.** From silence to justice: Implications for persons with little or no functional speech accessing criminal justice.

3.1.5 Chapters in books

- Bornman, J.** (2017). Developing inclusive literacy practices in South African Schools. In M. Milton (Ed). *Inclusive Principles and Practices in Literacy Education*. Bingley, UK: Emerald Publishing
- Dada, S., Kathard, H., Tönsing, K.M., & Harty, M.** (2017). Severe communication disabilities in South Africa: challengers and enablers. In S. Halder & S.C. Assaf (Eds.), *Global disability and inclusion* (pp. 169-193). Cham, Switzerland: Springer International.

3.1.6 Book chapters accepted for publication

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

3.1.7 Peer reviewed published conference proceedings

- Schlünz, G. I., Wilken, I., Moors, C., Gumede, T., Van der Walt, W., Calteaux, K., **Tönsing, K. M., & Van Niekerk, K.** (2017). Applications in accessibility of text-to-speech synthesis for South African languages: initial system integration and user engagement. In P. Blignaut & T. Stott (Eds.), *South African Institute of Computer Scientists and Information Technologists (SAICSIT) Proceedings 2017* (pp. 293–302). Thaba Nchu, South Africa: The Association for Computing Machinery. Retrieved from <https://dl.acm.org/citation.cfm?id=3129416&prelayout=flat#authors>

3.1.8 Publications to raise public awareness

- Bornman, J.** (2017). Partner-assisted scanning: a power tool in our AAC toolkit. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A32-A38. Pretoria: Centre for AAC, University of Pretoria.
- Dada, S.** (2017). AAC assessment for persons with Aphasia. In E. Moolman & M. Herold (Eds.),

- AAC Resource Manual (2nd edition, addendum)*, pp. A7-A10. Pretoria: Centre for AAC, University of Pretoria.
- Ellis, L. (2017). Eye tracking technology: updates and information. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A56 - A58. Pretoria: Centre for AAC, University of Pretoria.
- Ellis, L. (2017). Local is lekker: The latest South African AAC options. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A59-A62. Pretoria: Centre for AAC, University of Pretoria.
- Ellis, L. (2017). Snoezelen rooms and their impact on learning and communication. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A63-A66. Pretoria: Centre for AAC, University of Pretoria.
- Howes, A. (2017). Creating equal opportunities for individuals who use AAC in the 21st century classroom. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A50-A55. Pretoria: Centre for AAC, University of Pretoria.
- Johnson, E.** (2017). Visual scene displays. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A22-A27. Pretoria: Centre for AAC, University of Pretoria.
- Johnson, E.** (Ed) (2017). Centre for AAC/Interface Newsletter (May, December 2017).
- Moolman, E.** (2017). How to make and use a visual schedule. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A15-A21. Pretoria: Centre for AAC, University of Pretoria.
- Morwane, R.** (2017). Pragmatic organisation dynamic display (PODD). In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A28-A31. Pretoria: Centre for AAC, University of Pretoria.
- Oosthuizen, I.** (2017). Message banking. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A39-A44. Pretoria: Centre for AAC, University of Pretoria.
- Samuels, A.** (2017). What's in a word? Getting to grips with disability terminology. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A 1-A6. Pretoria: Centre for AAC, University of Pretoria.
- Tönsing, K. M.** (2017). AAC for multilingual populations. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A67 - A72. Pretoria: Centre for AAC, University of Pretoria.
- Van Niekerk, K.** (2017). Playing board and card games with persons using AAC. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A45-A49. Pretoria: Centre for AAC, University of Pretoria.
- White, R.** (2017). Access to justice: support for persons with communication disabilities who have been victims of sexual offences. In E. Moolman & M. Herold (Eds.), *AAC Resource Manual (2nd edition, addendum)*, pp. A11-A14. Pretoria: Centre for AAC, University of Pretoria.

3.2 Research projects

3.2.1 *NIH-funded (R21) project through the Fogarty International Center and National Institute of Deafness and Other Communication Disorders Mobile Health Initiative: 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 young South African children with developmental delay by enhancing existing speech-language therapy services through the introduction of a mobile-health app. This app is aimed at primary caregivers and sets to provide them with specific speech-language stimulation activities across four different activities for a 12-week period. During 2017, the app development team (comprising software developers, engineers and speech-language pathologists) worked on the app development, after analysing the results from the focus groups conducted in 2016. The stimulation programme was written and translated into Setswana and videos were recorded as examples to showcase these strategies in action. 2018 will see the implementation of the app.

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

A group of staff, doctoral students and a postdoctoral fellow from Jönköping University, Sweden, visited the CAAC and attended a week-long research seminar. This collaborative project was awarded to Associate Prof Shakila Dada (UP) and Karina Huus (JU) by the NRF/Swedish Foundation for International Cooperation in Research and Higher Education (STINT), Science and Technology Research Collaboration. The aim of the project is to explore the exchange of ideas through interaction and collaboration between postgraduate students and researchers in the area of participation of children with disabilities. This is the second year of a three-year funded project (2016-2018).

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

This project was aimed at increasing collaboration between researchers in South Africa and India. The co-PI on the project in India is Professor Santoshi Halder, University of Calcutta, Kolkata, India. Data on the project has been collected and is currently being analysed and in the manuscript preparation phase. Part of the project included institutional visits to explore future collaborations. Prof Shakila Dada visited the University of Calcutta, the Indian Institute of Cerebral Palsy Kolkata and the Amrit Memorial Centre. Both had the opportunity to discuss research with postgraduate students as well as organisations providing services to children with disabilities. This is the final year of the project.

3.2.4 *NRF-funded project (Thuthuka postdoctoral grant) (PI: Dr K Tönsing) AAC and multi-lingualism*

The overall aim of the project is to design and test AAC systems for persons with non-English and multilingual backgrounds in South Africa. In 2017, two manuscripts reporting on the views of service providers and adults using AAC regarding multilingual AAC implementation were finalised. In addition, a master's student completed a study to determine an isiZulu core vocabulary, while two other master's students commenced studies on Sepedi and Afrikaans core vocabulary respectively. Lastly, a study commenced aimed at determining whether 3-5-year-old bilingual children can learn to associate a graphic symbol with words in two languages. Specifically, the aim is to test whether children spontaneously translate the gloss of a symbol learnt in one language to another language. This information will assist in

understanding the learning demands of children who are multilingual and who need to use picture-based AAC systems in two languages. Data collection is currently underway and will be completed in 2018. Further aims for 2018 include the design and implementation of isiZulu and Afrikaans bilingual AAC systems in two pilot projects.

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

a) Augmented input

The aim of this project is to conduct a systematic review of augmented input strategies. The first one focused on a scoping review and the second on augmented input with persons with aphasia. Two grant holder-linked bursaries were awarded to a master's student to work on this project, which was completed in 2017.



3.2.6 RDP-funded projects

c) 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. Parent and teacher training was also conducted at the school to ensure knowledge translation.



d) 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 to suggest possible AAC strategies suitable for implementation in private and government hospitals in South Africa. This project is conducted in collaboration with Prof Tanya Heyns (Department of Nursing Science, UP) and Prof Stefan Nilsson (University of Gothenburg). One manuscript has been submitted. Two master's students in Nursing under the supervision of Prof Nilsson (University of Gothenburg) translated the questionnaire into Swedish. Data collection is complete and a manuscript is in progress.

4. IMPACT ON ECONOMIC AND SOCIAL DEVELOPMENT

4.1 Community engagement projects

4.1.1 Mandela Day: 18 July



Being able to identify, label and communicate about emotions is an important skill for young children. It lays the foundation for developing social skills, navigating relationships and becoming healthy and happy adults. Our MA (AAC) students gave 67 minutes of their time this year to make visual support material to help young children



with disabilities learn about and communicate their emotions. The students' creativity was evident in the storybooks, emotion puzzles, picture symbols and the emotion 'traffic lights' (used to help children monitor and regulate their emotions) produced. The material was donated to Chrysalis Preschool for children aged 3-6 with special needs, as they had earlier identified such materials as one of their needs.

4.1.2 Fofa Communication Empowerment Programme – Making connections

Relationships – human connection – make the world go round. For people with severe communication difficulties, making these connections is not always easy. Discrimination, stigma and false perceptions by society often make it difficult for them to be seen, to be heard, and to have a chance to 'just say hi'.

'Making connections' was the theme of this year's Fofa Communication Empowerment Programme. This year, six young adults with communication disabilities, four returning participants of the programme and two mentors who were graduates from the programme, attended the week from 28 August to 1 September on campus. The week's programme included activities such as toastmaster's training by Mr Ian Flint from Toastmaster's South Africa, a campus tour presented by students from the Department of Historical and Heritage Studies, and training on crowdfunding and fundraising. Students from House Humanities assisted the participants to prepare for the 'Making Connections' event held on 1 September. Students from the Rag committee of Huis Maroela, together with graphic designers Olivia and Suzanne Loots, assisted the participants in painting the "Graffiti Wall" with catchy slogans aimed at breaking the stigma around disability. Three UP students with disability also shared their experiences of studying at UP with the participants, and it was clear that their stories resonated with the young adults.



The week culminated with the "Talk-Without-A-Voice" awareness event on 1 September (coinciding with UP's Anti-Discrimination Week and Casual Day). On that day, the Piazza of the University of Pretoria was abuzz with interactions, as the participants stepped out to connect with the campus community. For many students and staff this was the first time they interacted with someone using other methods of communication, such as iPads, laptops, and tablets that make typed text audible through synthetic speech processors. It may also have been the first time they were confronted with questions such as – 'Would

you date someone with a disability?' or 'Do you park in parking bays designated to people with mobility needs?' Lively interactions, laughter and comments such as 'This has been life-changing' and 'I have a different view of people with disabilities now' showed that a speech barrier can be overcome to make meaningful connections, share a moment, and enjoy each other's humanity.

4.1.3 AAC Awareness

The CAAC celebrated AAC Awareness month in October. The goal was to raise awareness of AAC and to inform the South African public about the many different ways in which people with communication disabilities communicate using different AAC techniques and strategies.

The CAAC, throughout the month of October, shared AAC awareness videos online that were produced by the talented and creative third-year Visual Art students at the University of Pretoria.

The links to the six videos shared are:

- **"Just because you can't speak, does not mean you have nothing to say."** Video produced by Anya Crous and Emilie du Trevou. <https://www.facebook.com/centreforaac/videos/1363719000414684/>
- **"Talk to me and see what I see!"** Video produced by Nicci Lombard and Kara Verster. <https://www.facebook.com/centreforaac/videos/1369504706502780/>
- **"AAC Awareness Month"** Video produced by Caitlyn Lynch and Tegan Kelly. <https://www.facebook.com/centreforaac/videos/1375652769221307/>
- **"Those without a voice are being heard, and dreams are becoming a reality"** Video produced by Ingrid Millwood and Anike Stander. <https://www.facebook.com/centreforaac/videos/1381615978624986/>
- **"Be patient, listen and let the communication begin!"** Video produced by Sacha Saddul and Natalya Yannikarkis. <https://www.facebook.com/centreforaac/videos/1388108624642388/>
- **"AAC Awareness"** Video produced by Stian van Wyk and Gideon du Plessis. <https://www.facebook.com/centreforaac/videos/1341207872665797/>

The CAAC also shared four chapters from our AAC Resource Manual online for free download. The chapters included information about AAC in the home, setting up the AAC classroom for learning, how to make an E-tran and Talking Mats™. The chapters can be downloaded from this link:

<http://www.up.ac.za/en/centre-for-augmentative-alternative-communication/article/2577982/aac-awareness-month-october->

Furthermore, Constance Ntuli, a person who uses AAC, disability advocate and a staff member at the CAAC, organised an impromptu line dance with students from House Humanities. This well-known dance, called the "Bus Stop" is specifically designed to easily draw in bystanders to join and unite. Students stated afterwards that this was informative but also a whole lot of fun. The event took place at the University of Pretoria on 27 October in front of the Merensky Library on the campus to



raise awareness about AAC. Ms Constance Ntuli was introduced as an AAC user and shared information about the difficulties persons using AAC experience, as well as a short introduction about AAC. Students became aware of the various challenges AAC users come across daily on campus, and how this could be made easier if there was more awareness about persons who are not able to

communicate verbally. Students were reminded that persons who use AAC can make decisions for themselves.

4.1.4 Devices practical day

The third-year students of the Department of Speech-Language Pathology and Audiology ended their AAC lectures on a high note, with a practical session on 25 August. Students were provided the opportunity to put theory into practice and try out the various speech-generating devices that individuals with little or no functional speech use to either augment their speech or as an alternative mode of communication.

Carla van Nieuwenhuizen and **Zainab Omar**, who communicate through the use of speech-generating devices, inspired the students with their stories of perseverance, hope and courage. Desirae Pillay, an assistive technology advisor from Inclusive Solutions, and parent of a daughter who uses AAC, told the students about some of the latest technology that assists people to communicate and improve the quality of their lives, and also demonstrated the latest eye-tracking technology. Students and staff of the CAAC once again realised the power of being able to communicate.



Interaction of students during the demonstration of devices



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
3 – 4 May Acornhoek, Mpumalanga	Prof J Bornman Mrs E Moolman Ms C Ntuli	14 teachers at Tsakane Special School	Implementing AAC devices in the classroom: We have the devices, but what do we do with them?	Teachers felt empowered as they understood how to implement the devices supplied by the DoE in their classrooms. They found the case studies, which focused on specific children, helpful. Some teachers want to explore formal BA (Hons) studies in AAC.
2 May Acornhoek, Mpumalanga	Prof J Bornman Mrs E Moolman Ms C Ntuli	120 primary caregivers (parents, grandparents siblings, other family members) 14 teachers	A training programme “No Parents - No Progress” to primary caregivers at Tsakane Special School, which focused on beginning communication skills.	Parents appreciated the training and said that meeting an AAC role model (Ms Constance Ntuli) for the first time provided them with a new vision for their own children. They expressed that the training made them feel hopeful for their own children’s future.
8 May, Baragwanath Hospital, Soweto	Prof S Dada Ms K van Niekerk Dr K Tönsing	Approximately 50 speech and occupational therapists employed by Gauteng Department of Health	Aim of the discussion was to provide an overview of assessment in AAC during a workshop of the AAC work group in the Gauteng DoE.	Audience found the information informative and provided positive feedback to the presenters. Focus on multi-disciplinary work is refreshing and stimulating. Practical guidelines are valuable.
15 May, Alma school, Pretoria	Dr E Johnson	30 teachers and therapists	Feedback on the collaborative research project with Prof S Nilsson and Prof M Adolfsson about pain management and communication of children with CP in schools and Dr Johnson’s PhD study.	Audience found the presentation informative. Teachers suggested developing a generic pain communication board for learners in their classrooms. The boards will include PCS symbols to visually present words from the different categories identified in the study; a pain scale and a body figure to enable learners to indicate where (on the body) they have pain.

DATE AND PLACE	PRESENTER(S)	PARTICIPANTS	ORIGIN AND AIM	EVALUATION OF OUTCOMES
18 – 19 May, NAMSLSHA, Windhoek, Namibia	Prof J Bornman	15 speech-language therapists, audiologists and occupational therapists	Workshop on “AAC assessment and intervention for various populations” hosted by the Namibian Speech-Language-Hearing Association.	This interactive workshop focused on skill implementation, materials and available resources within a collaborative problem-solving approach. Appreciated sharing of freeware for assessment purposes. A follow-up session was requested.
26 May Maseru, Lesotho	Prof J Bornman Dr E Johnson Ms R White Ms R Morwane	More than 200 politicians, parliamentarians and parents and other caregivers of children with disabilities	Awareness raising event 'Ntle le batsoali, Ha ho tsoelo pele {No Parents, No Progress} sponsored by the former Prime Minister of Lesotho's wife, Mme Liabiloe Ramoholi, to raise general disability awareness in Lesotho.	Advocate B M Mohanoe (Centre for Constitutional and Human Rights Watch) initiated this event. The centre team was thanked as participants expressed that they had learnt new skills on how to communicate with their children with disabilities and look forward to further skills training by the centre.
20 October, NAMSHLA, Windhoek, Namibia	Dr K Tönsing	7 speech-language therapists and audiologists	Workshop on the use of AAC for adults with acquired neurological conditions, hosted by the NAMSLSHA.	All attendees found the workshop informative and helpful, and indicated that they would implement the strategies they learnt about in their practices.



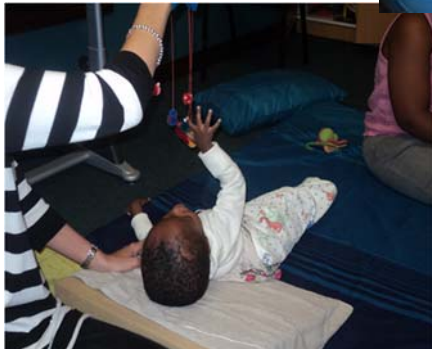
*Training teachers and therapists
at Tsakane Special School*



6. CONSULTATIONS

Sixteen 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 assist in developing new tools and resources that are used in student training.

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



7. PRESENTATIONS AT CONFERENCES AND SEMINARS

Table 3
Presentations by CAAC staff members

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
INTERNATIONAL		
10 February	Prof J Bornman	Invited keynote address: <i>Communication for persons with disability: a necessity for meeting human rights.</i> 6 th East African International Conference on Communication Disability, Kenyatta University, Nairobi.
14 March	Prof S Dada	Paper: <i>Participation of children with disabilities or long-term health conditions living in low- and middle-income countries. A scoping review.</i> A research symposium for childhood-onset disability, P3M Participation Conference, Melbourne, Australia.
14 March	Dr A Samuels	Paper: <i>Longitudinal studies on change in activities and participation: A systematic review.</i> A research symposium for childhood-onset disability, P3M Participation Conference, Melbourne, Australia.
14 March	Dr A Samuels	Paper: <i>Engagement in the free play environment: Does context matter?</i> A research symposium for childhood-onset disability, P3M Participation Conference, Melbourne, Australia.
11 September	Prof S Dada	Presentation: <i>The effect of aided input on the receptive language of children who require AAC.</i> Communication matters: National AAC Conference 2017, Leeds Innovation Centre, UK.
11 September	Dr K Tönsing	Presentation: <i>AAC implementation of multilingual persons.</i> Communication matters: National AAC Conference 2017, Leeds Innovation Centre, UK.
13 September	Prof S Dada	Presentation: <i>The effect of AAC on the receptive language abilities of children with developmental disabilities.</i> Manchester Metropolitan University, Manchester, UK.
16 November	Prof J Bornman	Presentation: <i>CRC implementation in preschool.</i> Jönköping University, Sweden.
16 November	Prof J Bornman	Presentation: <i>Children's rights. Picture my Participation: A view from South Africa.</i> Jönköping University, Sweden.
28 November	Prof S Dada	Presentation: <i>Participation: including voices of vulnerable groups.</i> University of Calcutta, Kolkata, India.



Prof Juan Bornman and participants at the 6th East African Conference in Kenya



Prof Shakila Dada at the Indian Institute of cerebral Palsy in Kolkata, India

DATE	NAME	PRESENTATION TITLE, NAME OF CONFERENCE OR SEMINAR AND PLACE
National		
10 June	Mrs R White	Paper: <i>Access to justice – giving voiceless children a voice.</i> 9 th Child Trauma Conference, Little Voices Count, Durban.
28 June	Prof J Bornman Dr A Samuels	Presentation: <i>AAC Communication options for children with additional communication challenges beyond hearing loss.</i> Family Centered Early Intervention Conference, University of the Witwatersrand, Johannesburg.
29 June	Prof J Bornman	Presentation: <i>How I think, feel and do, compared to how I thought, felt and did: Exploring the attitudes of typically developing adolescents towards their sibling with ASD.</i> Autism Spectrum Disorder Symposium Connect: Affecting change. North West University, Potchefstroom.
19 July	Mrs R White	Poster Presentation: <i>Access to justice: Giving a voice to the voiceless using communication technology.</i> Annual South African Young Scientists Conference, Johannesburg.
4 August	Mrs R White Prof J Bornman Dr E Johnson	Presentation: <i>From silence to justice: Implications for persons with communication disabilities accessing the criminal justice system.</i> CRIMSA International Biennial Conference, Indaba Hotel, Johannesburg.
8 August	Mrs R White Prof J Bornman Dr E Johnson	Plenary session: <i>From silence to justice: Implications for children with little or no functional speech accessing the criminal justice system.,</i> 18 th Annual National Child Abuse Conference, (SAPSAC), CSIR, Pretoria.
4 September	Dr A Samuels Prof S Dada Dr L Schlebusch Prof K Huus	Presentation: <i>Participation research on children and youth with disabilities in low- and middle-income countries: a scoping review.</i> 2 nd Gauteng Health Early Childhood Intervention (ECI) Conference, Johannesburg.
8 September	Dr L Schlebusch	Poster presentation: <i>Family quality of life of South African families raising children with autism spectrum disorder.</i> Nurturing our Future Conference, Stellenbosch.
9 September	Dr L Schlebusch	Presentation: <i>Family routines, the perceived impact of autism and family quality of life of South African families raising children with autism spectrum disorder.</i> Nurturing our Future Conference, Stellenbosch.
27 September	Dr G Schlünz Ms I Wilken Ms C Moors Ms T Gumede Ms W Van der Walt Dr K Calteaux Dr K Tönsing, and Mrs K Van Niekerk	Presentation: <i>Applications in accessibility of text-to-speech synthesis for South African languages: initial system integration and user engagement.</i> South African Institute of Computer Scientists and Information Technologists (SAICSIT) Annual Conference, Thaba 'Nchu.
2 October	Prof S Dada	Invited keynote address: <i>Participation: Is it enough to be present?</i> Rural Health Conference, Taung.
17 October	Dr A Samuels	Invited Presentation: <i>Curriculum transformation: Making the curriculum accessible for students with disabilities.</i> Faculty of Humanities Teaching and Learning Forum, University of Pretoria.
31 October	Mrs K van Niekerk Prof S Dada Dr K Tönsing	Presentation: <i>Perspectives of rehabilitation professionals on assistive technology provision to young children with disabilities in South Africa.</i> Postgraduate conference, University of Pretoria, Pretoria.

31 October	Ms I Greyvenstein	Presentation: <i>Higher order emotion identification: comparing children with blindness to typically developing peers.</i> Postgraduate conference, University of Pretoria.
31 October	Dr K M Tönsing	Moderator: Health and Society III. Postgraduate conference, University of Pretoria, Pretoria.
7 November	Dr K Tönsing	Moderator: <i>Communication accommodations in the justice system.</i> The 5 th Annual Disability Rights in Africa Conference, Pretoria.
7 November	Mrs R White Ms D Msipa	Presentation: <i>Implementing Article 13 of the Convention on the Rights of Persons with Disabilities in South Africa: Accommodations for people with communication disabilities.</i> The 5 th Annual Disability Rights in Africa Conference, Pretoria.
7 November	Prof J Bornman Mrs R White Mrs E Viljoen Dr E Johnson Dr K Tönsing Ms R Morwane Ms C Ntuli Prof D N Bryen Dr L Wiles	Poster: <i>Access to justice for persons with complex communication needs: the role of augmentative and alternative communication.</i> The 5 th Annual Disability Rights in Africa Conference, Pretoria.
8 November	Ms R Morwane Mrs R White	Workshop: <i>Communication Accommodation in the Criminal Justice System.</i> The 5 th Annual Disability Rights in Africa Conference, Pretoria.



*Dr Kerstin Tönsing, Ms Odette Swift, Mrs Robyn White and
Mrs Dianah Msipa
The 5th Annual Disability Rights in Africa Conference*

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
15 & 16 February	<i>Workplace Disability</i> . Management Conference, Johannesburg. Attended by: Ms R Morwane
21 February	<i>Inaugural address: Prof Debby Bonnin – Transformations of Work</i> , University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Dr K Tönsing & Dr A Samuels
4 March	<i>ClickUp Grades</i> , University of Pretoria. Attended by: Mrs E Moolman
13 – 17 March	<i>Advanced Human Rights Course on Disability Rights in an African Context</i> , Centre for Human Rights, University of Pretoria. Attended by: Mrs R White
17 March	<i>Finding your voice</i> . Department of Research and Innovation Support, University of Pretoria. Attended by: Ms R Morwane
16 March	<i>Disability Rights Symposium – Empowerment through partnerships</i> , Afrika Tikkun & Beit Issie Shapiro, Uthando Centre, Braampark, Johannesburg. Attended by: Prof J Bornman & Ms C Ntuli
27 March	<i>Strengthening postgraduate supervision seminar</i> . Presented by Rhodes University, in Johannesburg. Attended by: Dr E Johnson
10 April	<i>Curriculum Transformation Public Lecture Series: Public Lecture by Dr Saleem Badat</i> , University of Pretoria. Attended by: Prof S Dada & Dr K Tönsing
25 April	<i>The State of Mental Health: Unpacking the Life-Esidimeni Issues</i> , Moot Court, Law Building, University of Pretoria. Attended by: Prof J Bornman & Dr A Samuels
3 May	<i>Being an Effective Supervisor: Ensuring a win-win situation for both you and your students</i> , University of Pretoria. Attended by: Dr A Samuels & Dr E Johnson
5 May	<i>Alternative Assessment Seminar</i> , University of Pretoria. Attended by: Prof S Dada, Dr A Samuels & Dr E Johnson
10 May	<i>Open Science workshop. The Strengthening Technology, Research and Innovation cooperation between Europe and South Africa (ESASTAP 2020)</i> , hosted by the Department of Science and Technology, Manhattan Hotel, Pretoria. Attended by: Dr A Samuels
15 May	<i>Preparing for NRF rating (Prof Gilbert Onwu)</i> . Early Career Academics Workshop, University of Pretoria. Attended by: Prof S Dada & Dr A Samuels
23 May	<i>Cleft lip/palate: Best practices and recent developments (Prof Brenda Louw)</i> , University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Mrs Enid Moolman, Ms R Morwane
24 May	<i>Meaning making in interpersonal interactions: Moving beyond exchanging messages in interaction with children and adults with severe communication (Prof Erna Alant)</i> , University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Dr E Johnson, Mrs K van Niekerk, Ms R Morwane, Mrs E Moolman, Dr K Tönsing
30 May	<i>POWERHEDA system training, Department of Institutional Planning</i> , University of Pretoria. Attended by: Prof J Bornman & Mrs EJC Rossetti-Siefe

31 May	<i>Curriculum Transformation Public Lecture Series. Curriculum transformation matters: The decolonial turn</i> , Presented by Prof Crain Soudien, University of Pretoria. Attended by: Dr A Samuels & Dr K Tönsing
1 June	<i>5th Annual Afrika Tikkun Child Protection Dialogue</i> , Uthando Centre, Johannesburg. Attended by: Mrs R White
20 June	<i>Copyright in Teaching and Learning</i> . Faculty of Humanities Teaching and Learning Forum, University of Pretoria (Dr Letie Kleyn). Attended by: Mrs E Moolman & Dr A Samuels
20 June	<i>Curriculum Transformation Public Lecture Series. Curriculum transformation matters: The decolonial turn</i> , Presented by Prof Garth Stevens, University of Pretoria. Attended by: Dr A Samuels
30 June	<i>2nd International Symposium: ICF Education</i> , New Somerset Hospital, Cape Town. Attended by: Dr A Samuels
3 August	<i>Storytelling and opinion writing workshop</i> . University of Pretoria. Attended by: Ms R Morwane
4 August	<i>Digitisation to enhance publishing. State-of-the-art ebook augmentation using localized technologies including epub 3 conversion software</i> , CSIR, Pretoria. Attended by: Dr A Samuels
11 August	<i>Beyond the SDGs - Challenges for Scholarly Engagement</i> , Presented by Dr Henning Melber, University of Pretoria. Attended by: Prof J Bornman, Dr A Samuels
15 August	<i>Perspectives on child trauma, abuse and neglect</i> , Jelly Beanz Inc and Child trauma Training, Pretoria. Attended by: Mrs R White.
15 August	<i>Research information management system training (RIMS)</i> , University of Pretoria. Attended by: Mrs EJC Rossetti-Siefe
16 August	<i>How to write and improve your skills in communicating to non-academic audiences workshop</i> , The Conversation Africa, University of Pretoria. Attended by: Dr A Samuels & Ms R Morwane
22 September	<i>The method behind the madness: Research methodology</i> , University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Dr K Tönsing, Dr A Samuels, Dr E Johnson, Mrs K van Niekerk, Mrs R White, Mrs E Moolman, & Ms R Morwane
27 September	<i>Language development and AAC (Prof Cathy Binger)</i> , University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Dr K Tönsing, Dr E Johnson, Mrs K van Niekerk, Mrs R White, & Ms R Morwane
29 September	<i>Research ethics at universities: Priorities and trends</i> , University of Pretoria Attended by: Dr E Johnson
6 October	<i>Client participation in AAC intervention and research: Rhetoric and reality</i> (Prof Juliet Goldbart & Prof Janice Murray), University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Dr K Tönsing, Dr E Johnson, Mrs K van Niekerk, Mrs E Moolman, Mrs R White, Ms R Morwane & Dr A Samuels
9 – 11 October	<i>15th Annual Professional Administrators Conference South Africa (PACSA)</i> , Rustenburg. Attended by: Mrs EJC Rossetti-Siefe
19 October	<i>Writing workshop</i> , University of Pretoria . Attended by: Ms R Morwane
26 October	<i>Humanities Day</i> : University of Pretoria. Attended by: Prof J Bornman, Prof S Dada & Dr A Samuels
30 October	<i>Mainstreaming disability in the context of a human rights dispensation</i> , South African Employers for Disability, (SAE4D), Johannesburg. Attended by: Ms R Morwane

10 November	<i>Disability and inclusion: Snapshots from research in India</i> , (Prof Santoshi Halder), University of Pretoria. Attended by: Prof J Bornman, Prof S Dada, Mrs K van Niekerk, Dr A Samuels & Mrs R White
29- 30 November	<i>12th Early Childhood Development Knowledge Building Seminar (UNICEF SA)</i> , Pretoria. Attended by: Dr A Samuels



Attendees at the Cleft lip/palate: Best practices and recent developments seminar presented by Prof Brenda Louw

9. VISITS BY STAFF TO INTERNATIONAL INSTITUTIONS: RESEARCH AND/OR TRAINING

STAFF MEMBER	INSTITUTION	DATE
Prof J Bornman	Kenyatta University, Nairobi, Kenya	10 – 13 February
Prof S Dada Dr A Samuels	Australian Catholic University, Melbourne, Australia	13 – 17 March
Prof J Bornman Dr E Johnson Ms R Morwane Mrs R White	National University of Lesotho, Roma, Lesotho	25 – 26 May
Prof J Bornman	Kenyatta University, Nairobi, Kenya	5 – 9 June
Dr A Samuels	Jönköping University, Jönköping, Sweden	12 – 23 November
Prof J Bornman	Jönköping University, Jönköping, Sweden	13 – 19 November
Prof S Dada	Amrit Somani Memorial Centre, Kolkata, India Indian Institute of Cerebral Palsy, Kolkata, India University of Calcutta, Kolkata, India	27 November 29 November 27 November – 3 December
Prof S Dada	Jönköping University, Jönköping, Sweden	11 – 15 December



Prof Shakila Dada in India



Mrs Robyn White, Dr Ensa Johnson, Mme Liabiloe Ramoholi, Prof Juan Bornman, Ms Refilwe Morwane, National University of Lesotho

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
17 January	Adv Bokang Martin Manahoe, from the Centre for Constitutional and Human Rights Watch, Lesotho	To discuss the hosting of a large-scale disability awareness campaign in Lesotho. Initially the request was to focus on persons with albinism, but this was broadened to include all disability stakeholder groups.	A workshop 'Ntle le batsoali, Ha ho tsoelo pele' {'No Parents, No Progress'} was presented to more than 200 politicians, parliamentarians, care-givers of children with disabilities and the media. To create disability support in Lesotho, this high-profile event was sponsored by the former prime minister of Lesotho's wife, Mme Liabiloe Ramoholi. The Centre team also met the Advocacy Team for Inclusion (ATI), Dr Lefoka, Dr Leshota, Dr Maseho, Khosi Rejake and Hlonie Mohasi at the National University of Lesotho (NUL) in Roma.
23 May	Prof Brenda Louw, East Tennessee University, US	Present a seminar entitled, <i>Cleft Lip / Palate: Best practice and recent developments</i> . Finalisation of project sponsored by Carnegie African Diaspora Fellowship programme.	Attended by 36 participants. Attendees stated that the presentation was very relevant and informative with great application to practice. They were inspired to share the information with their colleagues. Manuscript in progress.
24 May	Prof Erna Alant Indiana University, USA	Present Neville Cohen Memorial lecture and seminar entitled, <i>Meaning-making in interpersonal interactions: Moving beyond exchanging messages in interaction with children and adults with severe communication problems</i> .	Attended by 66 participants. Participants enjoyed a fresh perspective on measuring interpersonal interaction and stated that the inclusion of new forms of communication (e.g. mobile phone and internet-based) increased their knowledge base. Requested a full-day seminar on the topic.
14 July	Dr Kobie Boshoff, University of South Australia, Australia	Presented a lecture to MECI second-year students entitled, <i>Parents' experiences of advocating for their child with autism – a meta-synthesis</i> .	Students interacted and were inspired to start with their own research projects. Dr Boshoff also assisted three PhD students to complete systematic reviews as part of their studies.
20 – 30 September	Prof Cathy Binger, University of New Mexico, US	Research mentorship to Dr KM Tönsing and postgraduate students. Presentations of two workshops: Research methods (<i>The method behind the madness</i>) to postgraduate students and staff; and <i>Building language skills for children who use</i>	Prof Binger gave input on the research projects of nine PhD students and three master's students. She gave input on the conceptualisation and design of Dr Tönsing's Thuthuka-funded projects. Participants were appreciative of the Methods workshop and found it stimulating, as the discussion points were with real-life examples. After the "Building

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
		AAC, presented to practitioners and researchers in AAC.	<i>language</i> ” seminar, participants stated that it was excellently planned and presented, with videos ensuring applicability to the SA context.
2 – 6 October	Dr Juliet Goldbart and Dr Janice Murray, Manchester Metropolitan University, UK	Visited Prof Shakila Dada with the view of increasing research and teaching collaboration. In addition, they visited the University of Witwatersrand and Baragwanath Hospital. They also did presentations on their current research.	Professors Goldbart and Murray presented short seminars entitled, <i>Client participation in AAC intervention and research: Rhetoric and reality</i> and <i>Communication development, assessment and intervention for people with profound disabilities: An evidence-based approach</i> respectively. In addition, they provided consultations on the research methods of three master’s, four PhD students and one post-doctoral fellow’s research.



***Prof Janice Murray and Prof Juliet Goldbart,
Manchester Metropolitan University, UK***

15 – 22 October	Prof Karina Huus, Prof Mats Granlund, Dr Patrik Arvidsson, Dr Elisabeth Elgmark, Dr Ingallil Berglund Ms Frida Lygnegård, Jönköping University, Sweden	The group of Swedish staff, doctoral students and post-doctoral fellows of the CHILD Research group from Jönköping University visited the CAAC as part of the funded STINT/NRF project. The aim was to continue with collaboration on the research project on Participation of children with disabilities.	The focus of the week-long seminar was on validation of measuring instruments in LAMI countries and was attended by various doctoral students, post-doctoral fellows and staff of the CAAC. During the week, attention was specifically given to designing a standard set of instructions and test protocol for the Picture my Participation Tool. The specific symbols used in the tool and its applicability to different cultural contexts was also debated.
6 – 10 November	Prof Santoshi Halder, University of Calcutta, India	As part of the funded NIHSS/ ICSSR project, Prof Halder visited the CAAC, the Department of Educational Psychology, University of South Africa, as well as Dr Michal Harty at the University of Cape Town. She also presented a seminar entitled, <i>Disability and Inclusion: Snapshots from Research in India</i> .	The findings of the current project were discussed and ways to further collaborate were explored. Prof Halder also discussed research methodology with four PhD students. Her energetic seminar aptly demonstrated the differences and similarities in her context when compared to South Africa. This triggered a lively discussion and participants expressed a need for a larger seminar on topics such as this.

DATE	NAME AND DESIGNATION	PURPOSE OF VISIT	OUTCOMES
16 October – 12 November	Dr Patrik Arvidsson, Post-doctoral fellow, Jönköping University, Sweden	Post-doc visit to continue research on the NRF/STINT funded project. Discussion of research methods to CAAC staff.	Completed data analysis on preliminary data on the project. Discussion of a new potential research project as an extension of current work.



Prof Cathy Binger
University of
New Mexico, USA



Prof Santoshi Halder
University of
Calcutta, India



Prof Emeritus Isabel Uys
and Prof Erna Alant,
recipient of the
Neville Cohen award



Staff and students from the CHILD research group at Jönköping
University, Sweden

11. ACHIEVEMENTS AND/OR SPECIAL INVOLVEMENT

11.1 Staff Achievements and Awards

- Mrs Robyn White successfully completed the TUKS Young Research leader programme (TYRLP).
- Ms Refilwe Morwane was selected for the TUKS Young Researcher Leader Programme.
- Dr Kerstin Tönsing shared second place in the Teaching Excellence Award of the Faculty of Humanities.

11.2 Student Achievements and Awards

- The *Semantic Compaction Systems Award* for the best AAC research on a master's or PhD level project was awarded to Jocelyn Mngomezulu.
- The *Inclusive Solutions Award* for the best Honours student was awarded to Stephanie Oosthuizen.
- *Edit Microsystems Award* for the most improved Honours student was awarded to Nolufefe Mayaphi.
- Mrs Robyn White was selected to present at the Annual South African Young Scientists (ASSAF) Conference.
- Dr Liezl Schlebusch (PhD Alumna) received the Emerging Researcher Award from the International Society for Autism Research (INSAR) and Autism Speaks. She received this award at the Regional International Meeting for Autism Research (IMFAR) Conference in Stellenbosch in September 2017.
- Dr Thilen Kyarkanaye (PhD Alumna) received the Kalafong Provincial Tertiary Hospital Individual Service Excellence Award (2016).
- The following PhD students were awarded NIHSS bursaries: Ms R Morwane, Ms K Masuku, Mrs V Madima, Ms N Mbanda.
- The following students were awarded UP postgraduate bursaries: Mrs R White, Mrs H de Clercq, Mrs C Wepener, Mrs S Davis.
- Ms K Masuku (PhD student) was awarded the Wits Enabling Grant.
- Ms Refilwe Morwane was awarded the SAHUDA Bursary.
- The following MA (AAC) students were awarded UP postgraduate bursaries: Ms N Gerber, Ms A Kuyler, Ms Z Laher, Ms G McMahon-Panther, Ms R Mothapo.
- The following MA (AAC) students were awarded Thuthuka grant holder-linked bursaries: Ms L Davidsson, Ms R Everett, Mrs C Flores, Ms D Hattingh, Ms Z Laher, Ms R Mothapo, Ms N Stockley, Ms A Wylie.
- Mrs D Batev, an M (ECI) student, received a UP postgraduate bursary.



Dr Liezl Schlebusch was the recipient of an Emerging Researcher Award



Dr Thilen Kyarkanaye received the Kalafong Provincial Tertiary Hospital Individual Service Excellence Award

12. PROFESSIONAL ACADEMIC ACTIVITIES

12.1 Involvement with other universities as external examiners

Prof J Bornman	External examiner for PhD thesis – University of Witwatersrand
Prof S Dada	External examiner for master's dissertation – University of Cape Town External examiner for master's dissertation – University of KwaZulu-Natal External examiner for the Speech and Hearing Therapy Department of the University of the Witwatersrand (Module CPSL453)
Dr K Tönsing	External examiner for the Department of Speech-Language Pathology and Audiology, Sefako Makgatho University (Module: MSLB 041) External examiner for the Department of Interdisciplinary Health Sciences: Speech-language and Hearing Therapy, University of Stellenbosch (Module: Speech Pathology 411)
Dr A Samuels	External examiner for Honours Thesis – University of South Australia External examiner for the Department of Speech-Language Pathology and Audiology, University of KwaZulu-Natal (Module CPSL443)
Ms R Morwane	External examiner for fourth-year Research Poster Presentations, University of Witwatersrand External examiner (Module SLP 400), University of Witwatersrand

12.2 Referee duties

Prof J Bornman	Augmentative and Alternative Communication Clinical Archives of Communication Disorders (Editorial Board) International Journal of Disability, Development and Education Journal of Communication Disorders PROSPECTS Reviewer of ISAAC Conference 2018 abstracts Reviewer on the NRF review panel: SARCHi Chairs and Rating applications
Prof S Dada	American Journal of Speech-Language Pathology Augmentative and Alternative Communication Folip Phoniatria et Logopaedica Image and Text International Journal of Speech-Language Pathology Reviewer of ISAAC Conference 2018 abstracts Reviewer on the NRF reviewer panel: SARCHi Chairs and Thuthuka applications Reviewer of book chapter: Validity and Reliability in Measuring Instruments
Dr K Tönsing	American Journal of Speech-Language Pathology Aphasiology Augmentative and Alternative Communication Reviewer of book chapter: Validity and Reliability in Measuring Instruments Reviewer of ISAAC Conference 2018 abstracts

Dr A Samuels	Reviewer of book chapter: Using Social Media Scandinavian Journal of Occupational Therapy
Dr E Johnson	Health Journal Humanities and Social Sciences Journal International Journal of European Studies (IJES) Reviewer of book chapter: Using Focus Groups Reviewer of ISAAC Conference 2018 abstracts

12.3 Other duties

Staff members serve on a variety of different committees

Prof J Bornman	Heads of Departments, Faculty of Humanities Applied Social Sciences Cluster Chair (November 2017) Academic Representative: Central Skills Development Committee Advisory Committee: Advanced Diploma in Visual Impairment Studies Advisory Committee: Centre for the Study of Resilience Postgraduate Committee, Faculty of Humanities Subcommittee Education of the Working Group on Affordable and Accessible ICT for persons with disabilities Council of the International Association for Augmentative and Alternative Communication (ISAAC)
Prof S Dada	Research Committee: Faculty of Humanities Chair of Departmental Research Committee The Education, Training and Registration Committee of Professional Board for Speech, Language and Hearing Health Professions Council (HPCSA) Honorary Professor at Speech and Hearing Department – University of KwaZulu-Natal (2017 – 2020)
Dr K Tönsing	Chair: Research Committee of the International Association for AAC (ISAAC)
Dr E Johnson	Research Ethics Committee, Faculty of Humanities
Dr A Samuels	Transformation Committee, Faculty of Humanities
Mrs R White	Web and Marketing Committee, Faculty of Humanities
Ms R Morwane	Teaching and Learning Committee, Faculty of Humanities
Mr T Mahlangu	Health and Safety Committee, Faculty of Humanities

13. Media

- Prof J Bornman – Radio Veritas interview on Inclusive Education – 15 March
- Prof J Bornman – Radio Veritas interview on AAC and Human Rights – 20 April
- Dr A Samuels’ PhD research on teenage parenting was quoted in the Cape Argus – 23 August
- Dr A Samuels – Voice of the Cape interview on Teenage Parenting - 24 August
- Dr A Samuels – Power FM interview on Teenage Parenting – 25 August
- The Master’s in Early Childhood Intervention programme was featured as an exemplary Hybrid Learning Case Study at the University of Pretoria
- Mrs Robyn White authored a piece in the Saturday Star, “Abuse of disabled a national crises” – 26 August
- Prof J Bornman authored a piece in the Saturday Star, “They died because no one heard them” – 16 September



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)
Departmental Administrator A:	Mrs EJC Rossetti-Siefe (40 hours per week)
Clerical Administrative Assistant:	Mr T Mahlangu (40 hours per week)

14.2 CAAC staff funded from outside funds

Lecturer:	Dr E Johnson (40 hours per week)
Lecturer:	Ms R Morwane (40 hours per week)
Lecturer:	Mrs R White (30 hours per week)
Lecturer:	Mrs E Moolman (15 hours per week)
Lecturer:	Mrs K van Niekerk (12 hours per week)
Administrative Assistant:	Ms C Ntuli (15 hours per week)

14.3 Extraordinary Professors

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

14.4 Junior Research and Post-Doctoral Fellows

Dr Alida Naude	Junior Research Fellow (2017- 2019)
Dr Liezl Schlabusch	Post-Doctoral Fellow (2017)

14.5 External Examiners

BA Honours (AAC)

Dr M Mophosho	AAK 713 & AAK 712	University of the Witwatersrand
Dr G Ledwaba	AAK 701 & AAK 703	University of South Africa (Unisa)
Mrs SB Karim	AAK 702	University of KwaZulu-Natal
Mrs O Mahura	AAK 714	University of Cape Town
Prof K Uys	AAK 715	University of KwaZulu-Natal

M (ECI)

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

MA (AAC)

Dr M Mophosho	Dissertation: J Mngomezulu (AAK 890)	University of the Witwatersrand
Dr M Herold	Mini-dissertation: E Emmerich (AAK 895)	Private practice
Dr A Barton-Hulsey	Mini-dissertation: R Everett (AAK 895)	University of Wisconsin-Madison, US
Dr I Gimpler-Berglund	Mini-dissertation: C Flores (AAK 895)	Jönköping University, Sweden
Dr G Thunberg	Mini-dissertation: M Hammond (AAK 895)	University of Gothenburg, Sweden
Prof M Nel	Mini-dissertation: A Henkeman (AAK 895)	North-West University
Prof R Koul	Mini-dissertation: N Stockley (AAK 895)	University of Texas at Austin, US
Ms M King	Mini-dissertation: A Wylie (AAK 895)	Georgia State University, US
Dr M de Klerk	Theoretical constructs in AAC (AAK 811)	Private practice
Ms L Pettit	Theoretical constructs in AAC (AAK 811)	National Health Services, UK
Ms V Madima	Implementation Sciences in AAC (AAK 812)	Sefako Makgatho University
Dr M Herold	Implementation Sciences in AAC (AAK 812)	Private practice

PhD

Dr S Bashinski	Thesis: I Greyvenstein (AAK 990 & AAK 900)	Missouri Western State University, US
Dr H Brand	Thesis: I Greyvenstein (AAK 990 & AAK 900)	University of Stellenbosch

15. OBJECTIVES FOR 2018

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

- To graduate four PhD students and enrol five new PhD candidates
- To graduate eight MA (AAC) students and enrol 10 new students
- To graduate 17 M (ECI) and enrol 20 new students
- To graduate 13 BA (Honours) and enrol 15 new students
- To increase funding for students by securing at least 15 postgraduate bursaries
- To decrease the time-to-completion to two years for research master's students and to four years for PhD students
- To increase students' research discussion with international students (Jönköping University, Sweden) through online discussions
- To increase coursework master's students' exposure to research through participation in international research and foster online research discussions with international peers
- To produce at least one publication on the scholarship of teaching

15.2 UP Strategic Goal – To strengthen research and international profile

- To support one academic staff member (on outside funding) to obtain a PhD qualification
- To publish 12 manuscripts in high indexed journals (ISI, Scopus or DHET)
- To strengthen a strategic Africa partnership with a sister university (Kenyatta University) and/or the National University of Lesotho (NUL)
- To enrol five international postgraduate students
- To host at least six international visitors
- To increase participation in the International Society for Augmentative and Alternative Communication (ISAAC) initiatives for emerging countries
- To collect data for Stage 2 of the international research project on Mobile Health with Georgia State University, US
- To complete the final stage of the data collection with Jönköping University, Sweden as part of the funded NRF/STINT research project, and to visit Jönköping University with four PhD students as part of the existing exchange programme on this grant

15.3 UP Strategic Goal - To foster and sustain a transformed, inclusive and equitable university community

- To enhance the student and staff diversity profiles
- To re-look curricula to foster a learning environment free from prejudice in which all students feel welcome and equally valued
- To eliminate intergroup disparities in enrolment, retention and graduation rate
- To ensure that all hybrid modules meet the minimum requirements for accessibility so that students with disability are afforded equal opportunities to acquire the same information, engage in the same interactions, and enjoy the same services as students without disabilities

15.4 UP Strategic Goal - To optimise resources and enhance institutional sustainability

- To expand funding initiatives by conducting one training tender through UP Enterprises
- To ensure the sustainability of the Fofa Youth Empowerment project by applying for funding
- To conduct six medico-legal consultations and one related parent-training group
- To secure two training tenders
- To develop tailor-made programmes for target groups with an online focus

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

- To ensure knowledge translation of research through our social media footprint, radio interviews and easy-to-read versions of papers and theses
- To enhance graduates' work readiness by focusing on problem-solving skills and application of knowledge to real-life contexts
- To strengthen continuing professional development opportunities through the provision of at least five CPD activities, accredited by the HPCSA and/or SACE
- To develop a model for categorising and tracking alumni and stakeholders
- To enhance engagement with communities (including the UP community) through awareness campaigns and information sharing
- To enhance internal fundraising capacity by increasing participation in grants-management skill training offered by DRIS

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Fogarty International Centre
National Institute on Deafness and other Communication Disorders Mobile Health Initiative
Gauteng Department of Health
Indian Council of Social Science Research, India
Mpumalanga Department of Education
National Institute for the Humanities and Social Sciences, South Africa
National Research Foundation (NRF)
Swedish Foundation for International Cooperation in Research and Higher Education

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

Edit Microsystems
Inclusive Solutions
Semantic Compaction Systems

Support from the following institutions and associations 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!

Australian Catholic University, Australia
DART, Sweden
East Tennessee State University, US
Georgia State University, US
Indiana University, US
Jönköping University, Sweden
Kenyatta University, Kenya
Manchester Metropolitan University, UK
National University of Lesotho, Lesotho
North-West University
Sefako Makgatho Health Sciences University
University of Calcutta, India
University of Cape Town
University of Gothenburg
University of KwaZulu-Natal
University of New Mexico, US
University of North Carolina, Chapel Hill, US
University of South Africa
University of South Australia, Australia
University of Stellenbosch
University of Texas, Austin, US
University of the Witwatersrand
University of Wisconsin-Madison, US
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 your excellent work and support. We are fortunate to call you our colleagues and to benefit from your contributions daily.

Prof C de la Rey (Vice-Chancellor and Principal)
Prof Vasu Reddy (Dean: Faculty of Humanities)
Academic Administration (Humanities and Health Sciences)
Department of Speech-language Pathology and Audiology
Department of Residence Affairs and Accommodation

House Humanities
Client Service Centre
Facilities Management
Department of Finance
Department of Psychology
Department of Visual Arts
Centre for Human Rights
Department of Child Health
Department of Library Services
Department of Security Services
Department of Education Innovation
Department of Research and Innovation Support
Department of Social Work and Criminology
Department of Educational Psychology
Department of Occupational Therapy
Department of Human Nutrition
Department of Nursing Science
Department of Physiotherapy
Disability Unit
TuksFM

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

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

THANK YOU



